



**Lincoln School**  
**School Improvement Plan**  
**2011-2013**  
**Annual Report, Spring 2012**

**2011-12 SCHOOL COUNCIL MEMBERSHIP**

Stephen McKenna	Principal K-4	Randy Harrison	Parent
Sharon Hobbs	Principal 5-8	Lori Michaels	Parent
Blake Siskavich	Teacher - Kindergarten	Gila Naderi	Parent
Amanda Sykes	Teacher - Foreign Language	Jena Salon	Parent
		Elisa Sartori	Community Representative

### Rubric for School Improvement Plan Level of Achievement

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.



**Lincoln School  
Lincoln Public Schools  
2011-13 School Improvement Plan**

**Goal 1:** Respond to Federal No Child Left Behind (NCLB) regulations and Massachusetts Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement

**Performance Target:** All subgroups will score within the “On Target” range of improvement for MCAS Math and ELA in grade 3-8

**Level of Achievement:** Developing

<u>Strategies</u>	Evidence/Data	Possible next steps
Adopt the district 5-point plan to narrow achievement gaps and improve overall student performance.		Analyze MCAS data in July and August to assess progress and to work with teachers to create GFIPS for fall of 2012.
Teachers will use formative assessment data to set SMART Goals (Specific Measurable, Attainable, Realistic and Timely).	K- Literacy: High frequency word reading – in progress 1- Math: Combinations to 10 – in progress 2- Math: choosing an effective and efficient strategy to accurately solve a double digit subtraction problem – 83% of students achieved the goal 3- Math: 2-3 digit Subtraction - 84% of the students demonstrated progress desired 4- Literacy: Letter Writing - 93 % of students achieved the goal Literacy: Open Response Writing - 91 % of students achieved the goal Art (grades 3-4) – Color: complimentary color match (gr. 4) and analogous color scheme (gr. 3-4) - 95% of the students accurately described color theories including; complementary color, color families and	Continue to work with faculty to create and monitor SMART goals.

	<p>contrast color.</p> <p>5 -8 Continuing to develop the capacity to move from data analysis to SMART goal format in team and faculty meetings.</p>	
Refine uses of data collection strategies, analysis and presentation.	<p>Cross-campus team meetings (9/28,10/5,11/2,12/14,2/1,3/7,4/25) Institute Day, and Common Planning Time meetings provided time to work on this goal.</p>	Continued work across campuses and within team and faculty meeting times.
Determine and implement appropriate interventions to improve student learning (Goal Focused Intervention plans).	<p><b><u>K-4 Math</u></b></p> <p><u>Grade 4:</u> 11 students had GFIPs at the beginning of the year. 3 students were discharged. 6 students participated in interventions for 2 of 3 cycles. 2 students are now being supported through an IEP. 4 new students are receiving support through GFIPs in a third cycle.</p> <p><u>Grade 3:</u> 9 students had GFIPs at the beginning of the year. 8 students achieved the goal. 6 were discharged. 2 students participated in interventions for 2 of 2 cycles. 1 student is now being supported through an IEP. 2 new students are now receiving support through GFIPs.</p> <p><u>Grade 2:</u> 6 students are currently receiving support through a GFIP.</p> <p><b><u>K-4 Reading</u></b></p> <p><u>Grade 4:</u> 9 students had GFIPs at the beginning of the year. 2 students were discharged after cycle 1. 7 went on to another intervention plan in cycle 2. 5 students were discharged after cycle 2. 7 students participated in interventions in cycle 3. 1 student is now being supported through an IEP.</p>	

	<p><u>Grade 3:</u> 12 students had GFIPs at the beginning of the year. 5 students were discharged after cycle 1. 7 went on to another intervention plan in cycle 2. 1 student was discharged after cycle 2. 4 students participated in interventions in cycle 3. 2 students are now being supported through an IEP.</p> <p><u>Grade 2:</u> 11 students had GFIPs at the beginning of the year. Having achieved the goal in the first cycle, all continued with new interventions into a second cycle. 2 students were discharged. 7 students participated in interventions for 3 of 4 cycles. 3 students are now being supported through an IEP.</p> <p><u>Grade 1:</u> 6 students had GFIPs at the beginning of the year. Having achieved the goal in the first cycle, only 1 continued with new interventions into a second cycle. Support has continued for that student. 5 additional students have been supported in cycle 2, 3 and 4 with one being discharged.</p> <p><u>Kindergarten:</u> 5 students had GFIPs in the middle of the year. 2 have been discharged and the remaining students have continued to a second cycle of support.</p> <p><b><u>PK-4 Speech/Language</u></b></p> <p>13 students had a GFIP in the course of the year. 2 achieved the goal. 1 student is now being supported through an IEP.</p>	
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	<p><b><u>K-4 OT/PT</u></b></p> <p>28 students had a GFIP in the course of the year. 10 achieved the goal after 1 cycle of intervention. 2 students are now being supported through an IEP.</p> <p><b><u>5-8 Math</u></b></p> <p><i>Grade 5:</i> 9 students had GFIPS and all have changed goals and continue to receive service.</p> <p><i>Grade 6:</i> 11 students had GFIPS in the second trimester and 10 in the third trimester.</p> <p><i>Grade 7:</i> 9 students had GFIPS in the first trimester and 1 was discharged. 13 had GFIPS in the second trimester, 5 of whom were new. 12 students had GFIPS in the third trimester, four of whom were new.</p> <p><i>Grade 8:</i> 4 students had GFIPS in the first trimester. 6 students had GFIPS in the third trimester.</p> <p><b><u>8<sup>th</sup> grade Science</u></b></p> <p>6 students had GFIPS in the third trimester.</p> <p><b><u>5-8 Reading</u></b></p> <p><i>Grade 5:</i> 10 students had a GFIP in the course of the year. 2 were discharged and 2 changed goals.</p> <p><i>Grade 6:</i> 10 students had GFIPS in the first trimester and 8 were discharged. 9 students had GFIPS in the second trimester.</p>	
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	<p><u>Grade 7:</u> 10 students had GFIPS in the first trimester and 3 were discharged. 9 students had GFIPS in the second trimester and 1 was discharged. 11 students had GFIPS in the third trimester.</p> <p><u>Grade 8:</u> 9 students had GFIPS in the first trimester and 2 were discharged. 7 students had GFIPS in the second trimester.</p>	
Differentiate instruction to meet the learning needs of all students – class work, remediation, extensions, and homework.	Department meetings focusing on strategies for differentiating instruction (9/28, 10/5, 1/18, 2/1).	Continue to work in faculty meetings and department meetings to refine teachers' skill with differentiation.
Regular checks to ensure that students have opportunity to provide feedback to teachers on areas that challenged them and areas where they saw personal accomplishment/ growth.	<p><u>Grade 3:</u> Teachers have used the iBoards as a tool to collect student feedback on progress toward stated learning targets</p> <p>In some cases student have begun to respond to efficacy related quotes in their writer's notebooks and provide instances where their own perseverance has paid off.</p> <p>Every Day Math has a built in self report on each unit test – this has been used.</p> <p>Corrected work is being used as "feedback" to kids and having them recognize their successes and respond to errors.</p> <p><u>Teachers in grades 4, 5 and 6</u> have done self-assessments by students prior to report cards. This information can be shared in parent teacher conferences.</p>	Continue to work with teachers through faculty meetings and in team meetings to create methods of assessing student efficacy.

Assess student engagement - Did I (student) put in the right amount of effort?		A district assessment was discussed for next year.
Professional development opportunities (study groups, workshops, course work and literacy/math coaching) will be targeted to enhance instructional practice.	<p>Developing Mathematical Ideas course taught in winter and spring of 2012.</p> <p>Coaching in math content and small group instruction was provided for teachers new to a grade level.</p> <p>Coaching in literacy content for both reading and writing was provided by teachers new to a grade level.</p> <p>Study groups around <u>Boy Writers</u> by Ralph Fletcher and <u>Reading with Meaning</u> by Debbie Miller were led by Gwen Blumberg in the course of the year.</p>	June and August 2012, district offerings for math common core and ELA common core. Wayland Middle School offering for teachers of Science and Social Studies related to integrating reading and writing into the curriculum.
Focus on instruction from a standards-based perspective - building a firm understanding of the content necessary to ensure improved student achievement.	Cross-campus meetings. Institute Day for grades K-5 gave an opportunity for teachers to really look at one part of their curriculum to refine an assessment from a standards-based perspective. Grade 6-8 spent the afternoon of Institute Day looking at one unit from a standards-based perspective and thinking about assessments in a new way.	
Formal Assessment data (F&P, Math Unit Assessments, LPS Literacy Assessments, Writing Assessments, Common Assessments) will be reviewed throughout the year to	Literacy Assessments and Math Mid-year and end-of-unit assessment data was reviewed to determine areas of literacy/math content for GFIP interventions.	

identify areas of increased student proficiency.		
Use an early intervention model of support in K-3 to bolster performance of students assessed below benchmarks.	Most Literacy and Math Specialist intervention support is concentrated at the K-3 level.	
<b>5-8 Strategies:</b> Implement extensions for math and English with specific instruction for students who need further instruction during the school day.	45 Grade 6-8 students participated in Reading Extensions in the 3 trimesters. 38 6-8 students participated in Math Extensions in the 3 trimesters. 6 8 <sup>th</sup> graders participated in a Science Extension in the third trimester.	
Use open response questions in social studies and science classes to strengthen student writing. Assess results as a department.	Fall common assessments were given in science and social studies. Work was assessed together in department meetings. Spring common assessments will be given in May with May 23 designated as a District scoring day.	Assessments will be given again in spring of 2012; data will be used in the fall to begin to work with students.
Focus instruction in explaining mathematical thinking; give students guided practice to ensure growth.	Teachers in mathematics piloted Open Response questions to have students gain practice in explaining mathematical thinking. Department meetings focused on types of questions, acceptable answers, scaffolding student writing to create acceptable answers.	
Implement a trimester long writing class designed to provide	In the sixth grade writing class, students used the writing process, beginning with pre-writing activities, followed by drafting, revising, and finally "publishing" their final	

differentiated learning opportunities for students in grades 6 & 8.	pieces for their portfolios. Having this extra time in addition to the regular English class allowed us to follow a Writer's Workshop model, and gave students more opportunities for choice, as well as more time for feedback from the teacher and from peers. In grade 8 writing is a grammar-focused course that all students take for a trimester. Students focus on grammar fundamentals through small group work and discussions.	
METCO Extended Learning Program will provide focused instruction for students scoring in NI or W on MCAS.	Beginning in March, 2012, students focused particularly on MCAS practice using previously released Open Response questions and passages to gain skill and confidence in their answers.	



**Goal 2:** To facilitate learning experiences that narrow the achievement gaps that exist among racial groups, children with special needs and children from lower socio-economic groups.

**Performance Target:** Students identified in September 2011 as below proficient will demonstrate 15% improvement on selected summative assessments by June 2012

**Level of Achievement:** Developing

Strategies	Evidence/Data	Possible next steps
Professional Development and implementation of LEXIA Literacy interventions in grade 1	<p>Three grade 1 teachers were trained and have been using the LEXIA program.</p> <p>Using the LEXIA data review system which is not fully aligned with district grade level benchmarks, current performance predictors for grade 1 students are:</p> <p>58% of students are “on target”  5% of students are at “some risk”  37% of students are at “high risk”</p>	Continue to use this tool to determine students in need of literacy support through a GFIP
PK-2 Achievement Gap Group will identify ways to provide early intervention supports for our youngest students.	<p>Investigating the possibility of Piloting a METCO preschool option</p> <p>After outreach, two local preschools have expressed interest in joining this effort.</p> <p>Currently developing literacy resources to share with families of children ages 18 months to 5 years old</p>	
5-8 Diversity Focus Group – Cultural Competence Professional Development in staff meetings	Faculty meetings November 16, January 4 and January 30 were spent discussing the book <u>The Misfits</u> and working with EMI trainer, Doug Weinstock. A study group about <u>Freedom’s Plough</u> was led by Lateefah Franck with middle school teacher and principal participation.	Continue work as a faculty through reading articles, thinking about presenting standards to students through a variety of cultural lenses.

**Goal 3:** To improve student academic achievement and well being, a school focus will include increasing pro-social behavior and reducing unhealthy stress

**Performance Target:** 80% of students will report strong engagement and affiliation with the school

**Level of Achievement:** Developing

Strategies	Evidence/Data	Possible next steps
Continued implementation of Responsive Classroom and Developmental Design for Middle School practices.	<p><b>K-4</b> All School Meetings took place on a monthly basis and involved sharing of student learning across all grade levels. Grade 4 students hosted the meetings.</p> <p><b>5-8</b> Come Together assemblies took place throughout the year and were hosted by students. Students were active participants in crafting the conversations in advisories.</p>	District wide student engagement survey.
Investigate Responsive Classroom 2 offering for a pilot group.	Two K-4 staff are making plans to participate in a summer 2012 training	Have the experiences of the two staff members shared with the K-4 staff. Make program and budgetary plans as appropriate.
Training and implementation of the Bullying Intervention and Prevention Plan.	<p>K-4 January-March learning experiences in morning meetings, at All School Meeting and in Wellness classes</p> <p>5-8 January –March learning experiences in Wellness classes and advisories.</p> <p>6-8 Urban Improv through the PTA on February 14 focused on cyberbullying.</p>	
Diversity Focus Group work	K-4 meetings have taken place each month. Diversity Focus Group work is centered on family diversity, gender stereotyping	

	and bullying. We are making efforts in three directions - 1. Teacher awareness and support, 2. Parent awareness, and 3. Student learning. While planning for each of these directions is taking place simultaneously, the primary focus this year has been Teacher awareness and support.	
Advisory for grades 6-8 implemented 2-3 times in a six-day cycle	<p>Advisory took place 2-3 times per cycle in grades 6-8. Advisories the week of January 25 and April 30 were planned by members of the diversity committee and were related to the Building Bridges to Cultural Understanding conference or to Olympic Day teams and mixing up students to eat lunch.</p> <p>Cindy Matthes and Mark McDonough worked with teachers in advisory in grades 6-8 to cover internet safety.</p>	Continue to implement advisory grades 5-8

# Hanscom Primary School



School Improvement Plan 2011-2012

## Year-End Status Report

Beth Ludwig, Principal

# Lincoln Public Schools 2011-2012 School Improvement Plan

## Section 1: School Improvement Goals Outline

<b>Goal 1:</b>	<b>Curriculum, Instruction and Assessment:</b> Align standards-based learning expectations to assessments and clear learning targets.
<b>Goal 2:</b>	<b>Authentic Literacy:</b> Improve students' ability to support an argument with facts, reasons, evidence and details.
<b>Goal 3:</b>	<b>Community:</b> Strengthen the sense of community for staff, students and families through the continuous development of a connected learning environment.

### Goal 1: Curriculum, Instruction and Assessment

*Align standards-based learning expectations with assessments and clear learning targets.*

#### **Relationship to District Goals:**

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development

**Purpose:** This goal helps to narrow achievement gaps by increasing opportunities for focused learning and monitoring progress with data.

**Rationale:** The district has made progress towards the development and implementation of standards-based assessment, instruction and reporting. As the new standards-based report card is implemented this year, teachers will need to review assessments carefully to ensure that they appropriately measure progress towards standards and refine assessments. The next phase of targeted, standards-based instruction is to create child-friendly, explicit learning targets that directly state learning expectations so they are made clear to students at the beginning of lessons and units.

The school continues to refine the strategies used to collect, analyze and present data. The launch of the local data warehouse will further our capacity to track and analyze common data and create focused goals for individual student achievement. Teachers will need to be introduced to new ways of presenting the data so that it can be analyzed and utilized in the most productive manner.

### Goal 1 Action Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
Teachers participate in summer work on standards-based curriculum, assessment and reporting.	Established	16 teachers participate	N/A
Teachers will refine assessments that measure progress towards standards-based expectations.	Refining	Weekly team meeting minutes demonstrate that K-3 teams spent an average of 59% of team meetings reconfiguring data tracking mechanisms and refining and/or designing common formative assessments to align with the new standards based reporting system; district meeting time has also been dedicated to standards-based reporting	Continue refinement on an as needed basis
Specialist teachers and therapists will develop goal-focused intervention and therapy plans with progress monitoring strategies to assess effectiveness for student learning and narrowing achievement gaps.	Refining	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Target-based, data-driven intervention based on student need</li> <li>• Closer tracking of status of students receiving intervention (teachers and principal)</li> <li>• Students are discontinued from remedial at an accelerated rate</li> </ul> <p>How many total throughout year?  Reading: 31; exit 12; new goal 19  Math: 15; exit 4; new goal 11  Counseling: 14; exit 1; new goal 10  OT: 6; exit 0; new goal 5  Speech: 4; exit 0; new goal 4  Language: 21; exit 0; new goal 2  (students not accounted for transitioned to IEPs or moved)</p>	<ul style="list-style-type: none"> <li>• Complete <i>HPS Intervention Protocol</i> to clarify GFIP expectations and process</li> <li>• Improve goal writing to craft inclusive standards-based goals with more specific, descriptive benchmarks</li> <li>• Review determination process for discontinuing students</li> </ul>

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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Refine uses of data collection strategies, analysis and presentation.	Refining	<ul style="list-style-type: none"> <li>November 16 building based meeting (collection strategies and organization time)</li> <li>FMP database for math</li> <li>Teams develop grade books for report card</li> <li>Teams beginning work on connecting learning targets to rubrics and checklists (<a href="#">Appendix 1 and 2</a>)</li> <li>Ongoing project with math specialists on revising open response questions. We hope to launch new OR's next year. Several ideas have been vetted and the Common Core has caused thinking to evolve.</li> <li>IST progress monitoring and reporting graphs (<a href="#">Appendix 3</a>)</li> <li>Grade 2 effort rubric</li> </ul>	<ul style="list-style-type: none"> <li>Staff sharing of strategies at faculty meeting</li> <li>Evidence of learning target based rubrics and observational checklists being created and utilized by teachers</li> </ul>
Refine assessment materials and data collection to identify students in need of support in mathematics	Developing	<ul style="list-style-type: none"> <li>Kathy Richardson assessments and data being utilized to design follow-up instruction in Kindergarten. For the first time, we have data that we can graph and evaluate. Teachers respond to data by gathering KR resources to shore up students' skills. These assessments are given as a baseline at the beginning of the year, mid-year (graphed) and will be given again at the end of the year. This data has helped to assess current levels of performance so we have benchmark data that will inform future improvement efforts (<a href="#">Appendix 4</a>)</li> <li>Use Kathy Richardson Assessment to craft learning targets in K</li> <li>Assessing new students using Kathy Richardson</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use data to craft learning targets highlighting Kindergarten work as example</li> <li>Continue efforts in grades 1-3</li> </ul>
Teachers will begin to craft child-friendly learning targets in ELA and mathematics.	Initiated	Introduction of Learning Targets: Professional development and supervision/evaluation process has helped teachers begin to provide clearly defined learning targets for students (group and individual) and align targets with formative assessments, rubrics and observational checklists ( <a href="#">Appendix 5</a> )	<ul style="list-style-type: none"> <li>Continue alignment of learning targets with formative assessments, rubrics and observational checklists and lesson activities (focus on informational text)</li> <li>Increase student ownership of meeting learning targets by clarifying purpose and use and helping students to assess their own performance as it relates to the target</li> <li>Increase student understanding of the new 4, 3, 2, 1 standards based grading system (as it relates to targets and rubrics)</li> </ul>
Kindergarten and Grade 1 teachers will participate in training and begin to implement the <i>Fountas and Pinnell Benchmark Assessment</i> .	Established	Completion of training	
Kindergarten and Grade 1 teachers will participate in training and begin to implement the <i>DIBELS Next</i> assessment (with particular attention to research-based improvements in sub tests and refined benchmarks).	Established	Completion of training	

### Goal 2: Authentic Literacy

*Improve students' ability to support an argument with facts, reasons, evidence and details.*

#### Relationship to District Goals:

- Curriculum, Instruction and Assessment

## Lincoln Public Schools 2011-2012 School Improvement Plan

- Teacher Excellence and Professional Development

**Purpose:** This goal helps to narrow achievement gaps by increasing opportunities for focused learning on providing evidence to support an argument as it relates to answering open ended or open response questions.

