

The image shows the exterior of Hanscom Middle School. A large sign above the entrance reads "HANSCOM MIDDLE SCHOOL". In the foreground, a group of students is walking away from the camera towards the school entrance. The students are wearing various colored shirts, including pink, light blue, and yellow. The school building has a brick facade on the right side and large glass windows. There are several American flags on the right side of the building. The overall scene is bright and sunny, suggesting a clear day.

HANSCOM MIDDLE SCHOOL

School Committee

HMS: End of Year Report
2021-2022

Student Centered Teaching and Learning

VISION:

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.

GOAL:

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.

Sense of Belonging

VISION:

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.

GOAL:

Create new cultural norms to establish team identity and culture that centers on trusting relationships and student voice.

Create multiple opportunities for student input on both the team and school level.



Guiding Questions

- What made your work successful?
- What do you need to keep doing to be successful?
- What do you need to change to be more successful?
- How has your work impacted student learning?
- Do you have tangible growth results?
- What would you want to share with the school committee?

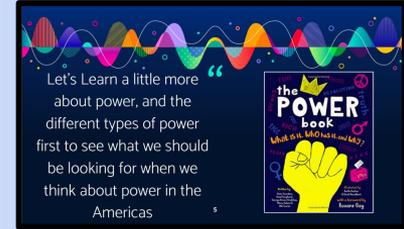
What do you want to share with the School Committee?

- Incorporating Student Voice
- Meeting the Needs of all Students
- Prioritizing Diversity and Inclusion
- Areas for Growth

Incorporating Student Voice

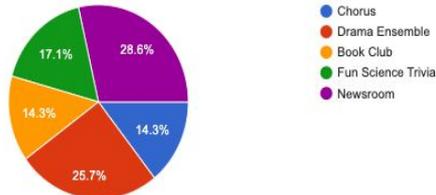
In 4th grade students developed a rubric to self-assess their math problem-solving work to produce **clear, precise and organized** responses. We emphasized the growth mindset- how to build a strength over time, how to address challenges along the way and how to acknowledge success.

In 5th grade we are focused on the Integration of Power and conversations about the impact of power throughout curriculum. We are working on recognizing aspects of power within our academic and non-academic portions of our day



What is your FIRST choice for a course?

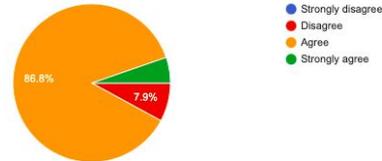
35 responses



In September, 6th graders selected an enrichment course to enhance their learning for the trimester. Courses changed each trimester.

I feel like I belong in the HMS 7th Grade Community

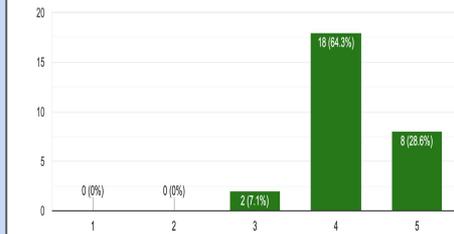
38 responses



In 7th grade we have conducted 5 check ins during the year to hear how students are feeling connected to other students and staff. All students were able to identify at least one other student they like to spend time with and almost students were able to identify at least one adult that they can count on. We also created a 7th Grade Advisory council that met weekly with Mr. Ledebuhr.

How would you rate your use of office hours this week? Week of March 14 to March 18 (last week)

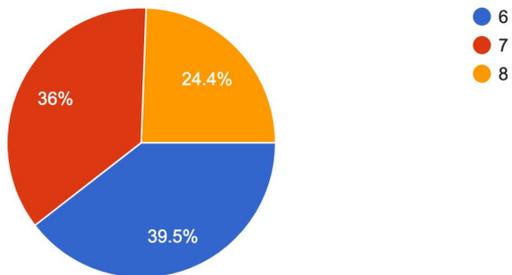
28 responses



In 8th grade, students submitted feedback on their use of office hours with respect to work completion, seeking help, creating community

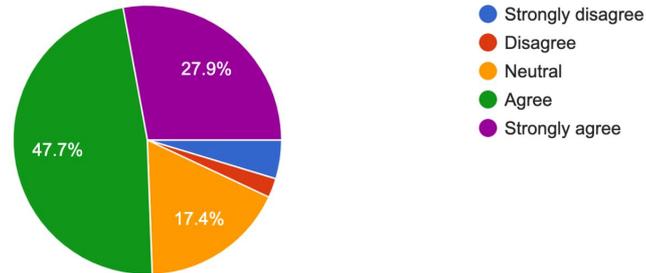
What grade are you in?

