Hanscom Primary School

School Improvement Plan

2013-2014 End of Year Report

Beth Ludwig, Principal

Section 1: District Strategic Objectives

Strategic Objectives			
Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development	**Curriculum and Instruction**: Refine curriculum and instruction to strengthen the engagement and achievement of all students	**Assessment and Data**: Use assessment and data to effectively promote and monitor student growth	**Responding to Student Needs**: Respond skillfully to the academic, social emotional, and physical needs of all students

School-Based Goals:
- <u>Goal #1</u>: Educators will grow their capacity to engage students in activities that simultaneously show students what the learning target is, develops their understanding of the concepts and skills that make up the target, and produces evidence of their progress toward the target.
- <u>Goal #2</u>: Implement a three-tiered positive behavioral intervention system to support the behavioral, social and emotional growth of students.

Section 2: Goal Detail and Action Plans

District Strategic Objective: Curriculum and Instruction
Refine curriculum and instruction to strengthen the engagement and achievement of all students.

School Based Goal #1: Educators will grow their capacity to engage students in activities that simultaneously show students what the learning target is, develops their understanding of the concepts and skills that make up the target, and produces evidence of their progress toward the target.

What's been done? The Hanscom faculty have worked hard this school year deepening their understanding and application of learning targets, "look fors" (criteria for success) and aligned performance of understanding (learning task). Through the school-wide professional practice goal aligned with the new teacher evaluation tool, teachers have been focusing their attention to implementing these instructional strategies in one specific area of content (or grade level group). Discussions with teachers, administrator observations, and educator evaluation evidence submitted reveal:

- Nearly all educators consistently share learning targets and look fors visually and verbally in at least one area of content (or with one grade level group) every day, thus making goals and criteria for success clear to students
- Learning targets, look fors and performance of understanding tasks are more consistently aligned, thus focusing instruction and ensuring the most essential and meaningful learning and practice tasks are assigned
- Most teachers are teaching students how to monitor and self-assess their progress towards meeting the target, thus fostering growth mindset and creating more self-directed learners
- A greater number of students are utilizing learning targets and look fors as tools to feed their learning forward

What's next? As we closed out 2013-2014 professional development consultant and Boston Public Schools teacher, Heidi Fessenden, led a session on the role of feedback in learning. This presentation gave teachers an opportunity to explore how to create a culture of meaningful exchange in their environments. We expect to make feedback the focus for next year's professional development. The expected results of this focused work are as follows:

- Develop a classroom culture of feedback by increasing the opportunities students have to provide peer feedback. As a result, students will be accountable for producing high-quality work by honing their self-monitoring skills and becoming more self-directed learners.
- Provide more "second-chance" learning opportunities, allowing students to respond to peer-feedback by making improvements to their work. As a result, students will be motivated to produce high-quality work because they will be accountable to peers and will be enticed by the results of their efforts.

Through professional development, we also plan to dig deeper into creating more meaningful, high-level performance of understanding tasks by analyzing learning tasks based on the following questions: Where on Bloom's Taxonomy did this task fall? Is there a way to increase the cognitive demand? Was this an authentic

learning task? If so, what made it authentic? If not, how might it be transformed into an authentic learning task?

Goal 1 Action Plan Status

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Principals provide K-8 professional development series on learning targets and the formative learning cycle.	Established	Educators have structured time to learn and share strategies Profession Development Sessions: October 9, 2013 November 20, 2013 April 16, 2014	Arrange for professional development related to feedback and task analysis; select dates for professional development
Educators plan lessons by defining the learning target for which students and teachers will aim.	Refining	Educators can use learning targets to focus lessons on essential content Evidence submitted with school-wide professional practice goal	Provide differentiated professional development and coaching to expand teachers' application of the formative learning cycle
Teachers and students gather strong evidence of learning using specific success criteria (student "look-fors") that reveal where students are in relation to the learning target.	Developing	Educators can use learning targets and "look fors" and describe the impact on student learning with examples from practice Evidence and examples submitted with school-wide professional practice goal	Provide differentiated professional development and coaching to expand teachers' application of the formative learning cycle
Lessons include a strong performance of understanding that deepens students' understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student achievement of the learning target.	Initiated	Educators can use performance of understanding tasks and describe the impact on student learning with examples from practice Student learning data submitted with school-wide professional practice goal	Arrange for professional development related task analysis and Bloom's Taxonomy

District Strategic Objective: Responding to Student Needs

Respond skillfully to the academic, social emotional, and physical needs of all students.