**Rationale:**

Authentic literacy “is the ‘spine’ that ‘holds everything together’ in all subject areas” (Phillips & Wong, 2010, p. 41). Authentic literacy simply means purposeful (and usually argumentative) reading, writing, and talking. This involves reading, writing, talking and representing mathematical thinking for the purpose of supporting an argument with facts, reasons, evidence and details. Improving learning experiences for students in this area will require focused investigation into and action on what and how we teach.

If we want all teachers to be clear about what to teach, we need to take a close look at Common Core standards. We need to be careful consumers of this document so it does not complicate and confound our attempts to provide a coherent, quality curriculum in every course. Identifying the most relevant standards, or “power standards” (as they relate to this goal) allows us to teach the essential standards in sufficient depth, with adequate time for deep reading, writing, and talking in all areas of curriculum (Schmoker, 2011).

### Goal 2 Action Plan

Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Teachers read common text <u>Focus</u> , by Mike Schmoker, 2011). focusing on authentic reading and writing	Established	Increased efforts to connect learning experiences to real life situations (observations, discussions, walkthroughs)	Consider summer reading 2012: <u>The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind</u> (Fisher)
Initiate review of best practices that will further develop students’ ability to support arguments with evidence.	Initiated	<ul style="list-style-type: none"> <li>• November 30: Building based – Judy Merra PD on using anchor text to model expository writing</li> <li>• Backwards Design draft template (<b>Appendix 6</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Backwards Design templates (grades 1-3)</li> <li>• Focus learning target work (above) on designing learning targets for informational text and supporting argument with evidence</li> </ul>
Begin analysis of National Common Core Standards to align informational text expectations.	Initiated	<ul style="list-style-type: none"> <li>• November 14-15: Beth Ludwig, Mary Sterling and Judy Merra attended Jay McTighe <i>Backwards Design and the Common Core</i> workshop and began first draft of K-5 revised Lincoln Learning Expectations for Informational Text Common Core Standard</li> <li>• January 18 District meeting (ELA lead by Judy Merra)</li> </ul>	<ul style="list-style-type: none"> <li>• Beth Ludwig will complete K-3 Backwards Design templates (stage 1-2) to prepare teachers for design of learning targets for informational text (above)</li> <li>• Ongoing work will be coordinated by the District</li> </ul>
Teachers will increase the amount of time students spend working with nonfiction text by 20%.	Established	All teachers are demonstrating success and meeting goal to increase students’ experiences with nonfiction text by 20% (baseline, midyear data collected school wide). Staff reports this has significantly increased awareness and sense of urgency to create more balanced opportunities for fiction/nonfiction reading and writing.	Connect learning target work (above) to designing learning targets for informational text and supporting argument with evidence
Teachers will continue to craft SMART goals with a focus on reading, talking and writing about content rich, factual material.	Hold	Team time devoted to work on report cards	Consider more focused SMART goal work next year connecting to learning targets
Create leveled book room in HPS Library.	Established	Photos	N/A
Teachers will partner with specialists to research and purchase multiple copies of content rich text for HPS book room.	Established	Each team selected nonfiction books with the following criteria: Engaging, typical, age-appropriate nonfiction text features, multiple levels, connected to content areas or study	Use resources to advance learning opportunities with informational text (aligning with Common Core and learning target work)

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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
School Theme, <i>FACTastic</i> , to promote student inquiry and interest in all things real.	Established	<ul style="list-style-type: none"> <li>• Theme introduced to families in Principal's welcome letter (August 2011) and Open House Address (Sept. 2011)</li> <li>• Nonfiction Principal's Choice Book purchased for classrooms and library</li> <li>• Teachers develop curriculum connections relating to theme, culminating in a hands-on Curriculum Night for families (May 2)</li> <li>• Grade 2/3 Music Concert (music selections from Russia, Caribbean, Israel)</li> <li>• <i>Manguito</i> performance and presentations (LSF grant)</li> <li>• Child-led morning announcements including Factastic Fact of the Day – new – families have come to listen; video tape)</li> <li>• Community Meeting: Amelia Earhart Historical Perspectives</li> </ul>	Consider school theme for 2012-2013

### Goal 3: Community

*Strengthen the sense of community for staff, students and families through the continuous development of a connected learning environment.*

#### Relationship to District Goals:

- Leadership and School Culture

**Purpose:** This goal helps strengthen the sense of community by eliciting feedback from various stakeholders to inform future improvement efforts.

#### Rationale:

When the community collaborates to develop improvement efforts, we are together focusing on work that emphasizes social, emotional, and academic growth in a strong and safe school community. Input from various stakeholders is critical to the success of this goal, as our collective perspective is most valuable. We will work together to identify items most significant to sustaining a connected community with particular emphasis on improving our ability to welcome new families.

### Goal 3 Action Plan

Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Parent information session to explain new standards-based reporting methods.	Established	<ul style="list-style-type: none"> <li>• Mary Sterling led parent information session in Fall 2012</li> <li>• LPS Parent Survey - March</li> </ul>	<ul style="list-style-type: none"> <li>• Review parent survey to consider next steps</li> </ul>
Kindergarten Coffee and monthly Parent Coffees to gain parent perspectives on the unique strengths and challenges of our school.	Continuous effort	<ul style="list-style-type: none"> <li>• Kindergarten coffee and slideshow (September)</li> <li>• Monthly PTO meetings</li> <li>• iPad Parent Coffee (April)</li> <li>• Parent Ambassador meetings</li> <li>• Feedback about Welcome Brochure</li> <li>• Feedback about website revisions</li> </ul>	Continue
Principal and faculty will make practices and priorities of the school visible and understandable to parents.	Continuous effort	<ul style="list-style-type: none"> <li>• <i>Welcome Brochure &amp; Program Overview</i> (<a href="#">Appendix 7</a>)</li> <li>• <i>Family FAQ</i> publication (<a href="#">Appendix 8</a>)</li> <li>• Month of the Military Child K-8 Community Meeting &amp; Thank You letters from staff (<a href="#">Appendix 9</a>)</li> <li>• Principal's Welcome Letter</li> <li>• Principal's Address at Open House</li> <li>• Principal's Newsletters</li> <li>• Asst. Superintendent Parent Meeting – Standards based reporting</li> <li>• Faculty Newsletters and web-postings</li> <li>• Back to School Night (Sept)</li> <li>• Morning message (anti-bullying)</li> <li>• Math Night</li> <li>• Music Concerts</li> <li>• Curriculum Night (May)</li> </ul>	Continue



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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
		<ul style="list-style-type: none"> <li>Kindergarten Orientation (May)</li> </ul>	
HPS will partner with HMS staff, PTO, School Council and the Parent Ambassador to design a plan to increase levels of family participation in school events.	Developing	<ul style="list-style-type: none"> <li>Math Night</li> <li>Fall Festival (Oct)</li> <li>Mardi Gras (Feb)</li> <li>Book Fair BBQ</li> <li>Spring Family BBQ/Fun Day</li> <li>Concerts</li> <li>Curriculum Night (Frisbee Guy)</li> </ul>	Consider strategies to increase attendance at Curriculum Night
Principal will elicit input from staff to inform future improvement efforts.	Initiated: Due June 15	40/60 staff members have completed survey (as of 5/2/12)	<ul style="list-style-type: none"> <li>Analyze results (Summer 2012)</li> <li>Report results to staff and Becky McFall</li> </ul>
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.	Refining	<ul style="list-style-type: none"> <li>Combined Prek-8 homepage</li> <li>Working now on revising content; Drafting updated pages (include parent testimonials, video introductions from Beth, Lynn and Erich, virtual tour, Local sites/activities, etc.)</li> </ul>	Updates anticipated Summer 2012

### Rubric for School Improvement Plan Level of Achievement

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.

## How Many of Each Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

LT		4	3	2	1
1	<b>Number of items pictured</b>	The correct number of items are present	The correct number of items are present	A few too many or a few too less are drawn	No understanding of the amount
1	<b>Accurate understanding of "some"</b>	There is at least one of each feature	There is at least one of each feature	There is at least one of each feature	All items are of only one feature
2	<b>Multiple solutions</b>	All possible solutions are present	More than one possible solution is present	One possible solution is present	No accurate solutions
3	<b>Number sentences</b>	Accurate number sentences are present for each solution	An accurate number sentence is present for at least one solution	Some attempts to write number sentences	No attempt to write number sentences
	<b>Independence</b>	No support needed	Some support or clarification needed	A great deal of support or clarification needed	A great deal of support or clarification needed

Learning Targets:

1. I can figure out what a problem is asking.
2. I can find as many solutions as possible for the problem.
3. I can show my thinking through pictures and number sentences.

# Number Sentence Rubric

Group 2

Date \_\_\_\_\_

## Learning Targets

- 1) I can count out a set of cubes from 0-5 to match a number.
- 2) I can count out a set of cubes to show an addition problem and solve it.
- 3) I can count out a set of cubes to make my own addition problem and solve it.

Students	Learning Target	3	2	1	Notes:
		-Counts sets to match. -Counts sets to show an addition problem and solves it. -Counts a set and makes their own addition problem to solve. *Accurately and with ease.	-Counts 2 sets to match. -Count 2 sets and makes/solves an addition problem. -Counts 2 sets and makes/solves an addition problem. *Teacher prompting	-Counts 1 or 0 sets to match. -Count 1 or 0 sets and makes/solves an addition problem. -Counts 1 or 0 sets and makes/solves an addition problem. *Teacher support	
	3				
	3				
	2				
	1				
	2				

# IST Progress Monitoring Notes

Hanscom Primary School

Student:

Grade:

Date:

*Weekly updates on your child's progress will be sent home for the period beginning on \_\_\_\_\_ and ending on \_\_\_\_\_. If you have questions about the contents of this report, please contact your child's classroom teacher.*

## General Information

Teacher Completing Progress Monitoring and Intervention:

Classroom Teacher:

Focus Curriculum Area: Early math skills; rote counting; number identification; number sequencing; quantity discrimination

Assessment(s) Used: AIMSweb TEN (Test of Early Numeracy), Kathy Richardson Counting Assessment

Intervention Frequency and Duration: 4X20

## Targeted Learning Expectation(s)

Student will work on the following learning expectations in order to improve her overall early numeracy skills:

- Rote count to 50
- When presented with numbers 0-10 in random order, will correctly identify numbers 0-10
- Will sequence numbers from 0-10
- When presented with two numbers ranging from 0-10, student will determine which number is higher and which is lower

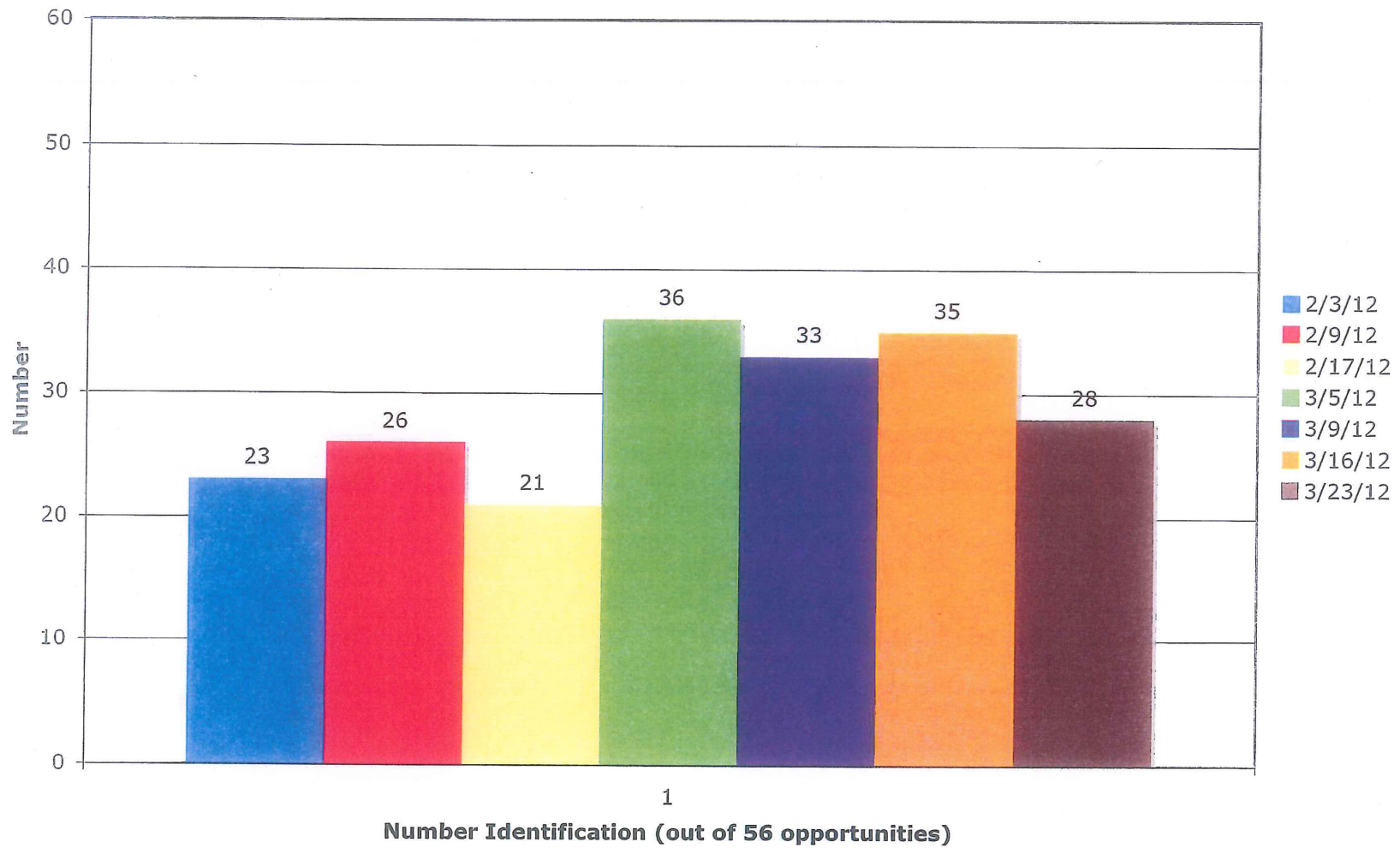
## Summary of Student Progress

Outline learning experiences and current student performance

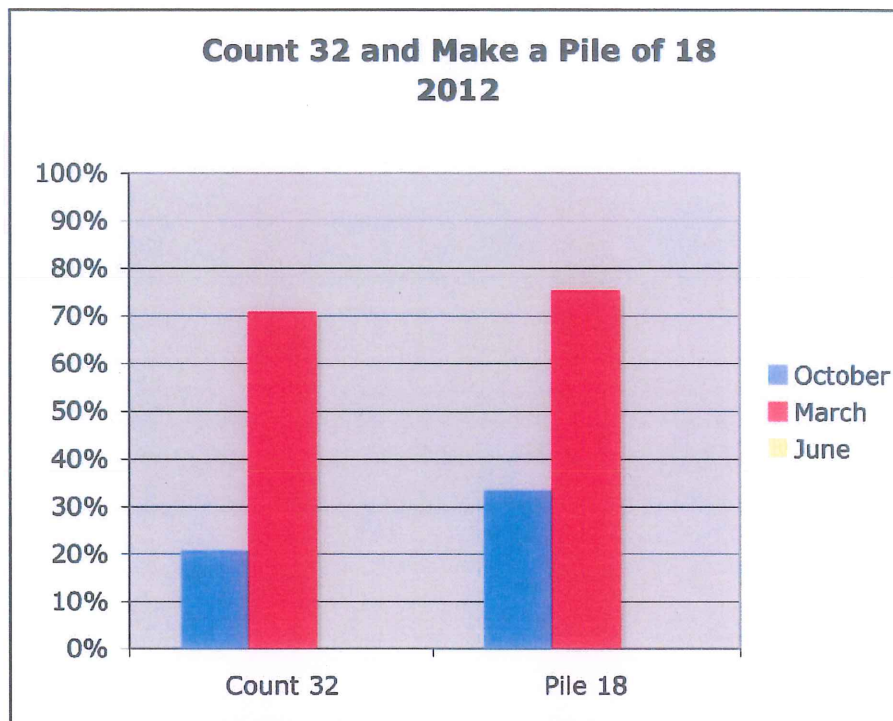
## Cumulative Progress Data

Insert dates and data compiled over time in graph form

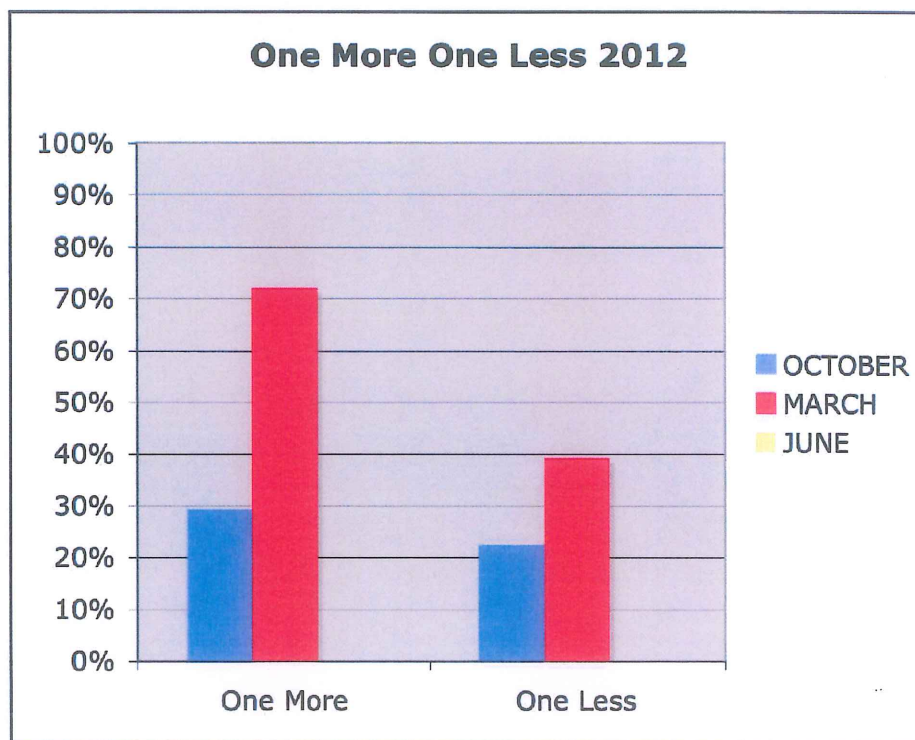
### Number Identification



Kathy Richardson Counting Assessment Data 2012



66% of students met the December benchmark of counting 21 objects.





