Hanscom Primary School
School Improvement Plan
Year End Report
2017 - 2018

Submitted by:

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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 goal, expansion of successful practices to other grade levels or subjects, more comprehensive or advanced professional development.

District Strategic Objectives

Educator Growth: 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, emotional, 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.

<div align="center">Section 1: School Improvement Goals</div>

School Based Goal 1: Educator Growth: To support K-8 teachers as they implement the collaborative practices that will create professional learning communities focused on student learning.

What's been done?

Rich, collaborative practice work, in service of student learning, has taken place at HPS this year. There are common threads in all HPS collaborative groups addressing the social emotional learning of children (i.e. self advocacy, problem solving, self awareness etc), using current student work to inform next steps, teachers taking risks with one another to strengthen instructional practices, and extending collaborative practices beyond the five district Wednesdays into ongoing daily classroom work and common planning time.

Creating professional learning communities, among adults, is one intended outcome of district wide collaborative practice work and is a clear outcome for HPS. Our collaborative work is purposeful, connected to our ongoing daily work with students, engaging, and dynamic. Group members embarked on shared learning with colleagues which included modeling of lessons together, reading relevant articles and research, discussing and practicing calibration exercises, identifying and analyzing grade level academic and behavioral expectations and needs and much more.   Group members took risks together considering areas for their own learning and professional growth, giving and receiving encouragement and feedback with one another.

Below is a very brief summary of five HPS teams representing their excellent, professional growth and impact on student learning.

Section 2: Action Plan and Updates

Kindergarten: Developing Social Emotional Instructional Tools and Strategies for safe body and strong emotions.

This year the K team worked to develop a structured system for gathering, developing, categorizing, and storing instructional tools, strategies, and resources to support the social emotional learning in all K classrooms. This effort stems from a larger need to create systems for developing, implementing, assessing, and sharing critical instructional resources and compiling the many resources that already exist among teachers. Work began with discussion and clarity around identifying common areas of need for K students based upon past experiences and current student need. Teachers isolated three key areas of focus: managing strong emotions (big feelings), self control, and safe body. Teachers used these focus areas as the foundation for developing specific goals for individual students.

During collaborative work time the team compiled and created a list of resources suitable for supporting direct instruction around these focus areas: read alouds, the creation of social stories, visual supports, checklists, behavior plans, home/ school connections, and

exemplars. The team also searched for new resources to support the current needs of the students. Many of these resources were then used in the classroom to support individual students. Team members discussed individual student need, intervention and tools/strategies used and the efficacy of the intervention. Work was extended beyond Collaborative Practice time as teachers continued to share these tools and resources with each other and beyond the K team. During several regular BESST meetings, visual support tools were shared with colleagues and distributed to collaboratively problem solve. The team valued input and consult time with service providers outside of the K team expanding the development of and implementation of various resources.

Grade 1: Problem Solving Unit - Tier II intervention and case studies.

The first grade team extended their collaborative practice goal of last year to a team, student learning goal this year, "By June 2018, all first-grade students will move up at least one level on the problem-solving rubric after receiving explicit instruction on problem-solving," further extending this work through Collaborative Practices to include the development and implementation of Tier II interventions and a case study model to strengthen their individual classroom practice and student growth.

The team implemented the newly developed Problem Solving Unit while using ongoing assessment data to determine which students needed additional instruction or reteaching (FAR/FIRME cycle). In addition to determining formative responses to student needs the team delved more specifically into supporting struggling learners using a case study model. Case study work was carried out through their ongoing daily work and regular team common planning time. Teachers posed, to one another, questions or concerns about individual student progress using a protocol allowing for clarifying and probing questions and examination of current instructional practices. Team members collaboratively developed targeted, individualized responses to student needs while also supporting the teacher with recommendations and suggestions for varied instructional approaches.

Finally, in addition to Tier II intervention the team extended students' learning to include providing for students who had demonstrated growth beyond the benchmark and were able to model learning for others. These children had multiple opportunities to share their expertise in the classroom. Children recognized their own agency in problem solving as well as recognizing and utilizing their peers as resources for problem solving.

Grade 2: States of matter - science unit

The grade two team used collaborative practice time to explore the concepts and skills of a strand of science, develop a new unit, implement, and refine their work. Ultimately they have a fully developed unit for additional years but used this valuable time to collaborate around unit development using student learning to inform their instructional decisions. At the start of the collaborative process teachers reflected upon the new content, their own understanding of the concepts, and took time to unpack the schema of their students. Student

schema and experiential knowledge informed their work in developing background knowledge to ensure students were able to access the new content. At the start of the unit development team members considered common language to be used to ensure that all students had consistent experiences and understanding of vocabulary and content specific language as well as ensuring that content specific skills such as sorting and categorizing were introduced and practiced.   This year the purchase of the online resource Mystery Science provided teachers an excellent resource for in class learning and hands on experimentation in support of the unit development.

As teachers developed and implemented lessons they returned to common planning time to reflect upon student work and took opportunities to make course corrections (FAR/FIRME cycle). Using formal and informal formative assessment students were provided reteaching opportunities and extensions. Teachers took additional time to consider and unpack areas of student learning that suggested students were not grasping concepts. In delving further into understanding student error teachers recognized that students often did not have errors but rather needed more opportunities to verbally express their ideas and have scaffolded support to share their deeper thinking. What appeared to be errors often was an incomplete or not yet clearly articulated innovative or creative thought on a concept or skill. Taking time to delve further into student response is an important next step for ensuring that students have multiple and varied ways to express themselves and show their learning and thinking.