School Based Goal #2: Implement a three-tiered positive behavioral intervention system to support the behavioral, social and emotional growth of students.

What's been done? We have implemented a differentiated, three-tiered team approach to behavioral, social and emotional growth, and intervention (Positive Behavior Supports and Intervention). This approach utilizes positive behavioral intervention strategies to help students take ownership of their behaviors and understand their impact. The reasons to take a differentiated, three-tiered approach with behavior, social and/or emotional challenges are the same as the reasons we differentiate academic instruction.

During summer work in July 2013, a team of seven educators and the principal evaluated the current practices of the school and classrooms in relation to behavior, social and emotional supports, and interventions. The findings concluded that while the school had extensive regular education systems in place to assist students in the area of academics, it did not have consistent practices in place to respond to the needs of students struggling behaviorally, emotionally and/or socially. The team then identified priorities to be addressed during this school year. First, the team chose to adopt a three-tiered system for behavioral, social and emotional interventions. As a result, the team launched the *Behavior, Emotional, Social Support Team (BESST),* consisting of the principal, social worker, school psychologist classroom teacher and BESST partner teacher. This team is intended to be a timely resource for teachers working with students who are repeatedly experiencing challenges responding to Tier 1 and Tier 2 prevention strategies and/or following the Citizenship Agreement. During BESST meetings the team hears observational data from teachers, descriptions of interfering behaviors and teacher attempts to address dilemmas. Following discussion, the team makes recommendations, crafts student learning goals and designs an individualized action/intervention plan.

This school year, the BESST team has been utilized to address the unique needs of 12 students. As a result of this collaborative approach, we have noticed that:

- Students with behavioral, social and/or emotional skill deficits are receiving earlier intervention and as a result, show signs of improvement;
- We are able to provide timely response to teachers, students and families (within 1-2 weeks of request);
- Student intervention plans are executed in a collaborative, thoughtful, timely, and proactive manner;
- Families are connected to interventions earlier and are more supportive of and involved in plans;
- The BESST team is able to provide individual coaching to and/or modeling for teachers;
- The need for alternative resources can be identified quickly (in-district BCBA, BCBA consultant, etc.);
- Student progress is consistently monitored over time.

To align with the school-wide work around learning targets and making learning goals more understandable to students, the team also revised the Citizenship Agreement to include specific learning targets and "look fors" (criteria for success) for expected behaviors across seven school settings. The refinement was communicated to families in September. As a result, we have recognized that students have a clearer and deeper understanding of what is expected in our community. We attribute this to the more targeted, consistent school-wide instruction around and attention to specific expectations/"look fors".

After reflecting on the challenges the team encountered gathering and analyzing discipline data to prepare for summer work, the team revised the discipline slip communication form to include more data that would be useful to track and investigate. The data is now stored in an excel spreadsheet that will help us monitor trends over time. Additionally, a Google doc database monitoring the progress of students discussed at BESST has been created. This helps the team communicate on progress towards meeting goals.

What's Next? Faculty reviewed comparative discipline slip data (June 2013 and April 2014) on April 28, 2014. The following observations were made:

- The number of discipline slips/incidences have reduced (112 in June 2013 to 50 in April 2014) while the number of students receiving discipline slips is relatively unchanged (38 in June, 31 in April)
- The number of discipline slips reduce as the year progresses (2013 and 2014)
- Males receive a greater number of discipline slips than females (24:7 in April 2014)
- April 2014 data reveals that children of color make up for about 1/3 of discipline slips issued
- A greater number of discipline slips are given in grades K and 1
- Most students receive only one discipline slip
- The classroom and playground are most common settings for discipline slips
- The school rule most frequently broken is "Be Safe"

The following are some of the questions raised by faculty:
• Is there something we could do as a school to try to reduce the percentage of boys and children of color receiving discipline slips?
• Is there a correlation between age/birthdates and discipline slips?
• What are the family dynamics/demographics of students who have received discipline slips?
• Is there a correlation between the work of BESST and the decrease in discipline slips?