The background of the slide features a large target with concentric rings in shades of orange and red. Three darts are shown hitting the target: a yellow dart in the upper left, a blue dart in the middle left, and a pink dart in the lower right. The darts are stylized with three-bladed propellers and a cylindrical body. The text is centered over the target.

# CONNECTING STUDENTS TO LEARNING TARGETS

DECEMBER 2011

# WHY LEARNING TARGETS?

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Provide clarity and destination for unit and lesson

- Establish relevance - authentic connection for students – the “so what”
- Efficacy
- Purpose
- Ownership
- Responsibility in learning
- With proper framework and guidance, can help kids take more strategic approach to their work
- Allows for specific feedback
- Forces us to deconstruct learning and shape instructional choice



# VISION

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*The school environment conveys the importance and value of learning targets when:*

- Learning targets are used and posted across all grade levels in every area of instruction and intervention;
- Professional development sessions have learning targets;
- Cross-curricular connections are recognized by all;
- LT's are communicated to parents;
- Students demonstrate their enthusiasm when meeting a target

# VISION

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*Learning targets are central to classroom learning when:*

- Long-term, overarching, kid-friendly learning targets are crafted by teachers;
- Supported kid-friendly learning targets that unpack lesson-sized amount of learning are crafted by teachers;
- Learning targets are connected to assessments and learning activities
- Teachers consistently and intentionally share targets with students;
- Teachers consistently and intentionally share targets with one another;
- Long-term and supported learning targets are posted as “I can” statements in classrooms;
- Learning targets are posted in a central, engaging location in classroom and;
- Teachers recognize cross-curricular connections between LT’s



# VISION

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*Students are responsible for meeting learning targets by:*

- Articulating the learning target and it's authentic importance/value beyond the classroom;
- Articulating what, specifically, they need to do to meet the learning target;
- Referring to targets posted in the classroom;
- Utilizing specific, grade appropriate strategies when they have not yet met the learning target;
- Utilizing specific, grade appropriate strategies to exceed the learning target;
- Recognizing cross-curricular connections (in postings) and;
- Reflecting upon and self-assessing their learning in relation to the target(s).

# VISION

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*Learning targets are part of assessment for learning when:*

- Teachers provide specific feedback to students about where their learning is in relation to the target;
- Observations and/or formative assessments are used to measure progress toward supported learning targets and;
- Performance tasks are designed to assess long-term learning targets.

## Reading Standards for Informational Text: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Massachusetts K-12 Anchor Standards for Reading:</p> <p>Students will read and comprehend complex literary and informational text independently and proficiently.</p> <p>Informational Text: By reading text in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields.</p>	<b>Transfer – What does “playing the whole game” look like?</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Actively engage in group reading of informational text with purpose and understanding.</p>	
	<b>Meaning: What is enduring value beyond the classroom?</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Readers read for a variety of purposes, one of which is to add to what they know about a real topic.</li> <li>2. Readers share what they know about a topic by writing and speaking about it.</li> <li>3. Readers interact with text by posing questions and finding answers.</li> <li>4. Readers back up their thoughts with facts, reasons, evidence and/or details they find in the text.</li> </ol>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <li>1. What’s my job when I read informational text?</li> <li>2. How can I share what I learned from informational text?</li> <li>3. How can I “prove” my answer or thinking?</li> </ol>
	<b>Acquisition/Learning Outcomes (higher level)</b>	
	<p><i>Students will...</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of text structure</li> <li>2. Demonstrate an understanding of purpose</li> <li>3. Demonstrate an understanding of connections within text</li> <li>4. Demonstrate an understanding of connections between texts</li> <li>5. Demonstrate an understanding of finding text evidence</li> <li>6. Demonstrate an understanding of primary resources</li> </ol>	<p><i>By...</i></p> <ol style="list-style-type: none"> <li>1. by using pictures, section headings and visuals (maps, graphs) to predict the topic and some key details.</li> <li>2. by asking and answering questions about unknown words, the main idea and key details.</li> <li>3. by showing how an individual contributed to the community with an idea and/or action.</li> <li>4. by describing basic similarities in and differences between two texts on a similar topic.</li> <li>5. by locating, underlining and/or highlighting facts, reasons, evidence and/or details from the text to support thinking or to answer questions.</li> <li>6. by using a variety of sources to locate information (books, Internet, magazines, video)</li> </ol>
	<b>Essential Knowledge and Skills (lower level necessities – “batting practice”)</b>	
	<p><b>Important Terms/Vocabulary:</b></p> <p>Text Structure: Sections, heading titles, pictures, graphs, captions, glossary, bold, italic</p> <p>Other terms:</p> <ul style="list-style-type: none"> <li>- Contribute/contribution</li> <li>- Community</li> <li>- Compare/contrast; same/different</li> <li>- Venn diagram</li> <li>- Predict/Prediction</li> </ul>	

	<p><b>Important Knowledge and Skills Necessary to Build Foundation:</b></p> <ul style="list-style-type: none"><li>- Students can make general predictions about the topic of the text (book or chapter) and more specific predictions of sections based on section titles/headings</li><li>- Students can generate topic-related questions before, during and after reading with the group.</li><li>- Students can verbally answer teacher-generated questions during and after reading.</li><li>- Students can “prove” their answers by locating the answers in the text using pictures, graphics, and some words in text (with teacher support).</li></ul> <p><b>Cross-Curricula Connections:</b></p> <ul style="list-style-type: none"><li>- Connect to social studies by identifying ways in which a member of a community (specific job) contributes to the community with their ideas and/or actions.</li><li>- During a study of a historical figure (MLK), look for evidence how that person contributed to the community with their ideas and/or actions.</li><li>- Research: Use 2-3 teacher-directed primary resources (book, movie, magazine article, and/or Internet) to record new information on a topic.</li></ul>
	<p><i><b>Child-Friendly Learning Targets</b></i></p>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
1.	TRANSFER/ PERFORMANCE TASK(S):
1.	OTHER EVIDENCE:

<b>Stage 3 – Learning Plan</b>
<p><i>Summary of Key Learning Events and Instruction</i></p> <p><i>(Indicate level in Gradual Release in each area – Demonstration, Guided Practice, Independent Practice or Application)</i></p>



# HANSCOM Schools

*Pride in High Quality Education, Community, and Military Families*



## Preschool

**Ages: 3-5**

**Current Enrollment: 56**

**Average Class Size: 14**

## Primary School (HPS)

**Grades: K-3**

**Current Enrollment: 217**

**Average Class Size: 17**

## Middle School (HMS)

**Grades: 4-8**

**Current Enrollment: 210**

**Average Class Size: 18**

## Lincoln Public Schools and Hanscom Air Force Base: A Long-Standing Partnership

The Lincoln Public Schools have provided educational programs to eligible military dependent children for the past 52 years under a variety of arrangements. The following provides a brief history of the relationship between Hanscom Air Force Base and the Lincoln Public Schools.

The land on which the Base is situated was originally under the jurisdiction of four towns: Bedford, Concord, Lexington, and Lincoln. The major part of the land was in Lincoln. On March 18, 1957 at the Lincoln Town Meeting a resolution was passed by the Town which supported an agreement for the Lincoln Public Schools to administer the schools on Hanscom Air Force Base at the request of the Air Force and the Department of Health, Education, and Welfare (now Department of Education). This resolution subsequently took the shape of a formal Agreement by which the Lincoln Public Schools agreed to educate the children on the Base under an educational program that "...is comparable to the free and appropriate public education provided for children in the Town of Lincoln who do not reside on Federal property..." Therefore, in addition to the core curriculum of language arts, mathematics, science and social studies, and foreign language, the array of programs offered on the Lincoln Campus (i.e., computer, art, music, physical education, special education) are also provided in the schools at Hanscom.

In April 2007, the Lincoln Public Schools was once again selected as the contractor by DDESS to provide educational services to the children who reside on Hanscom Air Force Base. The contract is for a period of five years. The Principals

and teachers assigned to the Hanscom Schools are all employees of the Lincoln Public Schools, and are included in contractual arrangements as teachers and employees in Lincoln. All of the school programs and employees come under the jurisdiction of the Lincoln School Committee. Additionally, the expenses for the Central Office (the Superintendent, the Assistant Superintendent, Administrator for Student Services, and the Administrator for Business and Finance) are assumed by both the Lincoln Town Budget and the Hanscom School Contract.

The Lincoln School Committee is the elected governing body for the schools in Lincoln and on the Base. The Base appoints non-voting members to the School Committee whose meetings are open to the public and generally held in Lincoln. Under State law, only residents of the town of the governing body may be voting members of the Committee. However, the Hanscom Representatives to the School Committee participate fully in the discussion of agenda items and then cast votes to concur or dissent on motions. They serve on the subcommittees of the School Committee as well as the full Committee and provide an essential communication link for both communities.

## Curriculum and Instruction

*Mary L. Sterling, Assistant Superintendent*

Teaching and learning are at the core of the district's mission. The design, development and implementation of a cohesive, aligned curriculum, supported with effective instruction and quality assessment comprise the foundation on which we build the educational program for our students.

## STUDENT LEARNING: THE CORE OF OUR WORK

### *What content do our students learn?*

In the past few years, the school district has shifted from a topic-based description of curriculum (what is taught) to a standards-based description (what students learn). This shift aligns the district with the direction established by the Massachusetts Curriculum Frameworks and with national standards in all subject areas. The district's work to align the curriculum with standards has helped ensure a coherent program, grade to grade, that is comparable on both campuses. A standards-based curriculum focuses teaching on what students should know and be able to do.

The Lincoln Public Schools' standards for students in each subject area are concisely described in the "Lincoln Learning Expectations." These expectations outline the essential learning for students so that administrators, teachers, students, and parents are well informed about the most important areas of focus at every grade. There are four components to the Learning Expectations, which are defined below.

- **State Standard and/or Strand:** taken directly from the Massachusetts Frameworks; these describe K-12 subject area learning goals for all students.
- **Big Ideas:** core concepts embedded in the standards; they are enduring understandings that provide students and teachers with a conceptual base for learning.
- **Key Outcomes:** derived from the standard and big ideas for a specific grade level; they represent a selection of the most important learning that students should know and be able to do in that standard. These key outcomes are the basis for substantive assessments that can be used in common at a grade level.
- **Essential Knowledge and Skills:** a selected set of the most important skills and understandings that support students in reaching the key outcomes and making progress toward meeting the standard.

The Lincoln Public Schools district website is the source of Learning Expectations at all grades in every subject area: [www.lincnet.org](http://www.lincnet.org). Click on the Curriculum link and follow links by grade level or subject area. These Learning Expectations constitute a "living document." Some areas are fully developed and others are "in development." Teachers use these Learning Expectations as guides for instruction; we continue to develop and revise them as we see the results in student learning.

### *Instruction: How will our students be taught?*

The "what" of curriculum comes alive in the "how" of the instruction. Our school system is committed to small class size as a key condition for classroom cultures that engage students in learning individually and with others. Our teachers are highly qualified and dedicated to substantive learning for all students. Four aspects of instruction are especially important in high quality teaching to support progress in learning for all students:

- Meeting a range of student interests and needs in every classroom. This means holding high expectations and differentiating instruction. Teachers work to provide flexible, timely support for students who struggle, steady guidance for students to meet grade level expectations, and advanced learning opportunities for students who are ready for more challenge.
- Promoting social and emotional growth as members of classroom communities. Academic progress is well supported in engaging learning environments that are socially and emotionally healthy. Through the "Responsive Classroom" program in kindergarten through grade four, students develop social skills and empathy with their peers. In middle school, teachers continue to build social and emotional strength through "Development Design for Middle School," a program that extends the principles and practices of Responsive Classroom.





## Reporting on Student Progress

The Lincoln Public School district arranges several ways for parents to learn about their children's progress in school. In all the avenues of communicating about student learning, our focus is two fold: on the individual student's effort and growth as a learner and on academic achievement. In elementary grades, student learning is discussed in parent conferences twice a year and reported in report cards three times a year. In grades six - eight, student learning is discussed in parent conferences once a year, progress reports are sent home two-three times a year, and report cards are distributed three times a year. Finally, the state testing program, known as MCAS, occurs in the spring of each year and results are mailed home in the fall.

### Parent Conferences

Parent conference dates are designated by the district and scheduled by the teachers for grades PreK-8 in the fall and grades K-5 in the spring. The fall conference is an opportunity for parents to share information with the teacher, to hear what the teachers have learned about his or her child, and to set some goals together. The spring conference for grades K-5 is associated with the second trimester report card. It focuses on the gains students have made and the goals for the remainder of the school year. Parents may request additional meetings with teachers at any time.

### Progress Reports

Progress reports are written for students in grades six, seven, and eight. These reports are an opportunity for teachers to make some comments about student effort and achievement at mid-trimester. We encourage parents to review the progress reports with his or her child and reinforce expectations for effort and achievement for the balance of the trimester.

### Report Cards

Report cards are distributed three times a year: early December, March, and June. The purpose of the report card is to communicate: 1) academic achievement in each subject area and 2) progress in effort and growth as a learner. In 2010-11, the district fulfilled a goal to pilot a new report card in grades 4 & 5 and to use information from the pilot to develop a new report card for grades K-3. In 2011-12, this new report card will be used in grades K-5. A pilot report card will be used in grade 6 and the information from the pilot will help develop a new report card for grades 7 & 8.

The new report cards are called "Standards-based report cards" because they:

- describe what students know and are able to do relative to Massachusetts standards and Lincoln Learning Expectations
- separate subject-area achievement from non-academic effort
- use specific categories and a consistent scoring system
- base summative scores on achievement toward the end of a learning period

These new report cards differ from a traditional report card because:

- the level of detail breaks down the traditional categories into more specific areas of learning
- a four point scale is used instead of letter grades
- the scoring scale describes individual student progress in reference to standards rather than using grades to indicate how a student's performance compares to the rest of the class
- scores are based on mastery at the end of a learning period rather than averaging grades earned throughout a learning period

## Technology

Hanscom schools are also proud to provide our students with 21<sup>st</sup> century technology. At Primary School, technology is integrated into classroom curriculum through classroom computers, the computer lab, iPads, document cameras and mobile interactive white boards. There are four computers in each classroom that students utilize on a weekly basis.

At the Middle School level, students participate in both computer and technology engineering courses. We have also made a commitment to provide our students with up to date equipment to get the most out of these curricular experiences. Both of our computer labs and all of our math rooms have recently been updated with new computers and interactive white boards. Additionally, each team of teachers also has access to a portable interactive white board to support their instruction. There are also four student computers in each classroom and each teacher has a laptop to make sure we are delivering our instruction using the most up to date methods.

To help us prepare for a new facility that will be designed for 21<sup>st</sup> century learning we are going to pilot at 1:1 laptop solution for our 7<sup>th</sup> and 8<sup>th</sup> grade students. This pilot will allow us to issue students in 7<sup>th</sup> and 8<sup>th</sup> grade their own laptop. This pilot will be supported with both student and teacher training to integrate this new technology component into our everyday curriculum.



## AMERICA'S YOUNGEST HEROES: SUPPORTING THE MILITARY CHILD

The Hanscom schools have decades of experience and success supporting military families and their children. We are fortunate to have our learning community enriched by the diverse cultures, experiences, and learning profiles that are commonplace in our schools. We also know the many challenges military families face and are confident in our abilities to provide a strong, secure, safe, enriching, nurturing and engaging learning environment for your children for as long as they might be with us.

At Hanscom, we see children as individuals. We pride ourselves in knowing our students as learners and as people. Whether families join us at the beginning of the year, midyear, or end, we are committed to giving all we have to help your child be as successful as he or she can be.

Here is an overview of the support systems we have in place for children and families.

### ***Beginning Assessments***

One way we grow to understand your child as a learner is through our early assessment process. 1-2 days before your child begins school, our specialist teachers will work with your child on literacy and mathematics assessments. These assessments help us begin to understand your child's learning profile (strengths and challenges) and allow us to make thoughtful placement determinations. If your child is in need of any academic, social or emotional interventions, these early assessments also help us to begin the necessary supports in a timely manner.

### ***Transition Buddies***

As children move into the school, we know it can be anxiety provoking to begin anew. Each time a child moves to HPS or HMS, one or two children are partnered with the new student to provide an immediate friendly face, someone to sit with at lunch and someone to play with at recess.

