

Scanning:

- Disconnect between ability & learning *Ma 7 *Gr 4 Writing
- Math Anxiety (Grade 7)
- Lack of independence
 - *“I need help” before starting
 - *students dislike the... “struggle”
- Overwhelmed with lives (homes); kids not ready to learn; disconnected
- Weak writing *teacher point of view but provincially higher.
- Enrichment?
- Overall tone during lunch, transitions/bells (hallway etiquette)

Hutton 2016/17

Focusing:

- Resiliency/ growth mindset (s/i/c)
- Independence/self-aware (anxiety) (s/i/c)
- Positive Home/School connection with challenging at-risk learners. (s)
- Understanding themselves as individual learners (s/i/c) *metacognition *reflection *link to competencies
- little depth in writing/reading (i/c)
 - *inference and justification
- Overall tone
 - Calm; self-regulation (s/c)

Developing a hunch:

- How will teaching Mind Up curriculum empower our learners to be more independent, reflective & resilient and thus more successful academically?
- How will teaching and modelling respectful behavior and manners influence the connectivity and thus the social/emotional well-being of all our learners including staff and students?

Learning:

- During our Collaborative Tuesdays we will focus on:
- MindUp Curriculum
 - developing our leadership opportunities for all students but significantly our grade 5/6/7's
 - developing a tracking tool for our intellectual goal to measure resilience and growth mindset versus defiance and non-performance (Case Study or teacher anecdotal)

Checking:

In order to develop measurable goals based on a variety of reliable evidence Hutton will continue to look at Ministry Satisfaction Surveys, FSA Results, staff anecdotal feedback on learners & Office Referrals.

We will know we have made an impact...

- intellectually** by measuring resilience and growth mindset versus defiance and non-performance
- socially** by observing changes in personal responsibility & growth in our school culture (looking specifically for an improvement in behavior when students are not being directly supervised. We would be actively looking for a decrease in vandalism, foul lang., fighting and an improvement in hallway, library, bathroom, playground, field etiquette.
- with the **Career** goal: by monitoring the leadership opportunities with students and seeing if there is a decrease in peer conflict during play time at lunch and recess specifically in more ‘hands on’ play like hockey, Cops n Robbers, sharing on the apparatus...



Taking Action:

To support our 2016-17 growth plan Hutton has purchased and will implement the MindUp books through the Goldie Hawn Foundation. We will also continue to teach behavior and manners school wide, although our focus will shift to school wide expectations ‘when no one is watching’ specifically teaching to office etiquette, transition expectations and behavior expectations in the library, gym, bathrooms, hallways, playgrounds, fields, etc.

We have implemented the Hawkometer, which is a natural evolution of the Principals 100 Club and a continuation of the HAWKS program. Instead of individual rewards being granted for HAWK cards, classes and the school will be rewarded as HAWKS are earned, and tallied on the Hawkometer. The common goal classes are striving for will be a school wide outdoor winter &/or summer celebration. Another twist to the HAWKS program is the Grade 7's will actively distribute Hawk cards as they see positive, kind, hardworking, and resilient behavior. Not only will this increase expectations of student behavior from peers but it will also force students to look for the positive rather than the negative and be reflective in their own behavior as they distribute and receive HAWK cards.