



John A. Hutton Elementary School Plan 2026-2027

Peter Scott, Principal)

Lisa Cairns, Vice Principal)

Purpose and Vision:

School Plans are school-specific strategic plans that are

- Collaboratively developed
- Focused on student learning goals
- Aligned with the District Strategic Plan
- Evidence-informed using a cycle of improvement
- Specific, measurable, achievable, relevant, and time-bound

Be Curious

- Research shows that communication is a fundamental skill that helps students navigate complex problems, not just in mathematics but across all areas of learning. Numeracy, the ability to apply mathematical reasoning to everyday situations, is a crucial component of communication. By focusing on critical thinking in numeracy, students will develop higher-order thinking skills, including analysis, evaluation, and problem-solving. This focus will also support student success in other areas of the curriculum and beyond the school environment.
- At Hutton Elementary classroom assessments indicate that while students perform adequately in basic operations, many struggle with applying their mathematical skills to new contexts, problem-solving, and higher-level reasoning tasks. This growth plan aims to address these gaps by integrating critical thinking strategies into numeracy instruction across all grades.
- Student voice is incorporated through teacher assessment.

Get Intentional

- To enhance students' communication skills through the lens of numeracy, ensuring that students are not only proficient in mathematical operations and reasoning but also able to effectively communicate their mathematical understanding.
- Goal chosen based on data (FSA), conversations with all stakeholders

Student Performance Data:

- Improvement in numeracy-related standardized test scores (e.g., FSA assessments, district benchmarks) will be tracked.

- Classroom assessments (formative and summative) will reflect students' increased ability to solve complex, real-world math problems.
- Performance tasks and student portfolios will show evidence of critical thinking in math.

Teacher Observations and Feedback:

- Teachers will document changes in student engagement and problem-solving abilities through observation rubrics and anecdotal notes.
- Opportunities for teacher collaboration to provide insights into the effectiveness of teaching strategies.

Student Self-Assessment and Reflection:

- Students will engage in regular self-assessments to reflect on their own problem-solving processes and critical thinking skills.
- Reflection tools and teacher check-ins will be used to gauge student growth in mathematical reasoning and metacognitive strategies.

Parent and Community Feedback:

- Surveys will be distributed to parents to gather feedback on the impact of math-focused family events and take-home resources.
- Participation rates at math nights and other family events will be monitored.

Teacher Surveys and Professional Development Evaluations:

- Teacher feedback on the professional development sessions will be collected to assess the effectiveness of training and identify areas for future support.
- Surveys will also track teachers' confidence in applying critical thinking strategies in math instruction.
- Primary and Intermediate teachers will continue to work with Kendra Jacobs (Mathmatizing247) on this goal.

Make Time for Learning

Professional Development for Staff

Specific Action:

Provide teachers with targeted professional development (PD) focused on integrating critical thinking strategies into math instruction. Topics will include fostering inquiry, using open-ended questions, developing problem-solving skills, and encouraging metacognition in students.

- **School-Level Resources/Structures:**

- Monthly math PD sessions, led by a numeracy coach or external expert or discussed at staff meetings.
- Time for teacher collaboration during PLC days so teachers can share best practices.

Cross-Curricular Integration of Numeracy

- **Specific Action:**

Encourage teachers to embed numeracy tasks in other subject areas (e.g., science, social studies), reinforcing the application of mathematical reasoning in diverse contexts.

- **School-Level Resources/Structures:**

- Time during PLCs for teachers to co-plan interdisciplinary lessons.
 - Curriculum guides or templates to help with planning from ProD and the BC curriculum guides.

Action with Intent

Classroom Implementation of Inquiry-Based Learning

- **Specific Action:**

Support the shift from traditional, teacher-directed math lessons to more inquiry-based learning, where students are encouraged to explore, hypothesize, and collaborate on problem-solving tasks.

- **School-Level Resources/Structures:**

- Provide access to developmentally appropriate manipulative, real-world problems, and materials through PLCs and grade group meetings.
 - Access grant money to supplement resources + planning guides.
 - Admin will provide in class support when requested.

4. Family and Community Engagement

Specific Action:

Increase parent and community involvement in numeracy learning by hosting a primary math night to demonstrate tips and strategies for parents.

- **School-Level Resources/Structures:**

- Parent volunteers and math-focused family event.

Thoughtful Sharing

Timeline:

- **Phase 1 (Months 1-2):**

Professional development for staff and initial family engagement efforts.

- **Phase 2 (Months 3-6):**
Classroom implementation, ongoing teacher collaboration, and integration of technology and cross-curricular tasks.
- **Phase 3 (Months 7-9):**
Collection of student performance data, reflection, and adjustments to instructional strategies based on ongoing feedback and results.
- This growth plan is designed to cultivate a culture of critical thinking through a numeracy lens, empowering students at Hutton Elementary to become proficient and thoughtful problem solvers. By engaging staff, students, and the wider community, we aim to create a supportive environment where mathematical reasoning is not only taught but also applied in meaningful, real-world contexts.