### ***Deployment Groups***

Deployment lunch groups are offered for K-6 students by our social workers to any student who has a parent who is deployed, on an extended assignment, away in training, or temporarily assigned to another base. Students in 7th and 8th grade meet outside of lunchtime as we find they enjoy eating lunch with their friends. We talk about how students are communicating with the deployed parents, how they feel about the separation, what changes during a deployment, and what stays the same. We read books about deployments/separations and use the time for the students to connect with the character in the book and to reinforce that they aren't alone. We also talk about how the students feel when they are preparing for their parent to return.

*\*Classrooms have been able to successfully Skype with deployed parents, which has been a great way to keep everyone connected.*

### ***Care Packages and Letters***

At various points in the year, teachers coordinate collections for care packages to be sent overseas to troops. This is an activity that that adults and students look forward to and it helps the school demonstrate to students how important their mom's and dad's jobs are. Through curriculum-based writing activities, teachers will also periodically invite students to write letters to deployed parents and troops. Service men and women love seeing the warm messages from young students!

### ***Farewell Photo Albums and Journals***

All of our classrooms have traditions for bidding farewell to students who are moving. Many classrooms create photo books, school memory journals and peer letters throughout the year to give to students when they leave. These items help students remember their time at Hanscom and students love sharing them with family members as they travel to their next destination.

### ***Monthly Celebrations and Recognitions***

In conjunction with Hanscom Air Force Base, the schools recognize theme months throughout the school year. The partnerships with Base personnel provide the schools with unique opportunities to enjoy enrichment presentations and take part in Base activities. Both schools also have monthly community meetings (all school assemblies) that recognize and pay tribute to Veterans' Day, Military Family Month, Martin Luther King, Jr, Month of the Military Child and Memorial Day and more.

### ***Parent Educational Visits***

On some occasions, parents will have returned from deployment wanting to share a special experience with a grade level. We have enjoyed some amazing parent presentations on Iraqi landforms, children of Iraq, children of Afghanistan and schools in the middle east.

### ***Attentive Staff***

One of the finest attributes of our schools are the staff members who attend so closely to the emotional needs of military children. Because staff members know each child so well, they can quickly recognize changes in behavior, affect, and demeanor that might signal an inner struggle relating to transitions, deployments, pending deployments, and returns. Staff members are always eager to support children and work with families to assist.



## AMERICA'S YOUNGEST HEROES: SUPPORTING THE MILITARY CHILD

### *Hearts Apart*

We advertise to students and parents when monthly Base activities are being offered to families of deployed family members.

### *Project Self-Esteem (Kindergarten)*

Project Self-Esteem is a parent run program for the kindergarten classes. The program is a 5-week program during which 3 to 4 parents teach lessons on self-esteem. The students learn about self-esteem, making good choices for themselves, and being a caring friend to others. The parents teach through skits, puppets, songs, poems, and stories.

### *Transition Specialist*

We strive to provide numerous supports to the transitional nature of our population. We've created the position of transition specialist to help transition new students and provide academic supports for struggling students. Our transition specialist assists with beginning assessments, welcomes new families, and conducts building tours for new students and families.

### *Falcon Homework Club*

Sometimes students need additional support and structured time completing homework assignments and feeling prepared for the next day. The Middle School Falcon Homework Club is staffed with certified teachers to provide an additional layer of support for our students.

### *Athletics*

We are very proud of the extra-curricular opportunities that we are able to provide for our students. We have a robust sports program including: Cross Country (grades 5-8), Girls Soccer (6-8), Boys Basketball (6-8), Girls Basketball (6-8), Softball (6-8) and Baseball (6-8).

Athletic teams for younger students are supported through neighboring communities.

### *Administrative Involvement in the Base Community*

Beth Ludwig, HPS Principal and Erich Ledebuhr, HMS Principal both enjoy strong relationships with Hanscom AFB leadership and personnel that are constantly strengthening and evolving. Administrators work closely with Fire Department and Security Forces to maintain student and staff safety. The principals are active members of the HAFB Family Advocacy Council (FAC) and the Community Action Information Board (CAIB). The K-8 Coordinator for Student Support Services, Karen Kanter, is an active member of the Exceptional Family Member

Program (EFMP). Both schools participate in the Air Force Quarterly Awards celebrations honoring one staff member from HPS and HMS each quarter.

### *Collaboration with HAFB Family Advocacy Staff, Youth Center and CDC*

We work closely with these groups to support families and students. We work with families in need of assistance to refer students and families to outside counseling supports when necessary. We regularly communicate with outside counseling agencies to update service providers on student's school performance. We share with Family Advocacy staff the supports that are offered in school for military students and families.

### *Smooth Move*

Part of our collaborative work with Family Advocacy staff involves the smooth move program. We organize and co-facilitate presentations to all grades about moving tips for those moving that year.

### *New Student Lunches*

All students new to Hanscom schools are invited to dine with staff during transition times. This helps staff become familiar with transition challenges and helps students feel more connected to their new environment.

### *Skype, Internet Conferencing and Email*

Students and families are able to Skype with deployed family members when requests are made during the school day or year. Teachers also make Skype parent conferences available so deployed moms or dads can be part of the parent-teacher conference experience. Principals at both schools are also available to stay in contact with deployed family members when email is available.

### *Artsonia.com*

The HPS art teacher uses the virtual museum, Artsonia.com, to display students' work. Military families can view student artwork from anywhere in the world, share it with friends and family, and post comments to their child online.

### *Holiday Gift Giving*

We know that the holidays can be a particular challenge for students and families. Social workers offer assistance during these times and are also point people for families in need of gift giving support.

### *Girls' Group (Grades 4, 7 & 8)*

Our social worker offers a safe place for girls to discuss issues and challenges relating to adolescence.

## Highly Qualified, Professional Staff Working For You And Your Child

Within the Lincoln Public Schools there are coordinated efforts to assist classroom teachers in analyzing and accommodating diverse learning styles of all students in the regular classroom.

There is a commitment to sustain the following organizational structures, procedures and methods to help teachers meet those needs within the general educational program. These resources support the ongoing development of curriculum programs and instructional practices that are responsive to all learners.

### Teacher Collaboration and Mentoring:

- Grade level team structure with weekly grade level team meetings
- Meetings regarding specific subject areas
- Differentiated mentoring program for teachers new to district and/or profession
- Training and support for mentor teachers

**Coordination of Curriculum and Teaching Practices:** In all subject areas there are ongoing efforts to coordinate curriculum within and across grade levels, identify learning expectations, and update curriculum units of study. This work occurs as summer projects, during Wednesday afternoon work time, at team meetings, and occasionally on release work days.

### Instructional Assistance and Support

- Classroom instructional assistants are employed in all elementary grades
- Specific procedures exist for Instructional Support Teams (IST) to interpret students' needs and identify accommodations; specific procedures for documentation of IST planning
- Availability of behavioral analyses and consultations
- Varied professional development opportunities supported by district including offerings available through membership in the EdCo and CASE Collaborative

### Student Performance Documentation

- Local assessment plans and record keeping to monitor proficiency and to document need for literacy support and mathematics support
- Follow through documentation and planning for students with "NI" or "Warning" MCAS performance ratings
- Record keeping for students identified for Section 504 Accommodation Plans
- Record keeping for students identified as English Language Learners

## Special Education

*Stephanie Powers, Administrator for Student Services*

The Lincoln Public Schools offers a range of special

education services to meet the unique needs of each student with a disability. Individual special education programs are cooperatively developed by a team, which includes parents, teachers, administrators, and, when appropriate, other specialists. These teams make every effort to provide the appropriate special education program for children in a setting as close to the general education setting as possible. The Lincoln Public Schools employs highly qualified special education faculty members including:

- Special Education Teachers
- Occupational Therapists
- Physical Therapists
- Speech and Language Pathologists
- Psychologists
- Social Workers
- Special Education Tutors



When students require services beyond the capacities of the Lincoln staff, the district hires consultants and providers to collaborate with the schools or tutions a student into a special education placement out of the district.

### What is Special Education?

Special education is instruction specifically designed, at no cost to families, to meet a child's unique needs. Special education can include classroom instruction, home instruction, instruction in hospitals and institutions, or other settings. It can also include instruction in social skills, adaptive physical education, and pre-vocational education.

The federal law that supports special education and related services is called the Individuals with Disabilities Education Act (IDEA). Under IDEA, all eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education (FAPE). Students are found eligible through a comprehensive process that includes:

- Identification
- Request for an Evaluation
- Evaluation
- Eligibility Determination for Special Education
- Individualized Educational Program (IEP) development
- Re-evaluations

## Curriculum Extensions & Student Support

The Lincoln Public Schools offers a range of regular education services for students who are meeting grade level benchmarks and require academic extensions and for students who require additional support.

Students who require additional support have *Goal Focused Intervention Plans* that determine the focused, measurable goals for their intervention period. These plans are designed in collaboration with teachers and parents. Remedial reading and remedial math specialists provide specialized, direct, small group instruction to assist students who experience academic challenges.



## MCAS: Massachusetts Comprehensive Assessment System

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

1. Test all public school students in Massachusetts, including students with disabilities and limited English proficient students.
2. Measure performance based on the Massachusetts Curriculum Framework learning standards.
3. Report on the performance of individual students, schools, and districts.

In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of the federal law: No Child Left Behind. Student results of spring MCAS testing are sent home to parents in the fall. School and district administrators review results to see patterns of performance and determine whether there are areas of need that merit further investigation. A report on school and district results is presented to School Committee in the fall.

Literacy and math coaches support cutting edge efforts to enrich a rigorous and engaging curriculum, support classroom instruction, and help teachers provide differentiated instruction to all students.

### ***Math Club/Enrichment***

Math Club is an HPS after school enrichment program open to all second and third graders. It provides students with a chance to explore and extend mathematical concepts through math games, puzzles, group problem solving, and other creative hands-on explorations. Each Math Club session is limited to 8 students and runs approximately 5 weeks. Math Club is taught by HPS Staff and planned in coordination with the Math Specialist.

### ***Reading Enrichment***

The HPS Reading Enrichment program is organized as a book club and links closely with the Reader's Workshop curriculum that is taught in classrooms. As part of book club, students read novels and participate in discussions that challenge them to dig deeper into text to consider alternative perspectives, character motivations, and insightful questions. In addition, students work on developing higher-level comprehension and interpretive

thinking skills such as making connections, mental imaging, inferring, synthesizing, and questions. The Reading Enrichment group meets once a week for approximately thirty to forty-five minutes. Students complete most of the reading and written assignments outside of school and participate in structured book discussions with their peers during each session.

### ***Enrichment Science and Foreign Language Programs***

The school is fortunate to offer exemplary programs in science and foreign language. All students in grades 1-3 participate in weekly science enrichment classes offered by our district science specialist. These courses target an array of standards-based, hands-on learning experiences ranging from tide pool habitat to a computer-generated LEGO robotics program. Hanscom schools begin foreign language instruction in third grade by offering 60-minutes/week of Spanish instruction where students engage in beginner vocabulary and conversational Spanish.

### ***Title I***

Title 1 of the No Child Left Behind Act of 2001 is the largest federally funded educational program in the

United States. This program provides supplemental funds to assist schools and school districts with the highest student concentrations of poverty to meet educational goals.

During the past school year, two programs for Hanscom School students were designed and implemented to improve educational achievement. The first was an after-school program to provide targeted instruction and homework support for struggling students. The second program was a summer academic program. The students with the greatest need for supplemental academic instruction were invited to attend at no cost to the families.

*If you are  
interested in hearing more or have  
questions about any information  
presented in this brochure,  
please contact your  
child's school.*

### ***English Language Learners (ELL)***

Hanscom schools know the value that diverse backgrounds and experiences bring to our community. We are proud to offer support to English Language Learners (ELLs) as well as preserve students' home-spoken language, culture and traditions. ELLs are students whose first language is not English and who are in the process of learning English. Students receive this designation if they are also unable to perform ordinary class work in English. The term ELL is used interchangeably with the term LEP (Limited English Proficient).

The Lincoln Public Schools strives to provide services to ELL students. A parent home language survey is completed when children register for school. Additionally, in September classroom teachers identify any new students who may use a language other than English at home. State and federal laws require that ELL students receive instruction that is designed to assist them both in learning English and in learning subject matter content.

## **PARENT PARTNERSHIPS**

### ***Parent Ambassador***

*Cathy McSwain, Parent Ambassador*

The Lincoln Public Schools employs a Parent Ambassador to facilitate a collaborative relationship between families and the schools. This individual works to increase and improve parent/family and community involvement, provide information in order to encourage participation in the school activities, welcomes arriving families to Hanscom, and assists in the school registration process. The Parent Ambassador also contacts parents to encourage them to serve on committees and attends Hanscom Air Force Base events as a representative of the Schools. The Parent Ambassador can be reached at 781-698-6578.

### ***Parent Advisory Council for Special Needs (PAC)***

PAC membership includes parents, professionals, and community representatives. The PAC advocates for children with special needs and also supports school staff, advising special education administrators, school departments, school committees, parents, and the community about issues affecting special education. The Lincoln/Hanscom Parent Advisory Council (PAC) for Special Needs offers parents of special needs students the opportunity to share concerns, offer mutual support, and exchange information and ideas. The Lincoln/Hanscom PAC is chaired by parents and holds meetings and programs throughout the year.

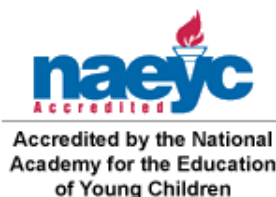
### ***School Council***

A school council is a representative, school building-based committee composed of the principal, parents, teachers, and community members established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C. The council assists the principal in identifying educational needs of the students, reviewing the annual school budget, and formulating a school improvement plan. The council and the principal are responsible for adopting educational goals for the school and formulating a plan to advance such goals and improve student performance. They also address professional development for the school's professional staff, the enhancement of parental involvement in the school, safety and discipline, extracurricular activities, and other issues agreed upon by the principal and the council. Parents and community members interested in serving on their school council should contact the building principal directly.

### ***Parent Teacher Organization (PTO)***

Hanscom has a tradition that welcomes parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. The school has an active parent organization, which provides a formal way for parents to be involved in both Hanscom schools. All families are urged to participate in the PTO. The main functions of the PTO are to organize parent led events, to network with parents, to bring arts and enrichment performances to the community, and to provide support to many school efforts.





### NAEYC Accreditation

The Lincoln Public Schools is proud to announce that the the Hanscom Primary Kindergarten and Preschool have received accreditation from the National Association for the Education of Young Children (NAEYC). NAEYC Accreditation represents the mark of quality in early childhood education. Over 7,500 childcare programs, preschools, early learning centers, and other center- or school-based early childhood education programs are currently NAEYC-Accredited. These programs provide high quality care and education to nearly one million young children in the United States, its territories, and programs affiliated with the United States Department of Defense.

Accreditation is a voluntary process in which programs participate in self-assessment to gauge how closely the program meets the standards. Standards are defined in 10 areas: Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management. To achieve this accomplishment, the team in each program went through an extensive self-study process, measuring the program and its services against the ten NAEYC Early Childhood Program standards and more than 400 related accreditation criteria. The programs received NAEYC accreditation after an on-site visit by NAEYC assessors.

Through the accreditation system, NAEYC uses standards and criteria to define program quality and to recognize programs that have demonstrated the capacity to sustain quality over time. This is a prestigious recognition that is to be acknowledged as a mark of excellence. To find out more about NAEYC, visit their website at [www.naeyc.org](http://www.naeyc.org).

### Preschool Program

*Lynn Fagan, Preschool Coordinator*



The Lincoln Preschool provides a developmentally appropriate preschool program that addresses each individual child's physical, emotional and intellectual growth. High standards are set for all children while valuing and accommodating individual differences, strengths and needs.

The program is open to children of the residents of Lincoln, Hanscom Air Force Base and the children of Lincoln Public Schools faculty and staff members. Children between the

ages of 3 and 5 years old are eligible for enrollment. The district engages in a transition process into the program when students reach the age of 2.9 years old.

The Lincoln Preschool is a fully integrated, inclusive program designed to meet the needs of students with and without disabilities. Children are assigned to classrooms with an appropriate balance of typically developing students and students with disabilities. Faculty and staff are expertly trained to facilitate learning for all students in the program.

The program is accredited by the National Association for the Education of Young Children (NAEYC) and provides high quality programming with flexibility in scheduling and placement. The Lincoln Preschool program follows the preschool curriculum standards as implemented by the Early Childhood Center staff of the Lincoln Public Schools. These standards are based on the Massachusetts State Curriculum Frameworks that includes instruction in: English/Language Arts, Mathematics, Science and Technology/Engineering, History and Social Sciences, the Arts and Health Education. In addition, the Preschool offers music, movement and art programs to students once per week for 25-30 minutes per session as well as other experiential learning opportunities throughout the year.

### ENGAGEMENT: FUN, LEARNING AND SHARING

The Hanscom Schools understand the connection between student engagement and learning. We believe that learning experiences are enriched through meaningful, connected activities that provide opportunities for learning to extend beyond the classroom experience. We also know the joy and pride students of all ages feel when their parents take part in school events and visit their child's learning environment.

### Community Meetings

The HPS and HMS students and staff gather as communities on a monthly basis. These school-wide meetings create opportunities for school-wide enrichment presentations, sharing student work, celebrating accomplishments or reviewing school expectations.

### Meet and Greet (August)

Each fall HPS and HMS open their doors the afternoon before school begins for a Meet and Greet celebration. This informal back-to-school visit creates an opportunity for students and families to learn about class placement, tour the school, meet new teachers, friends, and say hello to former teachers you have not seen since June.

*\*Kindergarten Meet and Greets are held separately the day before Kindergarten begins.*

### ***Open House (September)***

Each school in Lincoln hosts an annual fall Open House for families. This evening event is intended to be a formalized introduction to classroom expectations and curriculum. Older children at the middle school are invited to attend. Because we do not have supervision for our younger students at HPS, this is a parent-only event.

### ***Fall Festival and Winter Mardi Gras (PTO Sponsored Events)***

These family events invite parents and students to come to the schools for fun! These events include food, games, face painting and much more!

### ***Student Council (grades 4-8)***

This student leadership opportunity has two components: service and student advocacy. Students are elected by their peers in early fall.

### ***Math Game Nights***

HPS Family Math Night is an annual event where families come together for an evening to play math games. Games are selected from the Everyday Mathematics program. It is a wonderful opportunity for students to share the mathematics learned in class with parents and siblings.

### ***Musical Performances***

All students at HPS participate in music class. There are annual grade level musical performances held each year. Over 92% of the students at Hanscom Middle School participate in music through the school's orchestra and various choirs. These students present concerts for the school community as well as having the honor of annually participating in the Great East Music Festival.