86 responses



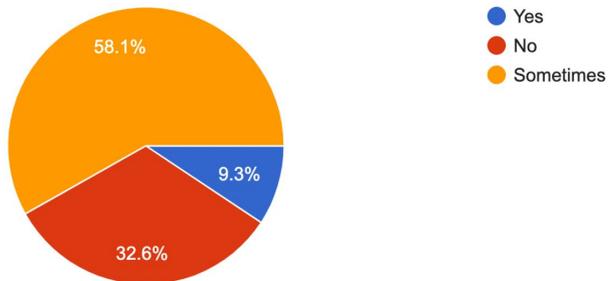
Should students be allowed to make decisions to benefit themselves and their schools?

86 responses



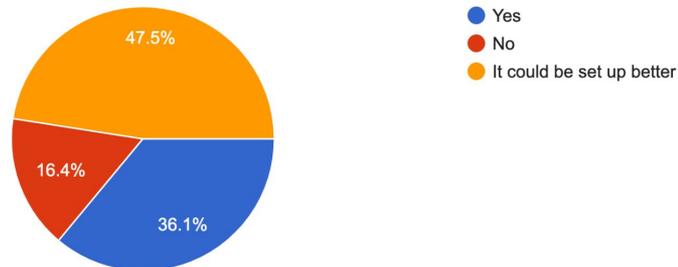
Do you feel like you have a say in what happens in our school?

86 responses



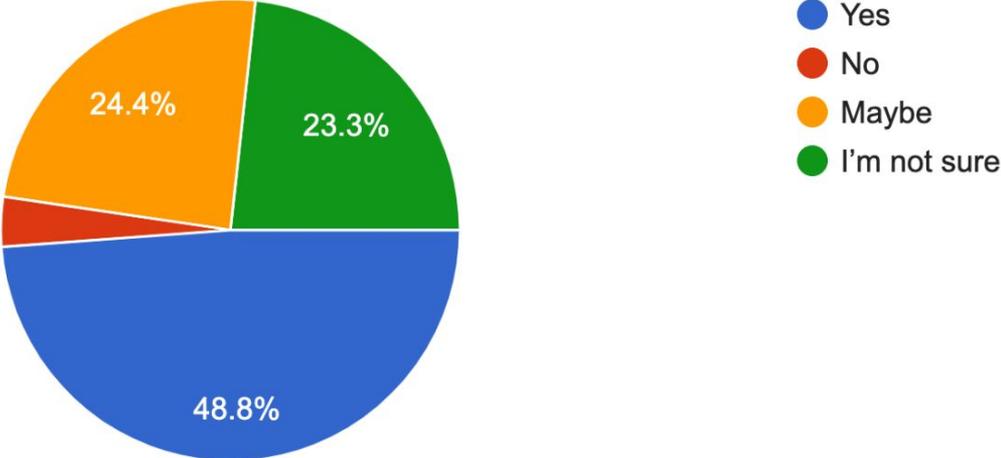
Do you like the way the school board is currently set up? (This is optional as many people might not fully understand how the school board is set up currently)

61 responses



Should there be a student representative in the Lincoln School District?

