HANSCOM

MIDDLE SCHOOL

School Improvement Plan
2018-2019
Year End Report
Erich Ledebuhr, Principal

Rubric for School Improvement Plan Level of Achievement (Status)

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated.
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.

District Strategic Objectives

Strategic Objectives			
Educator Growth and Innovation: Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching	**Curriculum:** Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students.	**Instruction:** Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	**Assessment and Data:** Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

Section 1: School Improvement Goals Outline

Goal 1:	D1. Develop the social and emotional competencies of all educators and students Theory of Action: IF we understand the implications of root causes of military families' specific needs and challenges related to social emotional wellbeing, academic mindset and family/community connections, THEN we can design a framework with consistent and effective protocols and strategies to meet their needs.
Goal 2:	A1. Continue to develop, demonstrate, and expand team-based collaborative practices,

	Facilitative Leadership, and coaching capacity
	Theory of Action:
	IF faculty work together in Collaborative Practice Teams with a focus on student learning THEN students will receive the instruction and support they need to meet learning expectations.

Section 2: Goal Detail

Goal 1: Educator Growth

School Based Goal No. 1: Meeting the needs of our military families

Theory of Action:

IF we understand the implications of root causes of military families' specific needs and challenges related to social emotional wellbeing, academic mindset and family/community connections, THEN we can design a framework with consistent and effective protocols and strategies to meet their needs.

Vision	Skills	Incentives	Resources
To ensure that students and families that attend Hanscom Middle School will have access to a strong foundation of social emotional supports specific to the needs of a military family. This will allow students to approach their academics with a growth mindset and sense of academic rigor in a school community that is supportive and invested in the military community.	Knowledge and understanding of the military culture. How do we get a better sense of this? Make stronger connections with the resources already available in our community 4-8 Common language for advisory/RC 4-8 Training for advisory groups 6-8/Specialists Learning how to handle things/ preventative, proactive in our own	More Cooperation/trust from students and families as a result of having a better understanding of their culture. Will end up being a time saver Stronger sense of community Healthier social emotional environment Academic engagement Reduction in achievement gaps	https://www.militarychild.org Laurel Wironen Air Force Family and Readiness Home Base? https://www.militarychild.org/

	classrooms. - What are the skills that we need to do this? 4-8		

Action Plan	Actual
8/29 Faculty Meeting Summer Work Overview Survey	Faculty Presentation with an overview of our summer work and theory of action *(This category was reported on during the February 7, 2019 School Committee Meeting)*

	9/1-11/7
	Summer work group sessions
	    ● Creation of Military Culture Survey
	    ● Distribution of Military Culture Survey
	    ● Analysis of Military Culture Survey
	    ● Formation of focus groups
	    ● Creation of focus group questions and logistics for the session
	(This category was reported on during the February 7, 2019 School Committee Meeting)

11/7 Building Based Wednesday Professional Development ● Parent, base leadership and student survey results ● Focus groups Focus Groups - topics for discussion ● Emotional Well Being ○ Deployment ○ Positives and challenges of being a military family ● Academic Rigor ● Family/Community Connections ○ How can we be a better support to you? Reflection time - poster for each session, sticky notes of "takeaways" from the sessions.	Professional Development ● Parent, base leadership and student survey results ● Focus groups Focus Groups - topics for discussion ● Emotional Well Being ○ Deployment ○ Positives and challenges of being a military family ● Academic Rigor ● Family/Community Connections ○ How can we be a better support to you? Creation of reflection sheet to collect feedback from teachers of their "takeaways" from the focus group sessions.

	(This category was reported on during the February 7, 2019 School Committee Meeting)
11/19 Faculty Meeting Sort and select from our reflections Create themes based on our reflections and place them under our three root cause categories Teachers will select a category to take on in their own instruction and as a team both in the classroom and through Advisory/Responsive Classroom. Lesson Planning sheet will be provided and required.	Summer work task team meeting ● Sort and select from our reflections ● Create themes based on our reflections and place them under our three root cause categories *(This category was reported on during the February 7, 2019 School Committee Meeting)*
	11/7-1/30 Summer work group sessions ● Creation of Instructional Strategy Planning Template Instructional Strategy Planning Template is reviewed with Team Leaders and distributed with staff. Teams begin work with the Instructional Strategy Planning Template and implement their plans. *(This category was reported on during the February 7, 2019 School Committee Meeting)*
1/30 Building Based Wednesday One hour of professional development based on some of the key findings from the 11/7 and 11/9 meetings Staff share - staff will meet according to the root cause category they selected to share what they have tried both individually and as a team. Lesson plans will be collected in a team drive and shared with all as a models of best practices Staff will choose a second root cause category to take on in their own instruction and as a team both in the classroom and through Advisory/Responsive Classroom	1/30 Data Review of the key finding of our Military Culture Survey and Focus Groups s from the 11/7 and 11/9 meetings Review of the rationale for the creation of a lesson/unit plan template 6th/7th and 7th/8th grade team shared the category they selected to address and share what they have tried both individually and as a team. Teams also shared the lesson plan template. Lesson plans were collected and stored in a shared folder as models of best practice for other teams to