### ***Field Days***

HPS and HMS have annual field days where students participate in physical activities. This is an event that students really look forward to and enjoy. The HPS field day is held in June and the HMS field day is held in September/October.

### ***Field Trips***

Both HPS and HMS students take part in various curriculum-related field trips during the year. Students visit local sites within a day's trip to experience learning in its most authentic, hands-on form. Parents are invited to chaperone field trips with permission from the teacher and a completed, state mandated CORI background check.

### ***Drama Production***

Each year Hanscom Middle schools provides an opportunity for students in grades 5-8 to participate in a full drama production. Past productions have included:

Alice in Wonderland, When in Rome , The Legend of Sleepy Hollow and You're a Good Man Charlie Brown

### ***HOPA***

**Hopa You Make It Race:** Each May, staff, students and families have the opportunity to participate in a 3-mile "fun run." Named after the Hopa Crab Apple tree, this race has been a tradition for twenty-five years. Participants may run or walk, and the top runners from each grade level are recognized. After the race, there is a cook-out sponsored by the PTO.

### ***Curriculum Night (Spring)***

HPS and HMS have curriculum nights in the spring. This event is a student and parent event held in the evening. This activity is intended to bring the curriculum alive for all as parents visit various classrooms and experience learning and activities just as their children do during the day.

### ***Happy Feet Walking Club***

The Walking Club is the walking for fitness and fun program that takes place on the HPS playground four days a week. The program is designed to encourage all students to increase their fitness level while having fun with their friends during recess. The walking club keeps track of each student's mileage and rewards him or her along the way with feet charms for their club necklace!

### ***Author Visits***

Each year HPS and HMS have school-wide and classroom visits from authors and/or illustrators. These engaging visits connect directly to our grade level reading and writing expectations and provide for students a true sense of what authorship is about.



*HPS students participate in a week-long enrichment activity, "Circus Smirkus", where they learn about effort through challenging games*



# Q&A

## Answers When You Need Them

### ***What are the hours of the school day?***

School begins at 8:00 and ends at 2:50. School dismisses early every Wednesday at 12:35 PM. Parents can drop students off beginning at 7:45. There is no supervision before 7:45. The school office is open Monday – Friday, 7:30 AM to 4:00 PM. Students who arrive after 8:00 are considered tardy. The school office is open during the Summer months (2012 Summer schedule TBD).

### ***Where do I drop off my child?***

If you are moving in during the year, you should bring your child into the main lobby so your child can meet his/her teacher. His/her teacher will walk your child to the classroom on the child's first day.

If you are starting the year off with us during the official opening day, you will be directed by staff outside to appropriate line-up spots. These are the locations in which your child will line up each morning and meet you in the afternoon.

### ***When should I register my child?***

As soon as you have an estimated arrival date, please call the primary school at (781) 274-7721 and/or the middle school at (781) 274-7720 to let us know you will be joining us. To attend our school, children must be residents in base housing or Temporary Living Facility (TLF).

### ***How do I register my child?***

Parents of students new to Hanscom can register at the main office while school is in session. After you have arrived on base, please call, email or visit our school during our secretary's office hours (9:00 AM – 2:00 PM) to register your child. At this time, we cannot accept mail-in registrations.

### ***What is required for registration?***

In order to register your child you must bring with you a copy of:

- The child's birth certificate or passport
- Parent/Guardian ID card
- Proof of immunizations (see details below)
- School records (if available)
- Copy of Individualized Education Program (IEP) or 504 Accommodation Plan (if applicable)

### ***What "school records" are helpful to bring?***

If your child's "sending school" allows you to take copies of academic records and assessment information from classroom assessment folders, they are very helpful to have. If your school cannot make copies, please call our office when you know you will be moving and request a release be sent to your child's current school. The more information we have before your child arrives, the more thorough we can be in our process.

### ***What immunizations and health information are required before my child can begin school?***

The following immunizations and health information are required in the Commonwealth of Massachusetts. Proof of these up-to-date immunizations and health information is required before your child can begin school.

The following immunizations are required for **all** two-year-old children attending **Pre-school**:

- ≥ 4 doses of DTaP vaccine
- ≥ 3 doses of polio vaccine
- ≥ 1 dose of MMR vaccine
- ≥ 1 to 4 doses of Hib vaccine
- ≥ 3 doses of hepatitis B vaccine; and
- ≥ 1 dose of varicella vaccine or a physician-certified reliable history of chickenpox disease.

***(Continued on page 12)***

# Q&A

## Answers When You Need Them

### ***What immunizations and health information are required before my child can begin school?***

The following immunizations are required for **all** students entering **kindergarten**:

- 5 doses of DTap/DTP vaccine
- 4 doses of polio vaccine
- 2 doses of MMR vaccine
- 3 doses of hepatitis B vaccine and
- 2 doses of varicella vaccine or a physician-certified reliable history of chicken pox disease

The following immunizations are required for **all** students entering **7th grade**:

- TD booster

### ***What is the illness policy?***

Children who are ill are to be kept at home until they have been without fever, vomiting and/or diarrhea for 24 hours. Any child on antibiotics for a communicable disease must remain at home until he/she has completed 24 hours of antibiotic therapy.

- Fever of 100\* or greater
- Vomiting
- Diarrhea

Presence or suspicion of: flu, mumps, chicken pox, whooping cough, impetigo, bacterial conjunctivitis, scarlet fever, measles, lice, scabies

### ***What do I need to provide if my child needs medication in school?***

Prescription medications **MUST** be delivered to Health Unit in an original labeled prescription container by a Parent/Guardian or delegated adult. **A CHILD MAY NOT TRANSPORT A MEDICATION.** There **MUST** be a written order from your child's physician on file with the school nurse for all prescription medications that are to be given for more than 10 days. There **MUST** be written permission from a parent/guardian on file with the school nurse which authorizes the school nurse or her delegate to dispense the medication, regardless of the duration of the prescription. This note must also specify what the medication is for, when it should be given and for how many days. Over-the-counter medications are treated just like prescription medications. The same rules and procedures apply.

### ***How is a child's food or other allergy handled at school?***

Parents of students with life-threatening allergy are encouraged to contact the school nurse to discuss a plan to meet the student's individual health needs during the school day.

### ***Can I bring in food and/or beverages to celebrate a special occasion for my child?***

Parents who wish to send food to their child's classroom must contact the classroom teacher or school nurse to review plans and seek guidance. At times certain items may not be allowed secondary to food or other allergies.

**PLEASE NOTE:** No latex balloons are allowed. Non-food items such as pencils, stickers, or a donated book are suggested as alternatives.

### ***What does my child need to participate in a school sport?***

Before a student is allowed to try-out, practice, compete, perform or in other ways participate in any extra-curricular activity (drama) or sport, an Authorization for Medical Services must be on file in school's health office. One form per year is sufficient unless there is a change in a student's health.

The Massachusetts Interscholastic Athletic Association requires students to have a current (done within last 13 months) physical on file in the Health Office at the start of each season's practice and play.

# Q&A

## Answers When You Need Them

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### ***Is a physical examination required for registration?***

Every student in Pre-K to Grade 8 is required by state regulation to present evidence of a complete physical examination by a health care provider performed within the last 12 months (private PE may be on health care provider form or MA form). A student transferred from another school system shall be considered an entering child unless school health records are transferred with the child showing that he/she has had documented physical exam in the school year of transfer. In addition, all K students must present evidence of one Lead Test prior to entry.

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### ***Does my child need school supplies?***

Hanscom schools provide **ALL** academic year school supplies for students. It is not necessary for parents to purchase any additional supplies.

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### ***How do I register my child for Kindergarten?***

Children are eligible for Kindergarten if they will have reached five years of age on or before September 30 of the year of admission. Kindergarten is a full-day program. Please see the general registration and immunization requirements (previous).

All future Kindergarten students are screened in the spring and summer before entering Kindergarten. Screening is a team process. The staff who administer the screening may include, but is not limited to, Kindergarten teachers, special educators, the speech and language pathologist, reading specialist, school nurse, school psychologist and occupational therapists. The screening components include key areas of speech and language, fine and gross motor, and beginning academic skills.

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### ***How will my child's teacher be selected?***

Included in the registration packet is a Student Placement Information form. The information you include on this form will assist the team in making a thoughtful placement decision. It is very helpful to have your child's academic file in advance of making placement decisions. Please see the following information about our typical placement process:

Each spring teachers begin the process of creating new classes of students for the following school year. This is one of the most important tasks our staff takes on as we consider the strengths and needs of our students both individually and collectively. The principal and staff work to form classroom groups in a way that balances age, ability, talents, needs and temperament. This is a complex and time-consuming process that teachers and the principal take very seriously to obtain the very best class assignment for each student. Parents often ask if they can have input into the selection of their child's teacher. The principal is open to receiving your comments about your child's learning style, social and academic needs, and any other pertinent information that would be helpful in determining their placement. This information should be detailed on the Student Information Sheet distributed to parents in April. However, requests for specific teachers are not possible and will not be honored. The principal approves all final placement decisions.

Class lists are posted on lobby windows of the school for parents to view before our fall Meet and Greets.

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### ***How do I know who my child's teacher is at the beginning of the school year?***

Each Fall the school hosts a Meet and Greet the day before school begins. The Meet and Greet is typically at 1:00 PM for grades 1-8. The Kindergarten Meet and Greet is the day before Kindergarten begins. Class lists are posted in the front lobby windows to be viewed during the Meet and Greets. If you are unable to attend the Meet and Greet, please call the school office the day before school starts (between 2:00PM and 3:30PM) to find out who your child's teacher is.

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### ***Why are class lists posted the day before school begins?***

Because many of our families move in during the summer months and right before school begins, we are often making final placement determinations until the day before school begins.

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# Q&A

## Answers When You Need Them

**How will my child be placed if he/she moves in during the school year?**

Generally, our process works in this order:

1. Parent contacts HPS and/or HMS office notifying school that they will be moving to base. At this time, an assessment session is scheduled for your child.
2. Sending school or parent mail records in advance (preferred) or bring them into the HPS office as soon as they arrive on base.
3. Principal reviews student's records (if available).
4. Assessment Process:
  - When you contact the main office about your move and have a moving date, the secretary will schedule your child for a reading and mathematics assessment.
  - The reading and math assessment will take place 1-2 days before your child begins attending school.
  - The teacher assessing your child will follow up with you if your child is below grade level benchmarks in any areas of the assessment.
5. Assessments and records are shared with the grade level Team. The Team determines an appropriate class placement for your child that adheres to our placement process (see Placement Process above).
6. The school will notify you of your child's placement.
7. When your child begins school, the teacher will meet you and your child in the front lobby on the first day.

**Does the district offer transportation?**

Students living on Base do not receive transportation. If your child has specific needs as part of his/her IEP or 504 Accommodation Plan, please contact Karen Kanter at HPS.

**What should I do if my child is absent?**

Please call the school office before 8:00 and leave a message reporting your child absent. Your message should include your child's first and last name and reason for absence. We are obligated by law to follow up if we do not receive information reporting a child's absence.

**What are my options for drop off and dismissal?**

**Option 1:** Parent Drop Off/Pick Up: You may drop your child off after 7:45 AM in the grade level line up area. You may also pick your child up at the end of the day in the same area. We cannot allow parents to walk their child to classrooms or pick their child up directly from classrooms for safety reasons.

**Option 2:** Walking: Children in grades 1 and up may walk to and from school. Younger children can be escorted by an older sibling.

**Option 3:** BICYCLE RIDERS: Children may ride a bike to and from school at their parents' discretion. Your child need to store the bike on the bike rack and wear a helmet. Massachusetts law requires bicycle riders to wear a helmet. Children must walk bikes while on school property. Riding bikes is a privilege that can be suspended if rules are not followed.

**Can I change a dismissal plan?**

Yes. If your child will not be following the typical form of dismissal, you must send in a written note to your child's teacher informing the school of change in dismissal plans. Please do not send an email. If you have last-minute dismissal changes, please contact the office.

**What is the HPS Citizenship Agreement?**

We believe strongly in the efforts of the entire school community to create a safe and productive learning environment for all students. The Citizenship Agreement highlights our three school virtues: Be kind. Be safe. Be a hard worker. We understand that growing kind, safe and hard working children is our collective goal. We know that parents work hard to teach their children kindness, safety and hard work at home. We look forward to partnering with you in the effort to further promote and develop these virtues at school.

# Q&A

## Answers When You Need Them

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### **What is the HMS C.A.R.E.S?**

In keeping with both the Responsive Classroom and DDMS our school theme is Hanscom CARES – *Cooperation, Assertion, Responsibility, Empathy, and Self-Control*. All members of the school community are expected to demonstrate CARES on a daily basis.

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### **How much are school lunches?**

Lunch with milk: \$3.00  
Milk: \$ .75

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### **How can I pay for lunch?**

You can send your child in with cash, however, the NUTRIKIDS electronic lunch sales system is preferred.

The Lincoln School Food Services program has implemented the NUTRIKIDS® electronic lunch sales system to increase the level of service and provide accurate school meal accounts. The electronic system replaces the old ticket system with computerized meal accounts accessed through secure PIN numbers. Prepaid milk service and any a la carte purchases will be included and processed on this system as well. The Lincoln Schools Food Service is pleased to provide parents a convenient, easy and secure online prepayment service through a web site called MyNutrikids.com. This service allows parents to deposit money into your child's school meal account online at any time, and provides the ability to view your child's account balance. We strongly recommend parents/guardians deposit money into the student's account via MyNutrikids.com. Parents may also send a check payable to the "Town of Lincoln." By having money in each child's account prior to entering the cafeteria, we find the lunch lines move along much faster so your child has more time to eat and be with friends. In addition, parents will have the ability to print out a copy of their child's eating history report. This history report will show you all dates and times that your child has purchased a lunch or any other items within the past thirty days. Please see the link at the left for more information on the NUTRIKIDS system. If you have any questions, please contact Cathleen Higgins at 781.259.9400 x4306 or by e-mail at [chiggins@lincnet.org](mailto:chiggins@lincnet.org).

Parents are invited to eat lunch with their child anytime and are asked to sign in the front lobby before going to the cafeteria. Any parent wishing to purchase a school lunch should notify the school by 8:30 a.m. We ask your cooperation in not bringing fast food or soda from outside the school for lunch, as eating in the cafeteria is an experience in nutrition education. Adult lunches are \$4.00 (with milk), including tax. Adult milk is \$.75.

Applications for the free and reduced meal program are included in the registration packet. Applications may also be completed at any time during the school year if there is a change of status. This process is completely confidential.

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### **Do children bring snacks to school?**

PreK-5 students should bring their own snack to school each day. There is no school provided snack. Students are not allowed to share snacks. It is suggested that parents send in a nutritious snack.

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### **Do you have a breakfast program?**

HPS does not have a breakfast program, however HMS is piloting a program this year. Research shows that a brain with breakfast is a brain ready to learn. We encourage families to create time each morning for a well-balanced breakfast. The rigor of the Massachusetts learning standards requires a well-fed mind and body.

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### **Can parents volunteer and chaperone field trips?**

Yes! Schools depend heavily on parent volunteers. All volunteers must fill out a CORI form before volunteering in a public school. Adults cannot volunteer or attend field trips unless they have an updated CORI on file. CORI status in other districts or workplaces are nontransferable. Due to processing time, CORI forms must be completed at least two weeks before you are planning to volunteer or attend a field trip. Please stop by the main office to fill out a CORI form. The CORI applicant must be present to fill out CORI paperwork. Please bring your driver's license with you. We will need to make a copy of it.

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# Q&A

## Answers When You Need Them

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***Does the school offer before and after-school programs?***

Programs are available near the school, but not run through the school. To arrange for before or after school care, please contact the Before and After School Program at (781) 377-2858.

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***Does Hanscom have a PTO?***

Hanscom has a tradition that welcomes parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. The school has an active parent organization, which provides a formal way for parents to be involved in both Hanscom schools. All families are urged to participate in the PTO. The main functions of the PTO are to organize parent led events, to network with parents, to bring arts and enrichment performances to the community, and to provide support to many school efforts. Parents can join the PTO at any point during the year.

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***Why should I participate in the PTO?***

- It is important for all parents to have an avenue for input into the school their children attend.
  - It is important for children to see that their parents care enough about their school to be involved. This demonstrates to children that we all have an investment in our school community.
  - The PTO needs your help in lots of ways. Our many programs and projects require hours of manpower and a wide variety of skills. There are opportunities to become involved for parents working outside the home also. If each of us does a little, the big job gets easier.
  - There is an enormous sense of satisfaction that comes from doing a job that enriches the lives of our children. The PTO is a terrific way to meet other parents with similar interest and goals. Many great friendships have been the result of working together on a project.
-





# MONTH OF THE MILITARY CHILD

## Principal's Message

Mr. Ledebuhr, Hanscom Middle School principal, and I were thrilled to organize a special K-8 Community Meeting on Tuesday. This is the first time we have held a Community Meeting including both schools. The goal of this meeting was simple: To celebrate our remarkable military children who fill our schools and our lives with so much pride.

We could have not predicted how amazing this assembly would be. There was, of course, a guest that thrilled all – Freddie the Falcon, the new HMS mascot. Students and adults of all ages LOVED seeing Freddie get the audience psyched for the event. We were honored to be joined by Col. Yike, the Air Force Liberty Band brass quintet, Matt Nicoli of Family Advocacy, Superintendent Brandmeyer, and Jennifer Glass, Lincoln School Committee Chair. The Liberty Band led us through the National Anthem, which was followed by introductions from both principals. HMS parent,

Cathy McSwain, performed her new song, *The Children of the Heroes*, and was accompanied by her husband, Lt. Col. McSwain, daughters Emily and Allison, and the HMS Select Choir. All HPS and HMS staff members composed “thank you” letters to students, which were ceremoniously posted on the wall. Several staff members and grade level teams shared their “thank you” letters with students at the meeting. Col. Yike signed a proclamation signifying April Month of the Military Child, which was joyously accompanied by fanfare from the Liberty Band. The ceremony concluded with students standing to recognize their parent’s service as songs from each branch of service were played.

This meeting defined community. It was truly amazing to see both schools gathered together to celebrate the heroism, character, courage, sacrifices and resilience of our students. The children really seemed to sense that this event was for them. It evoked emotion, pride,

happiness and celebration that I have never before experienced at a school gathering. We only wish we had the space to accommodate parents! We have been invited, however, to recognize Military Child Month at an upcoming Lincoln School Committee meeting on April 26. Please check future newsletters for details.