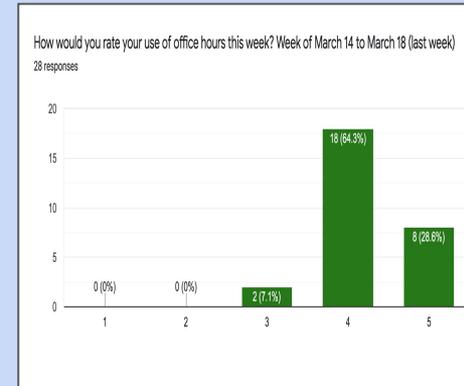
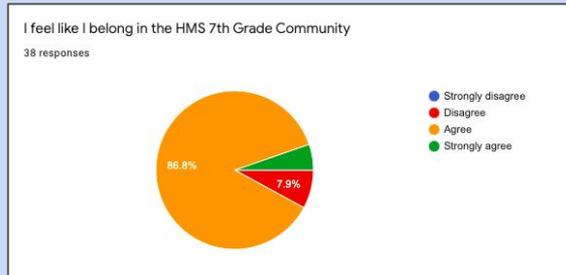
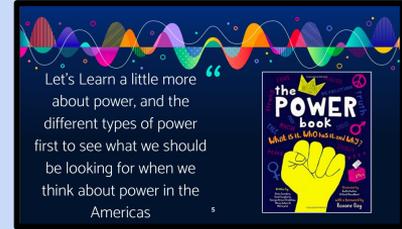
86 responses



Incorporating Student Voice

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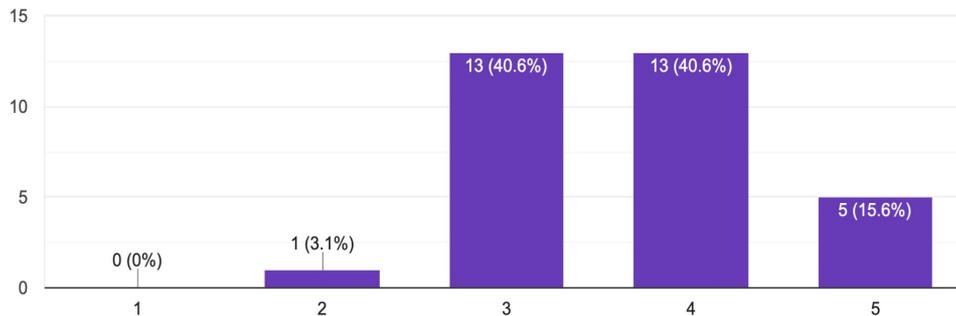
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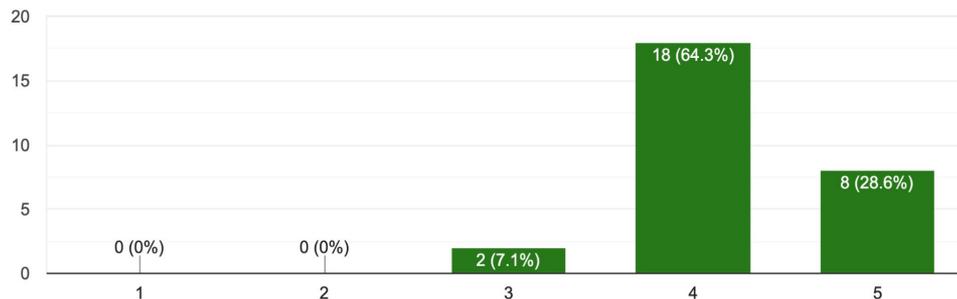
In 8th grade, students submitted feedback on their use of office hours with respect to work completion, seeking help, creating community

Rate your current use of office hours on a scale of 1-5.

12/9/21



3/21/22



What we did:

Based on data collected through surveys, observation, student work, the team worked collaboratively to improve the quality of instruction and support during this time. Specifically the team:

- Conferenced with students at the beginning and end of office hours
- Developed intervention plans for students who were struggling
- Developed alternative activities for students who were ready for extra work
- Contacted parents as needed for students who continued to struggle