	access. Teams were given time to plan next steps in the creation of new lessons, units, and school wide events. *(This category was reported on during the February 7, 2019 School Committee Meeting)*
	12/15-2/27 Special Education staff meet and prepare to lead a professional development session through focus groups
	1/1-1/31 Supporting our Military families throughout the government shutdown. ● Distribution of resources ● Fresh Mobile Market Pantry ● Pasta Night, Community Pasta dinner *(This category was reported on during the February 7, 2019 School Committee Meeting)*
2/27 Building Based Wednesday One hour of professional development possibly Jessica Minihane or Joe Restuccia Staff share - staff will meet according to the root cause category they selected to share what they have tried both individually and as a team. Lesson plans will be collected in a team drive and shared with all as a models of best practices	Professional development session - *Special Education and Related Services Overview* provided by our own special education staff. The professional development consisted of small group sessions to review laws, policies, and procedures. In addition, each session also put an emphasis on how these topics impacted our military families. Strategies for working with our students and families were also shared. Presenters also made handouts for each session that teachers collected to use as resources. Sessions included: ● Accommodations and Modifications ● IEP Meetings ● Psychological Assessments ● Service Delivery ● Communication Disorders ● Sensory and Behavior
	4/6 Fresh Mobile Market Pantry
	4/8 Pasta for Patriots Dinner in celebration of Month of the Military Child (MOMC)

4/24 Building Based Wednesday MOMC - How can we get out into the community? Possible Goose Chase activity out in the community instead of at school. Would include students, parents, teachers and members of the community. Topics and challenges for the race would be based on the work we have done to strengthen our skills to meet the needs of our students and families and build our overarching sense of community.	Professional Development Children and Military Life - delivered by Lt. Col (ret.) Matt Dreier. ● Introduction ● What do we know? ● Impact of geographic moves ● Impact of deployment ● Ok, now what? Presentation of possible USO/Raytheon partnership for the 2019-2020 school year
	4/24-6/14 Analysis of feedback survey data provided by Matt Dreier Creation of feedback survey for families Coordination of USO/Raytheon EmPaCt program for the 2019-2020 school year Summer Work Task team to meet and discuss next steps for the 2019-2020 school year
ESTABLISHED	

What's next?

We started the 2018-2019 school year with an ambitious action plan to address the Theory of Action that was created by our Summer Work Task Force Team. The action plan was sound and was a strong guide for the work that we completed this year.

Our work together proved timely as our some of our families were significantly impacted by the partial government shutdown that took place earlier this year. As a school, we were able to band together to provide many resources to assist and strengthen our military families. This situation created an opportunity for more community events including a pasta dinner and mobile fresh market pantry. These events proved so popular that we repeated both events during the Month of the Military Child. These events also gave our teachers an opportunity to interact with our families outside of the school day. I am proud to say that the majority of our

staff participated in at least one of these events this past year. Based on the feedback we have received, we are going to find ways to continue these opportunities for our families.

Next year, we will also be partnering with the USO to introduce the EmPaCt program. The program is designed to engage the entire family, the program flips family dynamics and EMPOWERS military youth to lead the conversation and outcome of their family's collaborative experience.

By participating in the program, military families walk through a thought process that has youth problem-solving and the entire family bringing imaginative solutions to life through a hands-on construction process using recycled goods and cardboard. These creations are only limited by the imaginations of the children within each family and what they can collectively create as a focused solution to an identified challenge.

Intended Outcomes of the program are:
• Increased skills development within military youth
• Positive attitude shifts
• Increased feelings of connection within families and communities

We plan to run this program at three different times throughout the 2019-2020 school year. This will be a true family/school collaborative event and will provide another opportunity for our staff and families to interact through a shared learning experience.

This school goal was never intended as a short term goal. As a faculty we have learned a lot through the professional development sessions that we participated in this year. We've also been able to implement strategies and ideas that we have learned through our professional development sessions. As intended, this work has created a new or refreshed vision for our work with our students and families. We will continue implementing what we have learned into our work as we move forward to the 2019-2020 school year. We are excited to see what comes next!

Goal 2: Educator Growth

School Based Goal No. 2: Continue to develop, demonstrate, and expand team-based collaborative practices.

Theory of Action:

IF faculty work together in Collaborative Practice Teams with a focus on student learning THEN students will receive the instruction and support they need to meet learning expectations.

What's been done?

