



John A. Hutton Elementary School Plan 2026-2027

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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.