Lincoln Public Schools Strategic Plans 2021-2022

Hanscom Middle School

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support
Student-Centered Teaching and Learning All students have access to and experience culturally responsive and deeper learning in all of their classes Students are engaged, leaders of their own learning, and are successful	In order to achieve our vision we will deepen our understanding of our own biases and develop the skills to create and teach lessons where students see themselves in the curriculum and have multiple opportunities for deeper learning	Educator evaluation goals that foster culturally responsive, deeper learning Students see themselves in our curriculum and feel accepted and respected in our classrooms and throughout our school so they can be their full authentic selves	Q1: Sept-Nov Erich, Jess, and Denise do learning walks (grades 6-8) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Erich, Jess, Denise, and Julie do learning walks (grades 3-5) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Collaborate with Teams during CPT to discuss areas of strength and growth within the Team both instructionally and culturally - to help them to understand each other's strengths and to foster a sense of trust - to build a collaborative and supportive environment in areas where growth is needed Team building during connections block focusing on students and teachers building a community where every student feels a true sense of belonging and where students begin to learn more about each other and about other cultures Utilize faculty meetings to collaborate across Teams for planning and incorporating Deeper Learning into our planning and instruction	Review, Document, update lesson plans to reflect the integration of AIDE (mirrors, windows, and doors) work completed and reflected in curriculum going forward Teachers set goals for Collaborative Practice and/or Educator Evaluation focusing on our AIDE work including equity pauses and the foundational indicators CPT agendas show a dedication to examining and refining lessons to be culturally responsive and foster deeper learning A review of documented lessons plans and observational data throughout the year show the application and growth of our work	Erich Ledebuhr	Jess Rose Julie Vincentsen Denise Oldham Marika Hamilton
			Q2: Dec-Feb			

				Student Survey		
			Erich, Jess, Denise, and Team Leaders do learning walks (grades 6-8) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Erich, Jess, Denise, Julie and Team Leaders do learning walks (grades 3-5) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Collaborate across Teams during faculty meetings to discuss areas of strength and growth within the Team both instructionally and culturally ● to help them to understand each other's strengths and to foster a sense of trust ● to build a collaborative and supportive environment in areas where growth is needed Learn about equity pauses Utilize faculty meetings to collaborate across Teams for planning and incorporating Deeper Learning into our planning and instruction	Student Focus Group Teacher Survey Teacher Focus Group		
			Q3: Mar-May Erich, Jess, Denise, and Team Leaders do learning walks (grades 6-8) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Erich, Jess, Denise, Julie and Team Leaders do learning walks (grades 3-5) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Collaborate across Teams during faculty meetings to discuss areas of strength and growth within the Team both instructionally and culturally ● to help them to understand each other's strengths and to foster a sense of trust			

			● to build a collaborative and supportive environment in areas where growth is needed Utilize faculty meetings to collaborate across Teams for planning and incorporating Deeper Learning into our planning and instruction			
			Q4: Jun-Aug Erich, Jess, Denise, Team Leaders and students do learning walks (grades 6-8) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Erich, Jess, Denise,Julie, Team Leaders and students do learning walks (grades 3-5) with an AIDE and Deeper Learning Lens and to look for team strengths to share across teams Collaborate across Teams during faculty meetings to discuss areas of strength and growth within the Team both instructionally and culturally ● to help them to understand each other's strengths and to foster a sense of trust ● to build a collaborative and supportive environment in areas where growth is needed ● Include student voice into the feedback ● To be determined, celebration of learning and growth Utilizing faculty meetings to collaborate across Teams for planning and incorporating Deeper Learning into our planning and instruction			

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Sense of Belonging If we build a sense of trust amongst faculty and trust amongst teachers/students, then students can have stronger leadership and ownership over their own learning and stronger sense of belonging	Create new cultural norms to establish team identity and culture that centers trusting relationships and student voice Create multiple opportunities for student input on both the team and school level	Stronger collaboration between faculty and less competitiveness Higher level of trust between faculty members Welcoming and accepting team identities that students are involved in creating Student representation and input into the culture of the school and their classrooms Teachers have strong relationships with their students and regular communication with families Teachers, Administration, and staff will have consistent ways to address disciple and a way to track incidents	Q1: Sept-Nov 6-8th grade teams complete summer work ● 6th grade Integrating AIDE lessons into Boot Camp ● 7th Grade Building our Anti-Racist Connections Curriculum ● 8th Grade Connections Curriculum and team building Teachers meet with students to ask them "What do you need to feel a sense of belonging?" Creation of Team Names (Grades 6-8) and Norms with a tie in to our AIDE work. (Grades 4-8) Introduce the focus on classroom and school-wide discipline practices amongst all staff; track discipline incidents at both the classroom and schoolwide level through PowerSchool or another appropriate collection tool to calibrate our own practice	Student Council Meetings with the Principal Discipline Tracking Documents Grade level Family Updates and Morning Announcements On going curricular work during connections to build community and students begin to learn more about each other and about other cultures	Erich Ledebuhr	Team Leaders Rob Ford Dane Clune Student Council
			Q2: Dec-Feb Creation of team-based insignia Update Citizenship award to align with Hanscom CARES and develop ways to further celebrate and honor the Citizenship award recipients.	At the end of quarter 2, staff survey for a sense of belonging At the end of quarter 2, student survey for a sense of belonging		

		to monitor with an equity lens and for efficacy	Utilizing faculty meetings to collaborate across Teams for planning and incorporating Deeper Learning into our planning and instruction and to build trust and a sense of belonging Begin regular meetings between the student council or a group of student representatives with the principal and possibly team leaders for feedback and culture building Introduce the focus on classroom and school-wide discipline practices amongst all staff. Track discipline incidents at both the classroom and schoolwide level through PowerSchool	Team Based Insignia		
			Q3: Mar-May Analyze our discipline data and qualitative feedback from student council and student representatives to determine if our practices result in equitable and consistent outcomes for all students If necessary, complete a root cause analysis with faculty and student representatives Create a plan to adjust to the way we address our discipline incidents based on our data Some teams or teachers experiment with piloting some small changes and different approaches to discipline	Discipline Analysis Results		
			Q4: Jun-Aug Presentation of "Who We Are" videos for Step Up Day Analyze the effectiveness of the changes we made to our discipline practices (summer work)	Schoolwide "Who We Are" presentation at the end of the year (video) for students and teachers to share about their teams/norms		