As a school, we are proud of the work we have done as a faculty over the last few years during our collaborative practice time. Through our Collaborative Practice Teams, we have introduced and implemented a variety of new experiences and instructional techniques to the benefit our students and community. A lot of the work we have done has required some heavy lifting as we have moved towards project based learning experiences, student accountability in their own learning, flexible groupings and models of co-teaching.

Now that we have established some new structures, we are in a position to really look at our instruction and to measure the impact we are having on student learning.

This year our intended goal was to look at our work through the lens of race and equity to ensure all students are getting the instruction and supports they individually need to be successful.

Teams were given the following criteria for success to guide their work throughout the year.
- Identification of a cohort or cohorts of students to track and study
- Evidence of reflection and examination of your instructional model(s)
- Evidence of shifts in your instructional model(s) to meet the needs of your cohort(s)
- Data that provides evidence that your cohort(s) was able to grow at high levels
- Evidence will be reported after the last collaborative planning session in May.

(Individual team collaborative practice projects are listed in the appendix).

Given the amount of time that I knew our goal of supporting our military families was going to take this goal was designed as a self-directed goal scheduled to be addressed at the collaborative practice team level during the designated collaborative practice times.

My intention at the beginning of the school year was to use some of our Monday faculty meetings to begin a more in-depth discussion and some professional development around race and equity.

However, to help support this goal I convened a small team and of teachers to begin discussions and one of the members on the team attended two conferences with me that pertained to race and equity. We are in the process of bringing that information back to our working team to talk about implications this work may have for our school.

In the end we did not have enough Monday faculty meeting time to give this goal the sufficient amount of time and attention that it deserves.

What's next?

These conferences were a great reminder that we have a lot of work to do at our school and that we are only at the beginning stages of this work. We look forward to incorporating the information that we learned this year into our work as a school next year. Given the importance of this work we will need to spend time outside of the collaborative practice time to make meaningful progress and growth as a school.

Goal 2 Action Plan

Action	Status	Outcomes	Possible Next Steps
Educators will participate in 5 Collaborative Practice sessions	Initiated	Educators and administrators all participated in 5 scheduled Collaborative Practice Sessions	Continued sessions with expanded time Prioritize and evaluate our work on a school wide level

		Educators began to identify cohorts of students to track and study	
		Educators began to reflect and examine their instructional models based on data from the cohort	
		Educators began to make shifts in their instructional model to meet the needs of the cohort	
		Educators were able to begin collecting data as evidence of the cohorts growth	
Principal and Teacher leaders will increase use of RBT training	Developing	Educators beginning to implement the RBT work around the FAR and FIRME Cycles.	Expand the use of RBT training to improve conversations about students, student work and adult collaboration
Faculty Presentations	Developing	Faculty shared best practice lesson around our common planning template at the January 30 building based faculty meeting

Special education and related services faculty planned and presented a professional development session about laws, procedures and strategies at the February 27 building based faculty meeting | Continue to find opportunities to share and learn from each other.

Come up with a system to prioritize and evaluate our work together |

APPENDIX

4th Grade	The Co-Teaching Model

Our work this year began with the 2017-2018 school year planning sessions and continued during the summer of 2018. Throughout the 2018-2019 school year, the fourth grade team utilized collaborative practice time, along with other common planning times, to plan, facilitate, and reflect upon the implementation of the new fourth grade model. The new model required a significant change in the way teachers and students worked together and utilized the available spaces. During collaborative practice times, fourth grade teachers utilized the extended time to:
  ➢ organize the teaching and learning spaces
  ➢ make decisions about common routines and procedures
  ➢ plan units collaboratively
  ➢ communicate about student progress and needs
  ➢ analyze student data to inform decisions about student groupings
  ➢ determine roles and responsibilities for maintaining spaces, planning, teaching, grading, communicating with parents, and more

Benefits of the Co-Teaching Model	Areas for Further Development
● Sharing responsibility for developing lessons and preparing materials ● Collaborating to implement new curriculum ● Providing a more consistent educational experience for all fourth graders ● Continuing the approach to math teaching/learning ● Utilizing grade level spaces flexibly to address needs ● Establishing connections with most or all learners ● Providing opportunities for students to move throughout the school day, as well as work with different students	● Refining approach to co-planning units/lessons so that we can more effectively focus on clearly defined targets and performance criteria ● Reducing the number of transitions during the school day for teachers <u>and</u> students ● Finding a balance between consistency and flexibility ● Responding to student behaviors in a more consistent manner ● Ensuring enough personal planning time during the school day, while still providing enough time to collaborate ● Improving student ownership of fourth grade classrooms and materials ● Developing more community moments

5th Grade	The Units of Study

The fifth grade has explored and implemented the "Read Aloud", a key component of the Lucy Calkin's Reading Program within their classrooms. According to the researched compiled by the Reading and Writing Project, "Although the practice of reading aloud to older children is less well-researched, a few studies have shown that

the benefits of reading aloud to middle school students are also significant. Among the benefits are increases in students' accessibility to texts, motivation, engagement in learning, positive attitudes toward reading, background knowledge in content areas, and fluency". Ariail and Albright (2006) This directly aligns with our ELA professional development in Components of Successful Reading that emphasizes students can only become successful readers after build a positive disposition toward reading.