This meeting was video taped and we will be working to share the event with families. I will keep you posted on our progress. Staff “thank you” letters will also be posted in HPS and HMS lobbies respectfully.

On behalf of Hanscom Primary School, I thank you and your children for your leadership in service!

*I have been asked by several parents to share with you my introductory words from the meeting.*

*(see reverse)*

# A MILITARY CHILD <sup>THANK</sup>

## Hanscom Primary and Middle Schools



### A MESSAGE FROM MRS. LUDWIG, PRINCIPAL

*Good morning. I am excited to welcome you to our special community meeting. As many of you may know, April is Month of the Military Child. While we appreciate you every day, we wanted to take some time today, at the beginning of your month, and really celebrate you.*

*There are 1.7 million children with a parent serving in the military. 447 sit in this room today. About 900,000 children in the US have had one or both parents deployed; some of them more than once. Today, there are 37 students in this room with a deployed parent.*

*You are a unique group of students unlike any other students in any other school community. You are children who have to show courage that is unique. We would like you to know that you stand out to us. You brighten our days. You make us laugh. You make us think. You make us work harder. Your courage alone makes us want to be better teachers, principals, assistants, tutors, secretaries, nurses, lunch service people, and custodians every day. We are honored to be in your life.*

*Watching the way kids at Hanscom handle change changes me every day. You teach me to open my mind and my heart to someone I've just met. You teach me to treasure the people around me because their time with me might be short. You teach me to be strong and keep going even when things get hard. You teach me that letting go of the familiar is hard, but looking forward to the next move in life is filled with opportunities and excitement. You teach me to put the needs of others and service to others first. Working with you makes me proud to be a principal.*

*Thank you, students of Hanscom Primary and Hanscom Middle schools. Thank you for showing strength to focus on your schoolwork when it's hard not to be thinking about your mom or dad who is so far away. Thank you for being brave when you're the new kid and for remembering what it's like to be the new kid. Thank you for the way you look at change and say, "bring it on."*

*You're amazing! This morning's celebration is about us showing you just how amazing we really think you are!*



# HANSCOM MIDDLE SCHOOL



## SCHOOL IMPROVEMENT PLAN 2011-2012 YEAR END STATUS REPORT

Erich Ledebuhr, Principal

## Section 1: School Improvement Goals Outline

<b>Goal 1:</b>	<b>Curriculum, Instruction and Assessment:</b> Strengthen instruction to improve student learning.
<b>Goal 2:</b>	<b>Community:</b> Continue to further define and implement the use of Professional Learning Communities (PLC).
<b>Goal 3:</b>	<b>Facility:</b> Actively participate and contribute to the new Hanscom Middle School Building Project

### Goal 1: Curriculum, Instruction and Assessment

*Strengthen instruction to improve student learning.*

#### **Relationship to District Goals:**

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development

**Purpose:** This goal helps to narrow achievement gaps and increase individual student growth by increasing opportunities for focused learning and monitoring progress with data.

**Rationale:** Hanscom Middle School has made progress increasing rigor and demonstrating academic growth. However, as a school we are still need to continue to raise our academic achievement. We believe that the focus we put on creating a sense of an “academic spirit” last year was a step in the right direction.

Our goal this year is to build on this academic spirit by continuing our school wide writing initiative and by adopting a math initiative.

Additionally, we need to address our student growth as it relates to our school Adequate Yearly Progress (AYP) for MCAS. MCAS analysis from last year has shown that we are beginning to meet our goal of raising our overall academic achievement. Analysis also shows that we also had a decline in student growth for our students who are advanced and proficient and we need to adjust our instruction to account for this.

### Goal 1 Action Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
Respond to Federal No Child Left Behind (NCLB) regulations and Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement	Developing	Adopt the district 5-point plan to narrow achievement gaps and improve overall student performance.  Implementation of GFIPS  ELA and Math intervention courses during extensions	Analyze MCAS data and end of year assessments in July and August to assess progress  Create GFIPS for fall of 2012.  Assess need for intervention courses

**Lincoln Public Schools 2011-2012 School Improvement Plan**

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
		6 <sup>th</sup> grade ELA/Math intervention class  8 <sup>th</sup> grade pre-algebra course	
Adopt Best Teaching Practices	Not Yet	Faculty meeting and team time devoted to working on standards-based report cards, HMS building project and superintendent search	The goal will be initiated at the beginning of next School year
Continued use of SMART goals (Specific, Measurable, Attainable, Realistic, Timely) in both writing and math	Not Yet	Faculty meeting and team time devoted to working on standards-based report cards, HMS building project and superintendent search	Continue to establish SMART goals by teams in both English and Math.
Specialist teachers and therapists will develop goal-focused intervention and therapy plans with progress monitoring strategies to assess effectiveness for student learning and narrowing achievement gaps.	Established	Target based data driven intervention based on student need  Closer tracking of status of students receiving intervention  Faculty meeting September 12  Faculty meeting October 17  152 Students in grades 4-8 had GFIPS during the course of the year. 5 students were discharged the rest were given new goals  Common Planning Time and team meetings	Review GFIP goal writing  Refine benchmark and intervention assessments  Differentiate between the need for a GFIP or an intervention extensions class
Refine uses of data collection strategies, analysis and presentation.	Established	Developed IST progress monitoring sheet including reporting graphs  Rubrics for standards-based reporting  Institute Day technology	Continue to work on data collection, analysis and presentation strategies

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
		training to present visual data  Cross Campus Meetings  Common Planning Time	
Standards Based Reporting	Established	Pilot grade 6 Standards Based Report Card  Creation of standards based report card for grades 7 and 8, including researching the possibility of a hybrid report card for grades 7 and 8 to include grade  Parent survey March  Parent meeting with Mary Sterling April  Erich Ledebuhr met regularly with Mary Sterling and Sharon Hobbs to discuss and plan for the standards based report card for 7th and 8th grade  Faculty meeting September 26 grades 4 through 6  Faculty meeting December 5  Faculty meeting January 9 report card and progress report comments  Faculty meeting February 6 grade 7 and 8  Continued refinement of the 4 <sup>th</sup> and 5 <sup>th</sup> grade report card	Implementation of grade 7 and 8 standards based report card  Analysis of feedback on the grades 4 to 6 report card  Continued parent communication
Expand the use of Reader's and Writer's Workshop	Established	Addition of a literacy coach for grades 4 and 5  Purchase of nonfiction leveled books  Creation of leveled book library  Reorganization of staff  November 30 building-	Continued implement both reader's and writer's workshop  Expand leveled library  Further professional development for teachers for writers workshop  Analyze MCAS data and end of year assessments in

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
		<p>based meeting Judy Meredith did PD on using anchor text to model expository writing</p> <p>Common planning time and team meetings to discuss and improve instructional strategies to be used with both readers and writers workshop</p>	<p>July and August to assess progress</p>
School wide math goal	Initiated	<p>Additional math block scheduled per cycle for grades 6 through 8.</p> <p>Intervention courses scheduled during extensions</p> <p>Grade 6 ELA/math intervention class</p> <p>GFIPs</p>	<p>Creation of a school-wide SMART math goal to be measured against MCAS</p> <p>Analyze MCAS data and end of year assessments in July and August to assess progress</p>
Implement the IST process	Refining	<p>Progress monitoring documents (<a href="#">appendix 1</a>)</p> <p>Implementation of extension block for interventions</p> <p>Creation of 6 grade intervention class</p> <p>Refined meeting protocols</p> <p>Improved parent communication</p> <p>Improved goal writing and reporting</p>	<p>Refine parent communication through the use of the progress monitoring document</p>

## Goal 2: Community

*Continue to further define and implement the use of Professional Learning Communities (PLC)*

### **Relationship to District Goals:**

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development
- Leadership and School Culture

**Purpose:** Teachers and staff working together as Professional Learning Communities to increase student achievement.

### **Rationale:**

Hanscom Middle School needs to continue the work we began last year establishing Professional Learning Communities (PLC). Our work last year led to teams having more clearly defined visions, expectations and norms. This led to more success with student achievement and an overall stronger school culture. We hope to build on this foundation as we further our work with Standards Based Reporting, use of data and the initial implementation of Developmental Designs for Middle School for grades 6 through 8.

## Goal 2 Action Plan

Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Expand Team Identities	Established	Improved team expectation and welcome letters (appendix 2)  Weekly curriculum updates in the Falcon newsletter (appendix 3)  DDMS training for 7th and 8th grade teachers	Expand curriculum updates in the Falcon newsletter  Training of untrained staff in DDMS
Introduce Developmental Designs for Middle Schools (DDMS)	Developing	7th and 8th grade teachers attended DDMS training summer 2011  Introduction of social contract for 6/7 and 8th grades (appendix 4)  Introduction of take a break out and in for 7 <sup>th</sup> and 8 <sup>th</sup> grade students  Incorporation of DDMS language  Faculty meeting September 26 grades 7 and 8  Common Planning and	Continued training of staff not trained in DDMS  Implement advisory period for grades 6-8  Updated social contract

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
		team time throughout the year	
Continue to build our community	Refining	<p>Expanded monthly meetings</p> <p>Incorporation of DDMS and responsive classroom language</p> <p>Social contract for grades 7 and 8</p> <p>Continued focus on academics achievement</p> <p>Combine community meeting for the Month of the Military Child with HPS</p> <p>More frequent grade level community meetings</p> <p>Celebration of month of the military child at School Committee</p> <p>Partnering with HPS, PTO, School Council and the Parent Ambassador for events like the Fall Festival, Mardi Gras, Book Fair/ BBQ, Concerts, Student Council events, Meet and Greet, Open House, HOPA, Breast Cancer Awareness Run, Jingle Run, World Water Awareness Week</p> <p>Expanded communication with Hanscom Air Force Base through the School Liaison officer and collaboration the senior leadership</p>	<p>Increase collaboration with HPS to continue to build our community</p> <p>Continue to expand communication with Hanscom Air Force Base and the new incoming Base Commander</p>
Increase student and teacher leadership opportunities	Refining	<p>Rotation of the team leader position to allow more teachers to take on leadership roles</p> <p>Number of students took part in peer mediation training</p>	Continue to find ways to increase both student and teacher leadership opportunities

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
		<p>Student Council leadership – student led teacher appreciation assembly</p> <p>Breast Cancer Awareness Run, Jingle Run, Water Awareness Week</p> <p>Student initiated fund raising for a new Falcon Mascot costume</p>	
Increase knowledge of the military child	Established	<p>Erich Ledebuhr and Eileen Dirrane attended conference on the military child in October</p> <p>Faculty meeting November 16 to share information from October's conference</p> <p>April 3 community meeting with Hanscom primary school, Col. Yike and HAF Band of Liberty</p> <p>Memorial Day Observance</p> <p>Veteran's Day Celebration</p> <p>Select Choir presentation to the School Committee</p>	Continue to work with our community to understand the unique needs of military families and children
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.	Established	<p>School Council meetings to discuss what the new website should like to better help new families moving to HAFB</p> <p>Hanscom Schools Welcome Brochure (Included in HPS report appendix)</p> <p>Collaboration with Mark McDonough</p>	Publish updated website



## Lincoln Public Schools 2011-2012 School Improvement Plan

### Goal 3: Facilities

*Participate and contribute to the new Hanscom Middle School Building Project*

#### **Relationship to District Goals:**

- Curriculum, Instruction & Assessment
- Teacher Excellence and Professional Development
- Leadership & School Culture
- Facilities, Safety, Health and Operation

**Purpose:** The Hanscom Middle School community working together with the Department of Defense, Domestic Dependent Elementary and Secondary Schools (DDESS) and Ewing Cole to plan and design a replacement building for Hanscom Middle School

**Rationale:** Congress has committed to a four billion dollar program to replace Department of Defense schools worldwide. Hanscom Middle School has been chosen as part of the program to be replaced. The goal of the project is to create a school that will be flexible enough to last 50 years into the future and be able to support 21<sup>st</sup> Century teaching spaces and practices.

### Goal 3 Action Plan

Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Work collaboratively with DDESS (Department of Defense, Domestic Dependent Elementary and Secondary Schools), The Army Corps of Engineers and Ewing Cole to plan, design and construct a new middle school facility	Established	Faculty meeting September 12 Review 21st-century learning spaces  Faculty meeting September 14 meeting with Ewing Cole by grade level further design of building  Meeting with Apple Computer, Ewing Cole and DDESS to collaborate Meeting with Ewing Cole and DDESS at Hanscom Middle school for 35% review and in Philadelphia for 65% review  Continued communication with both DDESS and Ewing Cole to ensure the project progresses smoothly  Common planning time and team time devoted to collaboration with DDESS and Ewing Cole	Plan for and complete a midyear move into a temporary facility during the 2012-2013 school year

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Status</b>	<b>Data</b>	<b>Possible Next Steps</b>
Familiarize ourselves with 21 <sup>st</sup> Century teaching concepts and how they relate to our current practices and future building design	Developing	<p>Establishment of 1:1 technology program including ChromeBooks for grade 7 and 8 and iPad's for 6<sup>th</sup> grade</p> <p>Staff development during Common Planning time, Staff Meetings and Institute day</p> <p>Presentation for Apple</p> <p>Presentation for EDCO</p> <p>Added a .5 on demand PD training for teachers</p>	<p>Continue to learn how to successfully teach in a technology rich environment</p> <p>Continue to experiment with the use of space as it relates to 21st-century learning spaces</p>

# IST Progress Monitoring Notes

Hanscom Middle School

Student: John Student

Grade: 4

Date: 3/21/12

Classroom Teacher: Ms. Teacher

Weekly updates on your child's progress will be sent home for the period beginning on \_\_\_\_\_ and ending on \_\_\_\_\_. If you have questions about the contents of this report, please contact your child's classroom teacher.

## Goal 1

**Writing Goal:** Given scaffolding with an adult to complete an organizer, John Student will compose paragraphs with a logical relevant structure or sequence.

**Teacher(s) Completing Progress Monitoring and Intervention:** Reading Specialist

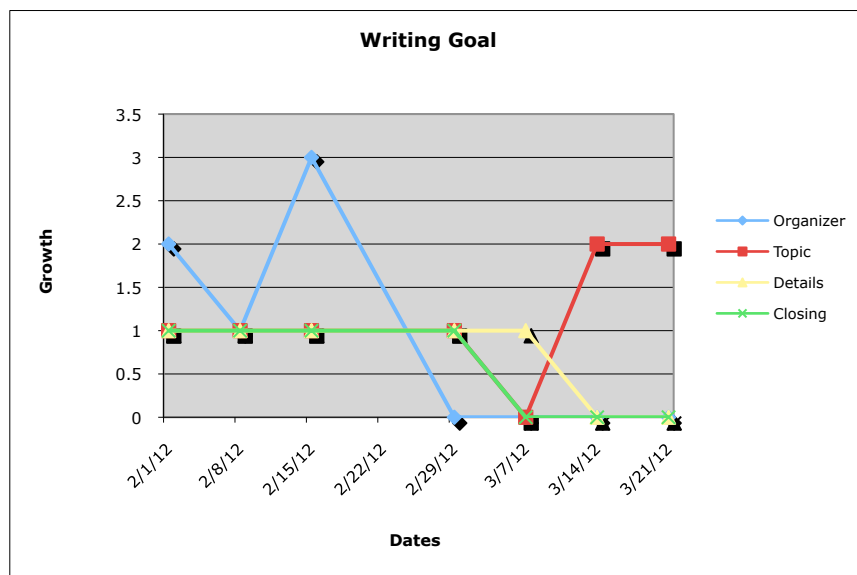
**Intervention Frequency and Duration:** 3 times/ 6 day cycle for 30 minutes

**Initial Performance Assessment(s) Used:**

## Progress Monitoring for Goal 1

Evidence of organizer in text			Score
3- used all details	2 - used some	1 - used little	0
Topic sentence			
3 - Topic without announcement	2 - topic announcement	1- incomplete topic/includes because	2
Details			
3 - elaborated	2 -some elaboration	1 - no elaboration	0
Closing			
3- closing without announcement	2 - closing announcement	1 - incomplete closing	0

## Cumulative Progress Data



Student: John Student

Grade: 4

Date:

## Goal 2

**Reading Goal:** Given a short passage, John Student will use effective strategies to monitor comprehension as demonstrated by his ability to answer questions and give evidence for the answer.

