



**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](http://www.sd51.bc.ca)

## 2022-23 School Growth Plan

**School: John A. Hutton Elementary School**

**Principal: Peter Scott**

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

To provide social emotional create and maintain a positive, inclusive, and safe learning environment for all.

### **B. Rationale**

Because students are struggling more than ever to feel a sense of connectedness and belonging according to the data gleamed from the MDI, EDI, as well as observations and conversations with students in the building, we want to provide intentional supports to address this concern.

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

- Hawks (Helpful, Attitude Matters, Work Ethic, Kindness, Stay Calm) program
- 3<sup>rd</sup> Path
- Family groups (K-7)
- Leadership group
- Intermurals
- Big Buddies
- Spirit Days
- Recognition Assemblies
- House teams

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

We will look the upcoming surveys like the MDI and EDI to see if there has been progress made. We will also be able to use observations of students and see if less students are needing CYCW support.  
All stakeholder feedback from Hutton check in surveys.



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

Purposely increase literacy capabilities of all students; specifically, in reading.

### **B. Rationale**

Based on data from assessments like FSA, teacher assessments, and Fontas & Pinnell benchmark assessments, many students are struggling to read at grade level.

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

- Fontas & Pinnell LLI program
- Direct instruction for students on specific areas of concern
- Guided Reading
- Literacy Circles
- Small pull out support groups
- Adrienne Gear Strategies
- LST and district Literacy specialists co-planning and co-teaching in classrooms

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

- Fontas & Pinnell reading assessments
- FSA
- Fontas & Pinnell benchmark Data
- Stakeholder feedback



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

To develop the leadership capacity within our school.

### **B. Rationale**

Foster the development of continuous life-long learners who are creative, resilient, and critical thinkers.

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

- Leadership Group for intermediate students
- Establish student voice and student agency
- Hawks (Helpful, Attitude Matters, Work Ethic, Kindness, Stay Calm) program
- 3<sup>rd</sup> Path
- Peer-mentorship

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

MDI  
EDI  
Student Profiles  
Stakeholder Surveys  
Observational Evidence from all stakeholders