The Behavioral, Emotional, Social Support Team will be reconvening for summer work in July. We will try to spend some time digging deeper into the questions posed by faculty. We will also spend a significant amount of time developing resources for teachers. During the year, BESST has developed and proposed many behavior and positive reinforcement plans and data tracking tools that have been successful. We would like to create a bank of these resources so they are readily available to teachers and BESST members.

We are also planning to explore job embedded professional development in *Social Thinking* curriculum. *Social Thinking* strategies teach individuals how their own social minds work, why they and others react and respond the way they do, how their behaviors affect the way others perceive and respond to them, and how this affects their own emotions, responses to and relationships with others across different social contexts. It is possible that our school psychologist may attend the summer institute for *Social Thinking*. If this occurs, we will be able to have a site-based trainer available to coach and lead professional development.

Goal 2 Action Plan Status

Action What is going to be done to address this goal?	Status	Outcomes	Next Steps
Inventory current practice and establish priorities for improvement	Established	Priorities established by the Behavioral/Emotional/Social Support Team (BESST)	Establish next set of priorities during summer work, July 2014
Revise Citizenship Agreement to establish more specific "look fors" across all settings	Established Established	Revised Citizenship Agreement Parent communication	Continue parent communication in Fall and continue to include information in registration packet
Revise discipline protocol to make process more clear and understandable to educators and families	Established Refining Initiated	Revised Staff Handbook Positive Behavior Supports and Intervention Systems and Code of Conduct reference guide developed for staff Revised HPS Parent-Student Handbook	Complete revisions on HPS Parent-Student Handbook for September 2014 distribution
Refine discipline data collection tool	Established Established	Revised discipline slip and database that will provide more valuable trend data for analysis BESST student database created to track goals, action plan and monitor data and progress	Get feedback from teachers on effectiveness of new form and the value of new data collected
Establish and execute the responsibilities of the Behavioral/Emotional/Social Student Support Team (BESST)	Established Established Developing	Immediate team support to teachers challenged by a student's behavioral, social and/or emotional struggles BESST Team recommendations for tiered interventions Data on student responses to interventions	Year-end feedback from teachers about process (via surveymonkey.com) Analyze data during BESST summer work

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INITIATED	Strategies in this goal are in the beginning stages of implementation. This may include some completed professional development, pilot initiatives planned, plans for next steps in process.
DEVELOPING	Strategies in this category are in the developing stages. This may include basic professional development, continuing professional development planned, initial data collected, pilot projects initiated, teams functioning effectively.
ESTABLISHED	Strategies in the category have been established. This may include an on-going professional development plan, completed cycle of data collection, documented growth in areas of academic achievement.
REFINING	Strategies in this category are in the refining stage. This may include completed School Improvement Plan goal, expansion of successful practices to other grade levels or subjects, more comprehensive or advanced professional development.

Hanscom Middle School

School Improvement Plan

2013-2014

Year End Status Report

Erich Ledebuhr, Principal

Rubric for School Improvement Plan Level of Achievement (Status)

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Section 1: School Improvement Goals Outline

Goal 1:	**Curriculum and Instruction:** Educators will grow their capacity to engage students in activities that simultaneously show students what the learning target is, develops their understanding of the concepts and skills that make up the target, and produces evidence of their progress toward the target.
Goal 2:	**Responding to Student Needs:** Educators in grades 6-8 will expand their use of Developmental Designs for Middle School to respond to students' academic and social needs.

Goal 1: Educator Growth

School Based Goal #1: Educators will grow their capacity to engage students in activities that simultaneously show students what the learning target is, develops their understanding of the concepts and skills that make up the target, and produces evidence of their progress toward the target.