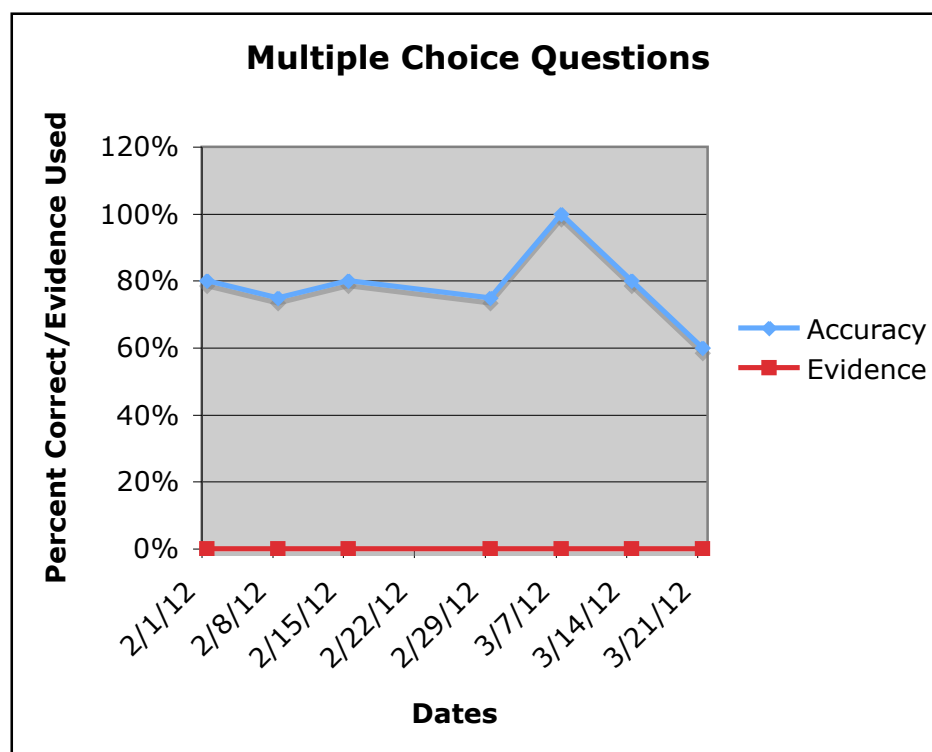
**Teacher(s) Completing Progress Monitoring and Intervention:** Reading Specialist

**Intervention Frequency and Duration:** 3 times/ 6 day cycle for 30 minutes

**Initial Performance Assessment(s) Used:**

## Progress Monitoring for Goal 2

Multiple Choice Correct	Evidence Found
3/5 = 60%	0

Cumulative Progress Data Insert dates and data compiled over time in graph form

# IST Progress Monitoring Notes

Page 3

Student: John Student

Grade: 4

Date:

## Goal 3

**Behavior Goal:** Andrew will reduce staff initiated breaks.

**Teacher(s) Completing Progress Monitoring and Intervention:** Ms. Teacher

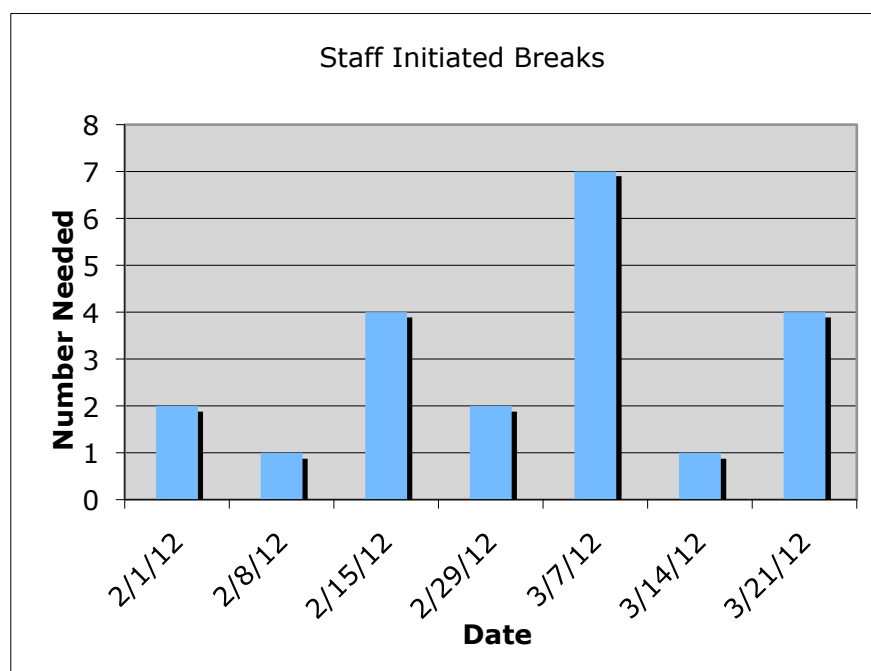
**Intervention Frequency and Duration:** daily

**Initial Performance Assessment(s) Used:**

## Progress Monitoring for Goal 3

Staff Initiated Breaks Used	
2/1/12	2
2/8/12	1
2/15/12	5
2/29/12	2
3/7/12	7
3/14/12	1
3/21/12	4

**Cumulative Progress Data** Insert dates and data compiled over time in graph form





SEPTEMBER 2011

# 7/8 OPEN HOUSE

HANSCOM MIDDLE SCHOOL

Dear Hanscom Families,

The seventh and eighth grade team welcomes you to open house 2011-2012 and looks forward to working with you to ensure the success of your child. Our hope is that your child will grow both as a learner and as a person during his or her time at the Hanscom Middle School. During the next few weeks students will set individual academic goals so that they can consistently produce quality work and meet learning expectations in all subject areas. Time will be provided throughout the year for students to revisit and reflect upon these goals. In addition, teachers will coach students as to how to become more independent learners by giving them strategies for completing work thoroughly and on time, solving problems, and being an active learner. As upper grade middle school teachers we understand that adolescents need to establish and maintain relationships with their peers and teachers as well as to be an active member of their school community. Opportunities will be provided throughout the year for students to meet as a grade level and in small groups to build community and develop social skills. We invite you to share in our enthusiasm for the upcoming school year.



## Curriculum News

The seventh and eighth grade curriculum is aligned with the Massachusetts State Frameworks. Learning expectations can be viewed on the district's website (<http://www.lincnet.org>)

Specific information about individual subjects and teachers can also be viewed using this url. Please take advantage of this valuable resource!



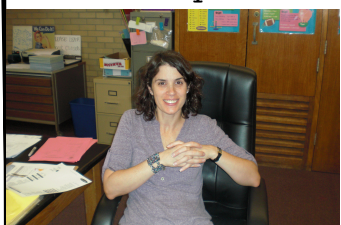




Catherine Martus



Fred Lipton



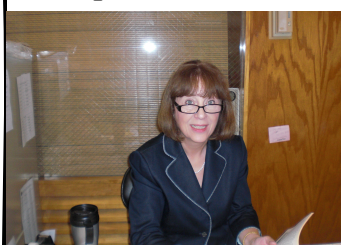
Heather Morin



Greg Kalesnik



Daphne Easton



Joanne Fazell

## The 7th and 8th grade team.



### Homework

Students are expected to complete homework thoroughly and on time. We encourage students to work independently on assignments and to prepare thoughtful questions for class discussions. It is also important that students see reviewing notes from class and studying for tests and quizzes as a form of homework. Students can expect about 60 minutes of homework per evening. Students who arrive to class without homework may be asked to remain in at recess or after school to complete late or missing assignments. Each student has been given a student agenda to write down assignments and upcoming projects, tests, and quizzes. Students should bring home their agenda each evening. Homework is also posted on the Hanscom Middle School website and is updated daily (<http://www.lincnet.org/Hanscom/>).

### NUMBERS

8th graders

40

7th graders

36

7/8 teachers' years of experience

184

# Our Curriculum

## Language Arts: Mr. Kalesnik

The core of the Seventh-Grade English Language Arts program is based on the guidelines set forth by the Massachusetts English Language Arts Curriculum Framework. The program engages students in the study of language, reading, literature, composition, and media. Emphasis is placed on the building and strengthening of reading, writing, listening, speaking and critical thinking skills. Mini-lessons are offered on proper use of writing conventions and are tailored to address the specific needs of students.

Students are exposed to a variety of genres during the course of the year including fiction, nonfiction, poetry, the essay, drama, and the short story. Students read several complex and thought-provoking core novels that allow for stimulating discussions and challenging writing assignments. Another component to the Seventh-Grade English Language Arts program is the Sustained Silent Reading period each Wednesday in all classes. SSR fosters independent reading in school and at home. Students are responsible for independently reading at least three novels per trimester.

Collaboration and cooperation skills are emphasized along with organization and study skills for Eighth-Grade and high school preparation.

Vocabulary is taught through class novels and through Wordly Wise, a program that allows students to learn and understand vocabulary through context-based activities. Activities focus on Greek and Latin roots, synonyms, antonyms, analogies, homophones, prefixes, and suffixes.

Lastly, a writer's workshop is maintained by the teacher to help students learn the importance of improving their writing and to learn the skills needed to become effective communicators. Emphasis is placed on the planning/rehearsal stage, where students use graphic organizers and other planning aids for their writing, as well as multiple drafting, where students write several drafts before publishing their work. Students are also taught how to give and receive effective feedback during peer review sessions and teacher conferences.

Materials used: Trade books

Anthology: The Language of Literature, by McDougal Littell, Grade 7

Wordly Wise, Book 7, Second Edition, Educators Publishing Service

The core of the Eighth-Grade English Language Arts program is based on the guidelines set forth by the Massachusetts English Language Arts Curriculum Framework. The program engages students in the study of language, reading, literature, composition, and media. Heavy emphasis is placed on reading, writing, listening, speaking, and critical thinking skills. Several genres are addressed during the course of the year including fiction, nonfiction, poetry, the essay, drama, and the short story. Students read several complex and thought-provoking core novels that allow for stimulating discussions and challenging writing assignments. Another component to the Eighth-Grade English Language Arts program is the Sustained Silent Reading period each Wednesday in all classes. SSR fosters independent reading in school and at home. Students are responsible for independently reading at least four novels per trimester.

Instruction on the proper use of standard writing conventions is integrated in lessons throughout the year, with an emphasis on preparation for high school English classes. Vocabulary is taught through class novels and through Wordly Wise, a program that allows students to learn and understand vocabulary through context-based activities. Activities focus on Greek and Latin roots, synonyms, antonyms, analogies, homophones, prefixes, and suffixes.

Lastly, a writer's workshop is maintained by the teacher to help students learn the importance of improving their writing and to learn the skills needed to become effective communicators. Students are expected to utilize all stages of the writing process: the planning/rehearsal stage, multiple drafts, peer review, teacher conference, and final copy.

Materials used: Trade books

Anthology: *The Language of Literature*, by McDougal Littell, Grade 8

Wordly Wise, Book 7, Second Edition, Educators Publishing Service

# Curriculum continued:

## **Social Studies: Ms. Fazell**

Grade 7: Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History

Following the Massachusetts Department of Education's Frameworks and the Lincoln Public School's curriculum, seventh graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning.

Some of the civilizations that we study in 7<sup>th</sup> grade include:

The Mesopotamian civilizations including Sumer, Babylon and Assyria; ancient Persia; and the civilizations that developed along the Mediterranean Sea including, Phoenicia, ancient Israel, ancient Egypt, ancient Greece and ancient Rome

Grade 8: World History between 500 A.D. and 1500 A.D.

Students in 8<sup>th</sup> grade study the development of world civilizations after the fall of the Roman Empire. Students study the history of the major empires and political entities of this period: the Middle Ages in Europe, the Ottoman Empire, the Chinese dynasties, the Byzantine Empire, the Mughals, and the origins and development of major civilizations in Africa. To the extent practical, student may also study the pre-Columbian civilizations that existed in Central and South America. Students examine the important political, economic, and religious developments of this period, including the development of Christianity and Islam, the conflicts between them in different parts of the world, and the beginnings of European influence on the Western Hemisphere. Finally, students study the development of democratic, scientific, and secular thought in the major events and developments of European history.

## **Math: Ms. Morin**

7th and 8th grade IMPACT Mathematics are each integrated math courses that cover topics ranging from number sense to 3-dimensional geometry to algebraic concepts (and MANY points in between). Students use

technology as well as commonplace math tools throughout the year and have the opportunity to represent Hanscom Middle School in an international competition called Math Olympiad.

## **Science: Mr. Lipton**

Each year the science curriculum covers four strands of science. In grade 7 and 8, inquiry skills are imbedded in all of our units. In addition, each year we study topics in life science, physical, and earth science. During the life science strand, seventh graders spend time studying ecology and heredity and eighth graders study human body systems. The physical science strand includes heat energy in seventh grade and the properties of matter in eighth grade. Lastly we study the earth's changing surface in seventh grade and the dynamic earth in eighth during our earth science strand.

Both the seventh and eighth grade science curricula are "hands on" and hopefully high interest for the students. I look forward to an exciting year!

## **8th Grade Special Education: Ms. Easton**

The 8th grade students with special needs at the Hanscom Middle school are supported in their classes by special education personnel. They also receive one hour of Academic Support, each day, in a Resource Room setting to address goals on their IEP's, to bolster basic skills and to develop self-advocacy skills. As eighth graders we encourage them to understand their learning differences and to become familiar with their IEP's so they can better advocate for themselves when they go on to high school.

## **Spanish: Ms. Martus**

The foreign language curriculum covers five strands (communication, cultures, comparisons, connections, and communities) of teaching, learning, and assessing Spanish. The Spanish program integrates the study of language with the study of culture which includes daily life, history, literature, and visual and performing arts. Students will focus on the skills of reading, writing, listening and speaking Spanish. Class lessons are conducted in Spanish and students will use a variety of materials from textbooks, magazines, daily readers to technology to aid them in their acquisition of Spanish.



# Developmental Designs



...

To meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents, the *Developmental Designs* (DD) approach offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning. The DD approach is based on the **research-grounded belief** that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students; students

must come to know and appreciate each other; clear parameters for acceptable behavior must be drawn and consistently maintained; and learning must be engaging, exploratory, relevant, and varied.

The *Developmental Designs* approach is founded upon six researched principles of good practice that form the core of successful teaching and learning.

1. Social learning is as important to success as academic learning.
2. We learn best by constructing our own understanding through exploration, discovery, application, and reflection
3. The greatest cognitive growth occurs through social interactions within a supportive community.
4. There is a set of personal/

social skills that students need to learn and practice in order to be successful socially and academically: Cooperation, Assertion, Responsibility, Empathy, and Self-control.

5. Knowing the physical, emotional, social, and intellectual needs of the students we each is as important as knowing the content we teach.

6. Trust among adults is a fundamental necessity for academic and social success in a learning community.

When you have time, surf the Developmental Designs website to find out more about this program.

[http://  
www.originsonline.org/  
dd\\_index.php](http://www.originsonline.org/dd_index.php)

*Information taken from  
Developmental Designs website.*



SEPTEMBER 2011  
**HANSCOM  
MIDDLE SCHOOL**

Cooperation Assertion Responsibility Empathy Self-control

GRADE



**Dear Hanscom Families,**

The Sixth grade team would like to welcome you to another year of progress and learning in the middle grades. We are looking forward to a wonderful year in partnership with you to ensure the success of your child. Middle school is a time of great excitement, growth, and discovery. At the same time, the transition to middle school can be a little scary for many students (and parents). Going from a self-contained classroom with the same teacher all day to different classrooms and many teachers every day can be a bit overwhelming in the beginning. Our main goal in the first few months of school is to help students adapt to this change while giving them the skills needed to become successful learners and responsible young adults.

**OUR GOALS FOR EVERY STUDENT**

To increase individual responsibility for behavior, work completion and the ability to be an active, independent learner

To transfer ownership of the learning process from teacher to student and increase their ability to solve problems

To support and enable them to make decisions which are responsible and respectful of classmates and staff



**OUR FALCON RESPECT CODE**

Hanscom Middle School is a community of caring people. Our behavior demonstrates our belief in each person's worth as a human being.

**We believe that every person has the right to learn and work in a comfortable environment.** At Hanscom Middle School we expect a positive attitude and respectful behavior from everyone.

**OUR TEAM**

**Janice Fairchild**



**Social Studies/ELA  
Team Leader**

**David Joseph**



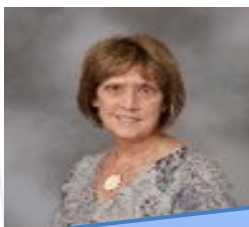
**Science/  
Applied Technology &  
Engineering**

**Josh Gold**



**Math**

**Jeanne Goranson**



**Literacy Specialist**

**Jessica Montague**



**Special Education  
Teacher**

## OUR CURRICULUM

The sixth grade curriculum is continuously updated and aligned with the Massachusetts State Frameworks. To challenge our students academically, the curriculum pacing will be rigorous **Quality work is expected of everybody, everyday.** Students learn to set priorities for their work and manage their time effectively. We teach routines and organization directly. We expect that students will meet these expectations and that parents will support us in preparing students for this year and future years as we begin to set the stage for high school.

You can view the learning expectations for all students and subject areas on the district's website (<http://www.lincnet.org>) along with individual teachers pages that gives specific information, policies and procedures for each teacher. We highly encourage you to make use of this resource to keep abreast of important information about our school, our classrooms and your child's learning

### **Homework:**

Developing the organizational skills necessary to complete their homework independently and on time is a major focus this year. Students will be given a student agenda that goes to and from school each day. Each day students will write down homework assignments, classroom activities, and important reminders. Homework is also posted on the sixth grade web site and updated daily (<http://www.lincnet.org/Hanscom/>). Please check to see that your child has completed the necessary assignments. If your child falls behind, we may ask that you initial the agenda on a nightly basis.

### **Expected Nightly Homework**

Students can expect approximately 60 minutes of homework per night (M-F) for major academic subjects. On occasion homework is assigned over the weekend. We do our best to coordinate across curriculum areas so that major projects and tests are not scheduled on the same day.

### **Our Homework Policy**

Students are expected to complete their homework on a nightly basis. If a student forgets a homework assignment on the day that it is due, they may be asked to finish it during lunch or after school. Full, partial or no credit may be given at the teachers' discretion. We are available most days before and after school if students have any questions or need assistance with any assignment. **Students who are consistently unprepared with homework will be asked to participate the After School Homework Club.** Other students may also attend if they so choose.

### **Why such a strict policy?**

- Too much instructional time is lost managing late and missing work from chronically late students.
- Homework isn't just busy work. We plan and assign meaningful work that reinforces the concepts taught in class and use that work as a springboard for the next day's lesson and discussions.
- Students are less able to be part of these discussions if they have not completed the work and it's not fair to accept late work from students who sit through the discussion and benefit from hearing the answers and data gotten by others.

### **HOMEWORK HELP FOR PARENTS AND STUDENTS**

Complaints about homework are either it's  
"too much" or "too little."

#### ***If it seems to be too much:***

- 1) Are they having difficulty understanding the lesson?
- 2) Did they lose attention when the lesson was taught?
- 3) Did they not begin work because they were waiting for help at home?
- 4) Is this a particularly difficult subject or task for them?
- 5) Are they spending too much time making it just right because of perfectionist tendencies?

#### ***If it seems to be too little:***

- 1) Are they rushing through their work?
- 2) Are they forgetting to write down assignments?
- 3) Are they extremely good time managers?

**1. If needed, help them with organization.** Organization can get away from some children in a very short time. Please check your child's binder to see that papers are getting into the right section. If you discover loose papers in their backpack, make sure they file them away properly.

**2. Don't rescue.** Although it can feel good to you to help a child out of a difficult situation, it is not usually what is best for the child. Remember that our best lessons often come from our mistakes. 6- grade is a great time to make mistakes and learn from them.

**3. Communicate with us.** We would like to be your partner in helping your child this year. We can't help if we're unaware of the problem. If there is an issue, please talk to us. We are happy to work with you towards helping your child

**4. Provide a structured time and place for your child to study and do homework.** Even if they say they have no homework, have them read a book or review notes, texts, write a story, etc. during this time. Make homework time a nightly expectation just like dinner.

**5. Don't over-commit your child.** Doing "everything" can be just as damaging as doing too little. Make sure they have time to relax. Over-committing makes for a difficult balancing act between homework and activities.



## Make-up Work Policy

**We do not provide work in advance.** Our classes are highly interactive and “hands-on” making it difficult to duplicate if a student is not present. Students are expected to make up work upon their return and will have one extra day to complete an assignment for every day that he or she is absent. For absences of 3 days or longer, each teacher will determine the timeline for make-up. Most of our curriculum is posted on-line so students can keep up with instruction should they miss school for an extended period of time i.e., illness, family vacation, etc.

