



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2024-25 School Growth Plan

School: John A. Hutton Elementary School

Principal: Peter Scott

Vice Principal: Lisa Cairns

A. Goal (One goal per page) (Please insert/attach links to any external documents)

To enhance students' critical thinking skills through the lens of numeracy, ensuring that students are not only proficient in mathematical operations but also able to apply their understanding to solve real-world problems and reason logically.

B. Rationale

Research shows that critical thinking 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 critical thinking. 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, standardized testing and 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.

C. Action Plan (List Specific actions and school level resources or structures used)

Action Plan:

1. 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:**

- Regular in-house PD sessions, led by a numeracy coach or external expert.
- Time for teacher collaboration during PLC days so teachers can share best practices.

2. 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:**

- Development of grade-level "math inquiry kits" with manipulatives, real-world problems, and materials through PLCs and grade group meetings.
- Classroom observation to refine teaching strategies by administration.

3. 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.

4. Family and Community Engagement

Specific Action:

Increase parent and community involvement in numeracy learning by hosting primary math nights and sending out newsletters from classroom teachers math tips and strategies for parents.

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

- Parent volunteers and math-focused family events.
- Newsletters from staff that encourage math-based discussions and problem-solving at home.

D. Evidence/Data (How will you measure success?)

1. 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.

2. Teacher Observations and Feedback:

- Teachers will document changes in student engagement and problem-solving abilities through observation rubrics and anecdotal notes.
- Peer feedback from classroom observations and coaching sessions will provide insights into the effectiveness of teaching strategies.

3. 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.

4. 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.

5. 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.

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.



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2024-25 School Growth Plan

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A. Goal (One goal per page) (Please insert/attach links to any external documents)

To promote the wellness and resilience of students, staff, and the school community by fostering a sense of belonging, connectedness, and emotional well-being.

B. Rationale

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.

C. Action Plan (List Specific actions and resources or structures used)

1. Implement Social-Emotional Learning (SEL) Programs

Specific Action:

Adopt evidence-based SEL curricula (Tribes/Third Path) that teach students skills such as emotional regulation, resilience, empathy, and responsible decision-making.

o School-Level Resources/Structures:

- Daily SEL lessons integrated into the classroom routine (e.g., morning meetings or class circles).
- Colour check ins or other ways to scan the room and do temperature checks with students in all classes.

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 and staff like lunch time groups and craft night.
- Create a wellness committee (Sunshine Committee) to organize events and initiatives.

3. Support Staff Wellness and Resilience

- **Specific Action:**

Provide resources and opportunities for staff to focus on their own wellness and resilience, including stress management, self-care, and work-life balance.

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

- Designated staff wellness days with activities such as yoga, meditation, and wellness talks.
- Access to a staff lounge or quiet room for mental breaks.
- Provide books like Tomorrowmind to support staff.

4. Strengthen Family and Community Connections

- **Specific Action:**

Engage families and the broader community in the school's wellness and resilience initiatives to strengthen the sense of belonging and connectedness for all stakeholders.

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

- Host family wellness nights where students and parents can participate in SEL activities, learn about mental health, and build connections with each other.
- Send regular wellness newsletters with tips and resources for families.

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.

D. Evidence/Data (How will you measure success?)

1. 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.

2. 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.

3. Staff Feedback and Wellness Surveys:

- Conduct regular staff wellness surveys to track stress levels, job satisfaction, and overall well-being. Use the results to assess the effectiveness of staff wellness initiatives and identify areas for additional support.

4. Parent and Community Surveys:

- Gather feedback from parents and the broader community through surveys after wellness events and initiatives. Track parent involvement and satisfaction with the school's efforts to support the wellness and resilience of students.

5. SEL Assessment Data:

- Use tools such as Tribes/Third Path rubrics to evaluate students' progress in social-emotional competencies, including self-awareness, self-management, and social skills.

6. 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.

7. Participation Rates in Wellness Events and Programs:

- Track participation in wellness events (e.g., family wellness nights, mentorship programs) as a measure of community engagement and connectedness.

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, staff, and the community, Hutton Elementary seeks to create a supportive and inclusive environment that fosters emotional well-being and a strong sense of belonging for all.