John A. Hutton Elementary School Plan 2026-2027

Peter Scott, Principal

Lisa Cairns, Vice Principal

Purpose and Vision:

School Plans are school-specific strategic plans that are

- Collaboratively developed
- Focused on student learning goals
- Aligned with the District Strategic Plan
- Evidence-informed using a cycle of improvement
- Specific, measurable, achievable, relevant, and time-bound

Be Curious

- Research has shown that students' sense of belonging and connectedness to their school community is directly linked to academic achievement, emotional well-being, and social skills. In recent years, mental health challenges have become more prevalent in schools, impacting both students and staff. A proactive approach to addressing wellness and resilience is essential in creating a positive school climate.
- At Hutton Elementary, surveys (MDI, school-wide surveys) and anecdotal data suggest that while students generally feel safe and supported, there are areas for growth in fostering a deeper sense of belonging, particularly for marginalized and vulnerable groups. Furthermore, staff wellness needs attention, as teacher burnout and stress can have an adverse effect on the broader school environment. This plan aims to build a school culture where everyone feels connected, supported, and resilient in the face of challenges.

Get Intentional

- To promote the wellness, resilience, and accountability of students by fostering a sense of belonging, connectedness, and emotional well-being through a positive learning environment.

Make Time for Learning

- **Student Surveys:**
 - Administer bi-annual surveys to students to measure their sense of belonging, emotional well-being, and resilience. Questions will focus on their relationships with peers and teachers, their emotional regulation skills, and their overall connection to the school community.
- **Attendance and Behavior Data:**
 - Monitor attendance rates and disciplinary referrals as indicators of student engagement and well-being. A reduction in absenteeism and behavior incidents will indicate improvements in connectedness and emotional regulation.
- **SEL Assessment Data:**
 - Use student self-assessments to evaluate students' progress in social-emotional competencies, including self-awareness, self-management, and social skills.
- **Teacher Observations and Reflection:**
 - Collect anecdotal evidence from teachers regarding changes in student behavior, emotional regulation, and peer relationships. Teachers will also document the impact of SEL lessons and wellness activities on classroom climate.

Action with Intent

- To promote the wellness, resilience, and accountability of students by fostering a sense of belonging, connectedness, and emotional well-being through a positive learning environment.
- **Implement Social-Emotional Learning (SEL) Programs**

Specific Action:

Teach students skills: including emotional regulation, resilience, empathy, responsible decision-making, and accountability.

- **School-Level Resources/Structures:**
 - SEL lessons integrated into the classroom routine (e.g., morning meetings or class circles).
 - Check ins to scan the room to monitor student well-being.

- **Implement Social-Emotional Learning (SEL) Programs**

Specific Action:

Teach students skills: including emotional regulation, resilience, empathy, responsible decision-making, and accountability.

- **School-Level Resources/Structures:**

- SEL lessons integrated into the classroom routine (e.g., morning meetings or class circles).
- Check ins to scan the room to monitor student well-being.
- Have a monthly assembly where classrooms and students showcase monthly focus that reflects one of the chosen SEL initiatives through a HAWKS lens chosen by staff.

2.Foster a School-Wide Focus on Mental Health Awareness

Specific Action:

Increase awareness and open dialogue about mental health and wellness through school-wide initiatives and events (e.g., Mental Health Week, wellness workshops, CYCW groups, and Ms. Carney's program).

- **School-Level Resources/Structures:**

- Host wellness days or mindfulness activities for students such as lunch time groups and after school groups.
- Intermediate Leadership Committee

5. Promote Inclusivity and Cultural Awareness

- **Specific Action:**

Ensure that all students, especially those from diverse backgrounds, feel a sense of belonging through culturally responsive practices and inclusive school policies.

- **School-Level Resources/Structures:**

- Celebrate cultural diversity through events, assemblies, and classroom activities.
- Provide professional development for staff on culturally responsive teaching and inclusive practices.

- Incorporating the medicine wheel and Circle of Courage

Thoughtful Sharing

Timeline:

- **Phase 1 (Months 1-2):**
Professional development on SEL and initial family and staff wellness activities.
- **Phase 2 (Months 3-6):**
Full implementation of SEL programs, mentorship initiatives, and wellness days for staff and students.
- **Phase 3 (Months 7-9):**
Assessment and reflection on the effectiveness of wellness initiatives using the collected data, with adjustments made as necessary.
- This growth plan aims to cultivate a positive school climate where wellness, resilience, and connectedness are prioritized. By engaging students, Hutton Elementary seeks to create a supportive and inclusive environment that fosters emotional well-being and a strong sense of belonging for all.