SENSE OF BELONGING - OUTPUT/PRODUCTS

A. COMMON EXPECTATIONS AND CLASSROOM MANAGEMENT TOOL	B. STUDENT SURVEY	C. GRADE LEVEL FAMILY UPDATES AND MORNING ANNOUNCEMENTS	D. TEAM INSIGNIA	E. TEAM OBSERVATIONS
THE SPECIALISTS ALIGNED EXPECTATIONS AND MANAGEMENT TECHNIQUES AND PRACTICES ACROSS ALL SPECIALS' CLASSES TO PROVIDE CONSISTENCY FOR STUDENTS.	TO BUILD A SENSE OF TRUST WITH THE STUDENTS, WE DEVELOPED A SURVEY THAT ALLOWED US TO LEARN HOW THE STUDENTS FELT ABOUT OUR CURRICULUM AND OUR CLASSROOM ENVIRONMENTS.	IT HAS GIVEN US AN OPPORTUNITY TO SHOWCASE OUR CLASSROOMS AND STUDENT WORK WITHIN THE HMS COMMUNITY, WHICH INCLUDES STUDENTS, TEACHERS AND STAFF AND FAMILIES.	WHILE WE STARTED THIS PROJECT, WE WILL WAIT UNTIL NEXT YEAR WHEN EVERY TEAM WILL WORK TOWARDS THIS GOAL AS WELL.	WE STARTED TO OBSERVE PEERS' LESSONS TO IMPROVE OUR PRACTICES AND LEARN HOW WE COULD STIMULATE MORE STUDENT AGENCY. WE USED THE WORK IN PROGRESS TEMPLATE SHOWCASED IN SLIDE NINE (ADAPTED FROM PLAYFUL LEARNING COURSE).

Meeting All Student Needs

The 4th grade Team tracked a subsection of students who scored a 1 on the pre-assessments in fraction concepts. We aimed to meet their individual needs so that students score at least a 2 on the post-assessment in fraction concepts.

The 5th grade brought discussions of power into reading and character dynamics, especially in read aloud. We made sure to include prompts and real world connections that opened discussion for all students. This also is a key focus of our fantasy unit this year.

Unit 3 Data Tracking Students in Target Group										
	Pre-Assessment Unit 3	Post-Assessment Unit 3 #6	Pre-Assessment Unit 3	Post-Assessment Unit 3 #2	Pre-Assessment Unit 3	Mid Unit Account Unit 3 #4	Pre-Assessment Unit 3	Mid Unit Account Unit 4 #2		
	Identifying Unit Fractions	Identifying Unit Fractions	Explanation of Fractional Parts	Explanation of Fractional Parts	Comparing (Picture Support)	Comparing (NO Picture Support)	Fractions on Numberline	Fractions on Numberline		
a	1	3	3	3	Y	1	ab	1	2	Y
b	1	3	1	3	Y	3	3	3	3 +	Y
c	2	3	1	3	Y	1	3	1	3	Y
d	1	3	2	3	Y	3	3	3	2	n
e	1	3	1	3	Y	3	3	3	3	Y
f	1	1	2	1	n	2	ab	1	2	Y
g	1	3	1	3	Y	1	3	1	2	Y
Average	1.43	2.71	1.57	2.71	2.00	3.00	1.86	2.33		
Percent Accomplishing Goal	85%	85%	85%	85%	100%	100%	85%	85%		



Teacher Name	Monday	Tuesday	Wednesday	Thursday	Friday	End of week reflection
1	Work Completed					
2	Work Completed					
3	Work Completed					
4	Work Completed					
5	Work Completed					
6	Work Completed					
7	Work Completed					
8	Work Completed					
9	Work Completed					
10	Work Completed					
11	Work Completed					
12	Work Completed					
13	Work Completed					
14	Work Completed					
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26	Work Completed					
27	Work Completed					
28	Work Completed					
29	Work Completed					
30	Work Completed					