6th/7th Grade	Student Led Conferences

In order to foster student independence, responsibility, and reflection, the 6/76 team offered Student Led Conferences for the third year. The team added Student Led Conferences to give students and parents an opportunity to discuss student work in addition to teacher feedback given through report cards. Student Led Conferences also provide an opportunity to connect with parents since middle school does not include a parent-teacher conference in the spring. Student Led Conferences put the students in charge, holding them responsible and accountable as they present their work to their parents. The purpose of Student Led Conferences is to provide the opportunity for students to reflect on areas of strength and growth and to share their work with parents. Students prepare for Student Led Conferences throughout the school year in all classes by keeping track of progress through binders and electronic record keeping in the form of a digital journal. Students begin the process by attending parent-teacher conferences in the fall, reflecting on work following most projects throughout the year and at the end of grading periods, and by meeting with teachers and classmates to prepare for the spring Student Led Conferences.

Benefits of Student Led Conferences: A Celebration of Learning	
Students ● Demonstrate accountability for their learning ● Learn to evaluate their own progress ● Gain greater commitment to school work and learning ● Build self confidence and self esteem ● Learn to communicate more effectively with their parents about school ● Build communication and critical thinking skills ●Become actively involved in their learning and growth	**Parents** ● Receive more information about their child's learning across disciplines ● Learn more about their child's growth as a learner ● Have an opportunity to help their child set positive goals ● Become active participants in their child's learning ● Knowing that my student has a strategy for Improvement One on one time that fosters academic conversation

Reading/Writing assessments across content areas:

As a team we monitored student progress by analyzing data and/or evidence to support their claims in writing in all subjects, including their ability to analyze data from multiple and multi-modal sources. We evaluated the data as a team in order to generate lists of students growth/needs. Together we provided consistent scaffolding

across disciplines to target student success. We created digital cross content assessments to merge our content and evaluate student's progress using multi-modal sources and different writing styles. We grouped students according to their identified skill of need, delivered targeted instruction, and provided individualized feedback based on their personal growth.

7th/8th Grade	Claim, Evidence, and Reasoning (CER)

Evidenced by grade-level MCAS data from 2017 presented by Dr. Rose in the fall, a cohort of our military-connected students is very close to, but not yet meeting expectations in ELA, with many of those students on IEPs. Complicating matters is our students have high mobility rates implying their background in ELA varies. Our team reached consensus that across multiple disciplines, we need to revise our instructional practices, and in turn improve student learning around claim, evidence, and reasoning (CER) style writing. In examining the data ourselves, we found a fair amount of students would have passed the MCAS had they done better in idea development and conventions on the open responses, including a number of students who left those questions blank. We then began to collect and share our own data around CER assignments in our respective courses, sharing and examining that data via Google Sheets. The scoring and sharing of data proved a bit of a challenge as it required additional data inputting from where we each collect our grades. There are also fluctuations in student scores from one course to another, so we've been doing some work around analyzing work together to ensure consistency in scoring. While some students made some gains, some continue to struggle with writing, leading us to rethink how we utilize our extension block as several students are in need of tier 2 or 3 interventions that we are not currently providing on a regular enough basis. This lack has prevented several students from reaching greater gains in this particular area.

Additionally, we have been working to collect data around SEL and have begun preliminary attempts to analyze that data in an effort to set ourselves up for CPT time next year.

Specialists	Colonial Life in America

We chose two of the standards of "growth as a learner" to identify the group of students, which might need a different instructional model, throughout the unit, to bring them to satisfy the growth as a learner expectations. We chose the kids above because they scored 2 or 1 on both standards and also because we thought, given the opportunity of a hands-on collaborative project, they would show improvement.

Changes on teaching model

1) This year the research part of the project started a lot earlier than in previous years. We wanted the students to get a much more in-depth understanding of Colonial Life in America without rushing them.

2) In addition, some of the teachers prepared the students in their own classes prior to the start of the unit. For example, Howard used two cycles to prepare the students in their regular sections for the folk dances and Monica had the students conduct research and put together a presentation on the different colonial crafts.

3) Moreover, teachers had the opportunity to work one-on one with some of the students, which they do not ordinarily have the chance to do during regular classes. The students worked and connected well with students from other 5th-grade sections, who also had a very positive attitude. Observing the level of engagement and responsibility, which the other students demonstrated throughout the unit enabled the group above to be more engaged and more focused. Lastly, it's worthy to mention some students took a leadership role and encouraged the others to stay on task.