Grade 3: Increase baseline scores in expository and persuasive writing at least one level in the area of organization.

The third grade team spent time this year first reflecting upon instructional practices and student progress from last year. Team members believed student growth would be strengthened by a change in the alignment of instruction to pre and post assessment timelines, ongoing formative assessment, feedback, and use of rubrics. Teachers reflected upon the sequence of writing instruction and alignment with social studies and science curriculums.

Collaborative practice work took place on each of the Wednesdays and extended into ongoing, daily team based work. The team developed clear rubrics, assessments, and scope and sequence extending their work into a deeper dive around shared instructional practices and student feedback. Teachers extended their work to include more individualized strengthening of practice as they linked collaborative practice work to professional practice and/or student learning goals. Teachers examined methods for providing targeted individualized student feedback to writing, focused instruction based upon individual student need, and methods for progress monitoring student growth.

The team reported 92 percent of students demonstrated improvement in at least one level over the course of the year in opinion writing and 93% of students made gains of at least one level in expository writing. All students showed growth in some specific indicators of the rubric if not growing one level overall.

Specialists: Introducing digital literacy (computing systems, computational thinking) into special content areas.

The specialists team worked to incorporate the new Digital Literacy and Computer Science Standards into Library, Wellness, Music, and Art classes. This work started with the team of teachers learning about each of the four strands in the Digital Literacy and Technology Standards. After much discussion, reflection, and thought the group decided to focus the work on the computational thinking strand. An important thread to this work is the idea and core value of risk taking. For teachers to delve into areas of content, that is unknown or relatively unknown to them, engage in shared learning, and deep discussions about student learning brings an element of risk. The teachers work together to understand the standard finding common threads, entry points, and connections to each of their content areas.

The team developed a common understanding of what computational thinking is, the foundational knowledge and skills K-3 students need to help in developing more complex computational thinking skills as they progress through the grades. The team engaged in a self study of shared reading, researched lesson plans, and developed ways to incorporate computational thinking into the different curriculum areas. Throughout this process the team tried out lesson ideas on one another before working directly with students. Our Instructional Technology Specialist implemented initial lessons and co-taught lessons with specialists teaching concepts in computational thinking throughout a grade and then using the FAR/FIRME cycle determined where students needed additional reteaching or review providing follow up instruction. The team reflected upon student learning outcomes from these initial lessons and used their learning to develop the next series of lessons for other content areas.

Throughout this process the team built upon their Collaborative Practice time using some CPT time to explore links and articles that strengthened their own understanding and practice around lesson development and implementation. The common support of our ITS team member has been integral to the scope and depth of this work in the four content areas.

Action	Status	Outcomes	Possible Next Steps
Providing time for teams to develop and work on collaborative practice goals.	Established	Educators and administrators participated in the 5 scheduled Collaborative Practice sessions	
All teacher leaders & administrators participated in Coaching for	Established	This course introduced and reinforced many concepts and skills	

High-Impact Teams Course.		but more specifically the critical aspect of the FAR/FIRME cycle of lesson implementation. This was evident throughout collaborative practice work.	
Administrators regularly check-in with collaborative practice teams to support ongoing work.	Established	Administrator was able to provide ongoing support and encouragement and celebrate excellent work. In addition, the common threads throughout all HPS work was reinforced and pulled into all aspects of building work increasing and strengthening the capacity of faculty.	
Teams will look at student work using protocols to support tuning, collaborative problem solving, or revision.	Developing	Teams had opportunities to look at student work throughout their collaborative practice to monitor progress and student learning. Some teams carried out this work during common planning time as well.(FAR/FIRME)	
Celebrate and share collaborative practice work	Developing	.	Opportunities to extend this sharing into broader faculty settings should be explored to strengthen and grow the excitement and collaborative opportunities.

School Based Goal 2: Educator Growth: Work collaboratively to develop our shared vision for teaching, learning, collaboration and community, building a strong, professional community optimizing student learning in the new Primary School Facility.

What's been done?

Both the Principal and Interim Principal worked together to provide faculty with opportunities to engage in the development of a shared vision for teaching, learning, collaboration and community during building based meeting time. Over the course of this work faculty explored themes such as: differentiated instruction, student engagement, teacher collaboration, flexible grouping and much more. In varied groupings faculty engaged in discussion, viewing of videos, examining building maps and renderings, and providing feedback around the broad themes. This work lead to drafting of aspirational goals with some targeted questions. Further delving into this work solidified themes for goals and subsequent vision statements and criteria for success.   At the final work session for the year faculty were provided draft aspirational goals/vision statement and indicators or success criteria. Further discussion, edits, and reviews of these drafts will continue next school year.

Action	Status	Outputs	Next Steps
Educators will work collaboratively, using the Back to the Future protocol, to develop a shared vision for teaching, learning, collaboration, and community in preparation for the new facility.	Developing	Faculty develop shared norms Faculty provided a draft shared vision, based upon the collaborative input throughout the year which will continue to be refined.	Principal will lead summer work with team leaders to seek additional input and feedback. Share ideas about ways faculty may choose a focus area from the shared vision and begin to try/rehearse the concept during the 2018-19 school year.
New teacher leaders will participate in facilitative leadership (SRI) training .	Established	Gene Thompson Grove course was completed providing the new cohort with expanded facilitative leadership skills and expanded repertoire of tools.	Provide teacher leaders opportunity to use and strengthen these skills and contribute their voice to ongoing work.