Student	Math	ELA	Behavior	Overall Academic Performance	Homework Completion
Student 1	Green	Green	Green	Green	Green
Student 2	Green	Green	Green	Green	Green
Student 3	Green	Green	Green	Green	Green
Student 4	Green	Green	Green	Green	Green
Student 5	Green	Green	Green	Green	Green
Student 6	Green	Green	Green	Green	Green
Student 7	Green	Green	Green	Green	Green
Student 8	Green	Green	Green	Green	Green
Student 9	Green	Green	Green	Green	Green
Student 10	Green	Green	Green	Green	Green
Student 11	Green	Green	Green	Green	Green
Student 12	Green	Green	Green	Green	Green
Student 13	Green	Green	Green	Green	Green
Student 14	Green	Green	Green	Green	Green
Student 15	Green	Green	Green	Green	Green
Student 16	Green	Green	Green	Green	Green
Student 17	Green	Green	Green	Green	Green
Student 18	Green	Green	Green	Green	Green
Student 19	Green	Green	Green	Green	Green
Student 20	Green	Green	Green	Green	Green
Student 21	Green	Green	Green	Green	Green
Student 22	Green	Green	Green	Green	Green
Student 23	Green	Green	Green	Green	Green
Student 24	Green	Green	Green	Green	Green
Student 25	Green	Green	Green	Green	Green
Student 26	Green	Green	Green	Green	Green
Student 27	Green	Green	Green	Green	Green
Student 28	Green	Green	Green	Green	Green
Student 29	Green	Green	Green	Green	Green
Student 30	Green	Green	Green	Green	Green

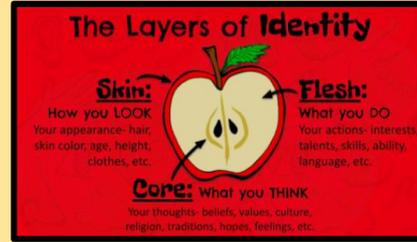
The 6th Grade team worked together track student progress across the year in the areas of GAL, Behavior, Overall Academic Performance, and Homework Completion. We used this data to generate mid-semester progress reports to communicate progress to families.

Homework club was offered on Tuesday and Thursday for 7th grade students who needed or wanted extra support or time and space to work on school work with teachers. This helped students complete work more successfully and efficiently.

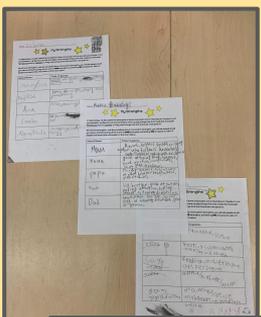
The 8th grade team structured office hours to track data on individual student skills. During team time, struggling students were discussed and an intervention plan, including parent outreach and a new layer of structure added to this students office hours time.

Prioritizing Diversity and Inclusion

The 4th grade Team began work on developing social emotional and cultural awareness with students. Students explored their own strengths and ways to use those strengths in different situations in order to increase initiation, take ownership of learning and contribute to the community. Students also worked on increasing a sense of belonging by creating mirrors and awareness by creating windows through exposure to a variety of cultures.

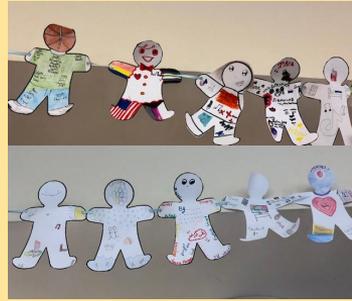


This year in 5th grade, the team focused on power within identity in lessons and worked to develop a scope and sequence that allows all students to share their identities in a safe and open space.



Assignment: Midwest

Midwest Climate Change	Climate Change in the Midwest				
Climate Change in the Midwest					



6th graders are in the process of completing a cross-content collaborative project on the effects of climate change in diverse communities. Inclusive resources and choice are embedded into the project.

In 7th grade Connections and Office Hours we engaged in numerous activities and opportunities for students to grow and express their identities. This led to 92.2% of 7th graders reporting that they feel they belong at HMS in our May survey.

The 8th grade team worked collaboratively to plan and develop connection lessons that celebrated numerous heritage months, highlighted the contributions of members of a variety of cultures and went further in investigating different cultures and identities.

Areas for Growth



This year 4th Grade began work on developing students' strengths as a person and a learner. Next year, we are hoping to implement this work earlier in the school year. We are also hoping to create more opportunities for students to reflect on their work and make adjustments.