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Goal 1 Action Plan

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Educators plan lessons by defining the learning target for which students and teachers will aim	Refining	Educators can use learning targets to focus lessons on essential content Evidence submitted with school-wide professional practice goal	Differentiated Professional Development and coaching to expand teachers' application of the formative learning cycle.
Teachers and students gather strong evidence of learning using specific success criteria (student "look-fors") that reveal where students are in relation to the learning target.	Developing	Educators can use learning targets and "look fors" and describe the impact on student learning with examples from practice Evidence and examples submitted with school-wide professional practice goal	Differentiated Professional Development and coaching to expand teachers' application of the formative learning cycle.
Lessons include a strong performance of understanding that deepens students' understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student achievement of the learning target.	Initiating	Educators can use performance of understanding tasks and describe the impact on student learning with examples from practice Student learning data submitted with school-wide professional practice goal	Arrange for feedback and professional development related to task analysis and Bloom's Taxonomy.

[Goal 2: Community](#)

School Based Goal #2: Educators in grades 6-8 will expand their use of Developmental Designs for Middle School to respond to students' academic and social needs.

What's Been Done? In September an Advisory Committee was formed. Six teachers volunteered to be on the committee. The charge of the committee was:

- *Make a recommendation for the frequency of advisor meetings*
- *Create advisor groups*
- *Create sample lessons to help guide teachers as we begin the program*

All teachers worked collaboratively in November to divide students into groups following set criteria to ensure that groups would be balanced. The committee also created scripts for the first nine advisory sessions. Our first advisory meeting happened on the 21st of November. Advisory groups have been meeting on a regular schedule since this date.

As part of the advisory process we are currently working towards a school wide social contract. As a faculty we are in discussions about this because we currently use Hanscom CARES as our social contract. CARES is deeply embedded in what we do and connects to most of our school wide traditions. We will continue to explore this option as we get more familiar and deeper into the advisory program.

We had intended to increase the frequency of our school wide community meetings. We felt that it would be important for us to meet on a monthly basis. We found that this was too much to take on because we also have at least one major school event each month. We also feel that our sense of community is extremely strong because of some of our traditional events. This year we also added an additional K-8 community meeting by bringing both HPS and HMS together to watch this year's HMS musical production. Additionally, we also added the Pre-K students to our Month of the Military Child celebration.

September - Handbook Assemblies
October - Field Day
November - Veteran's Day
December - Jingle Bell Run, Winter Concert
January - School Musical
February - Student Faculty Basketball Game/Olympic Week
March - MCAS Pep Rally
April - Month of the Military Child, Student Faculty Volleyball Game
May - HOPA
June - Author visits, End of Year Activities

What's Next? There will be an end of year survey to measure the effectiveness of our advisory groups. We will use this feedback to help inform our decisions we continue to expand our use of Developmental Designs for Middle School to respond to our students' needs.

Goal 2 Action Plan

Action	Status	Outcomes	Possible Next Steps
Expand Team Identities	Established	Monthly curriculum update by grade level published in the Falcon, our weekly newsletter. Expanded use of DDMS in grades 6-8.	Grow teams to include the 6th/7th grade and 7th/8th grade teams next year.
Introduce Developmental Designs for Middle Schools (DDMS)	Initiated	Staff members attended a DDMS training during the month of August. As a result, they were able to introduce and incorporate a social contract, the Circle of Power and Respect (CPR) and Take a Break out and in (TAB).	Ongoing, a more systematic approach to the advisory period will be included in next year's schedule. An updated social compact will be developed across grades 6-8.
Continue to build our community	Established	Expanded the number of school wide community meetings. Implemented DDMS and Responsive Classroom (RC) language throughout the school community	Ongoing, looking into the possibility of a DDMS/RC task team to further integrate and promote the use of these strategies throughout our community.
HPS and HMS School Councils will collaborate to improve communication on the HPS and HMS websites with an emphasis on the needs of families moving to Hanscom.	Initiated	Meetings initiated with LPS website manager Draft pages completed on "sandbox" site (not yet public)	-Virtual tour for new families -Audio/video staff introductions -Feedback forms for new families assessing usability