HMS- Continue to dig deeper into our own personal journey and learning

Clear

- Use neat handwriting
- Draw areas from cartoon drawings
- Color words or label your drawing
- Circle your answer

Precise

- Circle correct answer
- Double check your answer
- Label your answer

Organized

- Make sections or separate your answer
- Order your work
- Number model
- Answer with care

Unit 5 Self Assessment

Think about each skill listed below. Assess your own progress by checking the most appropriate box.

Skills	I can do this on my own and explain how to do this.	I can do this on my own.	I can do this if I get help or look at an example.
1 Decompose, or break apart, fractions.			
2 Add and subtract fractions.			
3 Add and subtract mixed numbers.			
4 Create a line plot and answer questions using the data.			
5 Identify types of rotations and angles.			
6 Draw the matching part of a symmetrical shape.			

Things got better because we had a lesson on it because I didn't know what they were and I practiced.

4TH GRADE QUALITY MATH WORK

clear **precise** **organized**

- Use a ruler or straightedge
- Accurate answers (correct calculations)
- Left to right calculations
- Class math words

- Sections are clear and spaced out
- Left to right calculations
- Top to bottom
- Plan first

- Handwritten
- Neat handwriting
- Write parts made visible
- Can find answer

Trimester One Progress Report:

Connections Teacher: *Classroom*, Teacher Set Name: *10/15/21*

Academic Goals:

Student Academic	Growth as a Learner
Science: <i>Science Academic</i>	<i>Science Academic</i>
Social Studies: <i>US Academic</i>	<i>US Academic</i>
Math: <i>Math</i>	<i>Math</i>
E.L.A.: <i>E.L.A.</i>	<i>E.L.A. Academic</i>

The trimester ends on 12/31. All late work will be accepted up until this date. Please check Google Classroom for a list of assignments. Students are welcome to schedule a time to meet with a specific teacher regarding missing assignments to be turned.

Please look out for an email regarding parent conference sign ups. All conferences will be virtual. They will be held on 10/27, 10/28, and 10/29. We look forward to meeting with you!

Parent Signature: _____

This year the 6th grade team prioritized providing more in depth and concrete feedback through mid-trimester progress reports and parent conferences. Next year, we will work on increasing the frequency of this feedback.

Mental Health FIRST AID
from NATIONAL COUNCIL FOR MENTAL WELLBEING

YOUTH MENTAL HEALTH FIRST AID

WHY YOUTH MENTAL HEALTH FIRST AID?

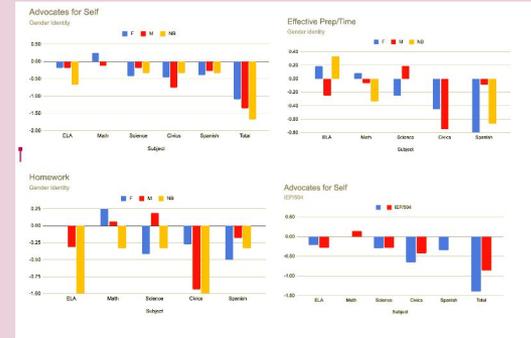
Youth Mental Health First Aid teaches you how to identify, understand and respond to signs of mental health and substance use challenges among children and adolescents ages 12-18.

- 10.2%** of youth will be diagnosed with a substance use disorder in their lifetime. *Source: National Institute on Drug Abuse*
- 1 in 5** teens and young adults live with a mental health condition. *Source: National Institute of Mental Health*
- 50%** of all mental illnesses begin by age 14, and 75% by the mid-20s. *Source: National Institute of Mental Health*

WHO SHOULD KNOW MENTAL HEALTH FIRST AID?

- Teachers
- School Staff
- Coaches
- Camp Counselors
- Youth Group Leaders
- Parents
- Adults who Work with Youth

The 7th Grade Team has already started thinking about the importance of curriculum night to help establish positive home school communication for the year. In addition, we will spend time this summer thinking about "Mental Health First Aid" to better meet the needs of our students who are struggling from the impact of the pandemic.



The 8th grade team looked at student growth data from term one and term two. After much discussion and processing, the team concluded that we needed similar data to start the year and help develop a specific student growth area to target in office hours and increase parent communication.



HANSCOM