## Snacks

Since every Wednesday is a half-day with no lunch served. Students are allowed to bring in a **healthy snack** in accordance with the district’s wellness policy to be eaten during the morning. Students should bring snacks that are finger foods as they are responsible for continuing with their work while they snack. Each classroom has a water cooler. No other drinks are allowed during class.

## Communication

The sixth grade team we will work hard to keep you informed about your child’s progress. Due to the number of assignments, the time it takes to grade larger assignments and student makeup work, there are frequent fluctuations in students’ progress. Approximately halfway through a term, progress reports are sent home indicating how your child is performing in each class. If we notice a drastic difference in class performance or assignments completion, we will contact you and encourage you to do the same if you notice a difference as well.

### **IMPORTANT CHANGES IN GRADING**

This year we will begin using a standards-based grading system in place of traditional letter grades. Standards-Based Grading is a refined way of reporting what students know and how they demonstrate their learning of state content standards and district learning expectations. For some of you this is a continuation from fifth grade and for others it may be brand new. While report cards will still be issued at the end of each trimester, they will look “different” to ones in years past.

#### **How does this differ from traditional letter grades?**

Standards-based grading reports tell us what students have actually learned and know. Standards-based grading measures students’ knowledge of grade-level content over time by reporting the most recent, consistent level of performance on a scale from 1-4.

For example: In traditional grading, the student’s performance for the whole trimester would be averaged and early quiz scores that were low would be averaged together with proficient performance later in the course resulting in a lower grade. In standards based grading, a student who reaches proficiency would be reported proficient and the grade would reflect current performance level. So, a student might struggle in the beginning of a course with new content, but then learn and demonstrate proficient performance by the end of the course.

In addition, traditional grading often includes other subjective factors like attendance, effort, and attitude, which might influence the grade positively or negatively. In standards based grading, we will report proficiency and work habits separately in order to give a more accurate report about each student.

### **FINAL REMARKS**

We’d like to thank you in advance for your support and cooperation in making this year a success. We look forward to hearing from you.

Janice Fairchild	<a href="mailto:fairchildj@lincnet.org">fairchildj@lincnet.org</a>	781. 274. 7754 x7421
David Joseph	<a href="mailto:djoseph@lincnet.org">djoseph@lincnet.org</a>	781. 274. 7754 x7470
Josh Gold	<a href="mailto:goldj@lincnet.org">goldj@lincnet.org</a>	781. 274. 7754 x7722
Jessica Montague	<a href="mailto:montaguej@lincnet.org">montaguej@lincnet.org</a>	781. 274. 7754 x7430
Jeanne Goranson	<a href="mailto:goransonj@lincnet.org">goransonj@lincnet.org</a>	781. 274. 7754 x7435

### **IMPORTANT DATES**

**Mark your  
calendars!!**

#### **PARENT CONFERENCES**

**Tuesday, October 11<sup>th</sup>**  
(all day)

**Wednesday, October 19<sup>th</sup>**  
(after dismissal)

**Thursday, October. 27<sup>th</sup>**  
(5:00-8:00pm)

#### **END OF TRIMESTER 1**

Friday, December 2<sup>nd</sup>

#### **1<sup>ST</sup> REPORT CARD**

Friday, December 16<sup>th</sup>

#### **END OF TRIMESTER 2**

Friday, March 9<sup>th</sup>

#### **2<sup>ND</sup> REPORT CARD**

Friday, March 23<sup>rd</sup>

#### **END OF TRIMESTER 3**

June, (TBD)

#### **3<sup>RD</sup> REPORT CARD**

Last day of school (TBD)

Check the district’s website for  
updates and changes

# HANSCOM MIDDLE SCHOOL

## NEWS FROM THE PRINCIPAL

September 8, 2011



### OPEN HOUSE 2011

#### *Schedule*

5:00-6:25 PTO Cookout

6:30-8:00 Open House

At 6:30 you will be able to go to your child's classroom to meet with their teacher(s).

There will also be a chance to meet with your child's specialist teachers. This meeting will take place in the MPR at the following times:

Grades 7/8 6:30

Grade 6 6:55

Grade 5 7:15

Grade 4 7:35

Classroom teachers are aware of this schedule and will direct you to the MPR when it is your grade's turn to meet with the specialists

#### ✂ We love your feedback ✂

Welcome to this evening's Open House. As I mentioned in my letter last week tonight's program will follow a slightly different format than in years past. We are trying this new format to help ease the hectic pace of the evening by providing dinner and by cutting down on the need for child care. We also hope to build a three-way partnership between student, parent and teacher to foster a strong home/school learning environment to support our students' education.

I am asking that you take the opportunity to provide us with some feedback about this new format by participating in a web-based survey. The survey is up and ready to go and can be found at the following link:

<http://www.surveymonkey.com/s/TPCHGWJ>

The link can also be accessed from our school webpage:

[www.lincnet.org](http://www.lincnet.org)

We will close the survey next Tuesday and use the information that you provide when we plan next year's open house.

*Please take a look on the back of this page to see some of our initiatives for this school year.*



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## STANDARDS BASED REPORTING



Last year we piloted a standards based report card for grades 4 and 5. This year we will be expanding standards based reporting to the 6th grade.

If you are new to standards based reporting , teachers in grades 4-6 will be providing information and a handout with FAQs this evening.

We will also be looking at how we might implement a standards based reporting system at the 7th and 8th grade levels.

We will also be scheduling a parent meeting about standards based reporting later this fall.

---

## DDMS

We are pleased to expand upon the successful *Responsive Classroom* program that we use in grades K-5 with DDMS in grades 6-8.

What is DDMS?  
DDMS stands for *Developmental Designs for Middle School*.



The *Developmental Designs* (DD) approach to teaching promotes academic and social excellence. Developed by classroom teachers, this approach consists of highly practical strategies for integrating the teaching of social and

academic skills throughout the school day. When fully implemented, these strategies help create inclusive classroom communities in which each member is engaged in learning and has a sense of belonging and safety. Students develop their social skills, take responsibility for their environment, and learn to solve both social and academic problems. Adults work together to create a climate of civility and teamwork within which everyone can be successful.

*Source Originsonline.org*

## ACADEMIC SPIRIT

Last year we started an initiative to raise the level of our academic spirit to match our enthusiastic school spirit. We continue to look at our teaching practices, schedule and use of our staff to meet the ever changing needs of our students.

We encourage you to get involved with your child's education by asking them what they are learning at school and by persuading them unplug and increase their reading and writing.

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## NEW BUILDING PROJECT

Finally, we have started both the initial planning and design phases for our new school building. We are looking towards the future with this project and will be looking at designing learning spaces that will support 21st Century Learning concepts. The field of education is rapidly changing and we want to build a state of the art facility that will be able to grow and adapt with the future. We are looking forward to sharing information about the progress and soliciting your feedback throughout the project.





# THE



# FALCON

Hanscom Middle School Parent Newsletter

April 5, 2012



Dear Parents:

On Tuesday Hanscom Middle School and Hanscom Primary School joined as one for a special community meeting to honor and celebrate our students for the Month of

the Military Child.

Ms. Ludwig, HPS Principal, and I were thrilled to be able to organize this meeting. This was the first time we've combined both schools for a community meeting and it was truly a special event.

We were honored to be joined by Col. Yike, the Air Force Band of Liberty Brass Quintet and Matt Nicoli of Family Advocacy. We were also joined by Superintendent Michael Brandmeyer and School Committee Chair Jennifer Glass.

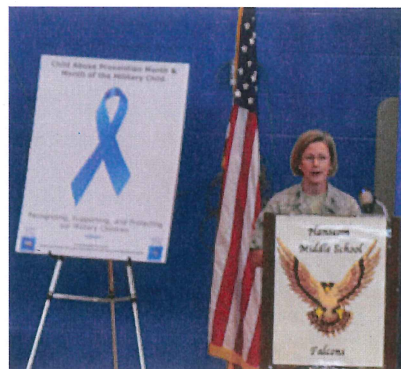
The meeting started with the brass quintet leading us in the National Anthem. After some brief



introduction the HMS select choir performed *The Children of the Heroes*, a song written this past week by HMS parent Cathy McSwain. Ms. McSwain, her husband, Matthew and their daughters Emily and Allison joined the select choir for the debut performance of the piece. We want to thank Ms. McSwain for composing and sharing this heartfelt piece with our community.



Teachers wrote thank you letters to students that were posted on the wall for the students to see as they entered the gym. Some teachers had the opportunity to read their letters to the students during the meeting. These letters are now posted in the lobby of both schools for all students and parents to read.



Col. Yike had an opportunity to speak to the students and she concluded her remarks by ceremoniously signing a proclamation making April the

Month of the Military Child. The brass quintet accompanied the signing with a rousing fanfare.

The meeting concluded with students standing to recognize their parents' service as the Band of Liberty Brass Quintet performed each of the service songs.

There was a lot of emotion and pride in the room and I am proud that we had a chance to honor and celebrate our students. Our select choir will be performing *The Children of the Heroes* at the April 26<sup>th</sup> school committee meeting. During this meeting the school committee will recognize our students and the Month of the Military Child.



# Art Program

I wish we could have had all of you join us but we were worried about just fitting all of our students into one space! We did video tape the event and we hope to make it available for viewing in the near future if you wish to see it. The staff thanks you are still posted and we invite you to stop by and read them.

Thank you for your children and service to our country.

Warm Regards.  
Erich Ledebuhr, Principal

## Important Dates to Remember

4/6	Good Friday – NO SCHOOL
4/12	Sch. Comm. Mtg. @ Lincoln 7:00 PM
4/16-20	April Recess – NO SCHOOL
4/26	Sch. Comm. Mtg. @ Lincoln 7:00 PM
4/27	Grades 6-7-8 Semi-Formal Dance 6:30-8:30
5/10	Sch. Comm. Mtg. @ Lincoln 7:00 PM
5/23	HMS Spring Concert @ 6:30 PM
5/24	Sch. Comm. Mtg. @ Lincoln 7:00 PM
5/25	Great East Festivals
5/28	Memorial Day, NO SCHOOL
5/30	HOPA Three Mile Race
6/7	Sch. Comm. Mtg. @ Lincoln 7:00 PM
6/14	Grade 8 Graduation
6/19	Last Day for grades 1-8, Half Day
6/21	Sch. Comm. Mtg. @ Lincoln 7:00 PM



7th graders went to the DeCordova on Monday, April 2nd, and discovered the joy of contemporary sculpture. The light rain did not dampen their spirits as they viewed the artwork on the sprawling lawns of the museum. In small

groups of five or six, they had an art "scavenger hunt" while investigating the public art. Topping off the visit, students saw their Georgia O'Keeffe Flowers hanging in the student gallery. The trip was wonderful, their work outstanding and the 7th grade exemplary. Thanks to all who helped make this possible! Don't forget to use the free pass available to all Hanscom families anytime, on the school website!

fine

Edy McAndrews , HMS Art Specialist  
[mcandrewse@lincnet.org](mailto:mcandrewse@lincnet.org)



## Drama Scene Share Evening.



Wednesday evening, 4/11, 6:30 p.m. Hanscom Middle School Multi-Purpose Room.

Drama students from grades 6, 7 and 8 will be presenting scenes from a number of contemporary

plays in an informal, recital-style setting. All welcome! Performers should arrive at 6:00.





### 2012 MCAS Dates

*Please make sure your children are in school on the following dates:*

May 8	Gr 4-7	Math
May 8	Gr 8	Math
May 10	Gr 4-7	Math
May 10	Gr 8	Math
May 15	Gr 5	Sci & Tech/Eng
May 17	Gr 5	Sci & Tech/Eng

One of the most exciting things about this trimester is science. Students will experience the remaining two science units their class has not yet completed. It also means students will get to work with teachers other than their own. First trimester, students learned science with their classroom teacher. Now students will be learning about the Earth in the Solar System with Miss Estes, Properties of Sound with Mrs. Clancy, or Plant Life Cycles with Mrs. Whelton. The opportunity to work with different teachers begins preparing students for more transitions between classes that they will face in the older grades. In fourth grade the *teachers* switch classrooms to teach a new class. In fifth grade, *students* move to a new room for science. Finally, in sixth grade, students will switch between all classes and have several different teachers. These steps help students to develop flexibility with different teachers and classroom environments.

Another exciting topic of study is poetry. In the month of April fourth graders will read and create poetry with an emphasis on word choice. Students will learn to choose exciting and interesting words as well as descriptive, sensory details to enhance their writing. At the culmination of the unit students will author their own book of poetry and share their work with family during a poetry breakfast. Be sure to check red folders each week for your invitation with more information.

Students will also finish their tour of the regions of the United States this trimester. Classes are currently learning about the southwest and how the environment affects the lives of those who live there. They will finish with their tour of the west. We would love to receive more post cards from friends and family living in other parts of the country before the end of the year. If you have not yet asked friends to send them to us, we would appreciate it. The students have enjoyed receiving post card and hearing about different states.

Fourth graders will also learn about two other social studies topics focusing on the people of the United States. They will complete a research project on Native Americans. They will also learn about immigration to the United States.

## First-rate in Fourth Grade!



A fourth grader celebrating t-shirt day at HMS

In fourth grade the final trimester of the school year is full of exciting activities and new units of study.



Finally, students will complete several more math units. They are currently learning about the difference between area and perimeter. Students investigated and derived the formulas for the areas of rectangles, parallelograms, and triangles. They will cover several more geometry topics including 3-dimensional shapes and symmetry. They will learn more about measurement as well as about fractions and decimals.

Fourth graders will be working hard with lessons, projects, and events to finish out the school year. With the warm weather approaching it can be tempting to start thinking ahead to summer vacation but we have a lot left to learn. Please remind your students to do their best to keep focused and keep up the hard work to finish the year strong.

## Hanscom Middle School Yearbook

Parents of 8<sup>th</sup> graders - Please drop off baby pictures of your child to Ms. Goranson. They must be in by April 12, 2012.

Order a yearbook and cherish the memories! Order blanks can be found outside the main office of the Hanscom Middle School. Yearbooks, in full color, are only \$35.00. Pictures include ALL events throughout the year for grades 4 through 8. Ordering sheets can be mailed into the company or dropped off to Ms. Goranson.

Don't worry if you are moving! Ms. Goranson will send your yearbook to your new location - just leave the new address at the office or with Ms. Goranson and you will receive your colorful yearbook. Order now! Don't be left out!!

## Friends of the Lincoln Library

The next book sale for the Friends of the Lincoln Library will be on Saturday, April 14th from 9am until noon at Bemis Hall, 15 Bedford Road. We have had a huge

amount of donations lately, so we have a lot of good books to offer!



Come check out our huge selection of good-quality used fiction, non-fiction, and children's books and support the Lincoln Library and its many programs while finding great spring reading material! Hardcover are \$1, paperbacks are 50 cents and you can fill a paper grocery bag full of books for only \$8! Gift-quality books are individually priced.

## GET READY FOR SUMMER LEARNING OPPORTUNITIES

Each year, Hanscom Middle School offers an Academic Summer Program during the month of July. It is a federally funded program under the category of Title 1 Schools, and it services students entering grades 4-8. This summer the program dates are **July 2-July 26, from 8:00-12:00 Monday - Thursday**. Students work on academic skills of math, language arts and science and technology under the guidance of two teachers and tutors. Based on academic achievement data, students are invited to join the program to maintain and further solidify their skills. For those students that qualify, letters will be mailed home later in April. We ask that those who receive an invitation promptly reply to secure a place in the program. For questions and concerns, please contact either Loretta D'Alessandro at Hanscom Middle 781-274-7720 ext. 7403 or Dave Joseph ext. 7470.

# FAMILY ACTIVITIES



## Month of April

### FAMILY WALK N TALK

When: Saturday, 28 April,  
11:00am – 1:00pm

Our annual Family event for  
Month of the Military Child.

Families enjoy the late morning walking from station to station talking about a variety of engaging topics. Once complete, prizes and free lunch for everyone! Sponsored in part by the Hanscom IDS agencies and local vendors.

## FROM NOW UNTIL 13 APRIL

2012 AIR FORCE TEEN SURVEY - HQ AFSVA is pleased to announce the 2012 AF Teen Survey developed by the AF Teen Council. This survey will take place online at <http://AFTeen2012.questionpro.com> from 12 Mar – 13 Apr 12. The intent of this survey is to provide valuable information to installation Youth and Teen Programs to find better ways to reach and serve teen populations.



## Grades K-5 Science Share

Night: Thursday, May 10<sup>th</sup> in the HPS Gym.

## Box Tops

**No Box Tops Party in April.** Please continue to collect your box tops! Ever wonder what we do with the proceeds from Box Tops? Stop by the HPS lobby and take a look at the new television and presentation system purchased with our Box Tops proceeds. Thank you

## Next Meeting

**No PTO Meeting in April.** Join us on Monday, May 21<sup>st</sup> for our final meeting of the year. We will vote on officers for the 2012-2013 year.

## Scholastic Book Fair



The Book Fair is coming! Be sure to turn in your volunteer form or contact [hanscompto@gmail.com](mailto:hanscompto@gmail.com) for more information.

## PTO needs you!

Positions now available - a great opportunity to get your feet wet without committing to a full year. **Parliamentarian, Secretary, Webmaster.** For more information, contact Tina at [hanscompto@gmail.com](mailto:hanscompto@gmail.com)

Parent Survey now available at

[www.surveymonkey.com/s/GQPLSJX](http://www.surveymonkey.com/s/GQPLSJX)

## School spirit wear is available at

[www.mylocker.net](http://www.mylocker.net). Just type in Hanscom Primary or Hanscom Middle School to start shopping.



# THE



# FALCON

Hanscom Middle School Parent Newsletter

April 13, 2012

## Important Dates to Remember

- 4/16-20 April Recess – NO SCHOOL
- 4/26 Sch. Comm. Mtg. @ Lincoln 7:00 PM
- 4/27 Grades 6-7-8 Semi-Formal Dance  
6:30-8:30
- 5/23 HMS Spring Concert @ 6:30 PM
- 5/25 Great East Festivals
- 5/28 Memorial Day, NO SCHOOL
- 5/30 HOPA Three Mile Race
- 6/14 Grade 8 Graduation
- 6/19 Last Day for grades 1-8, Half Day

## FAMILY ACTIVITIES



### Month of April

#### FAMILY WALK N TALK

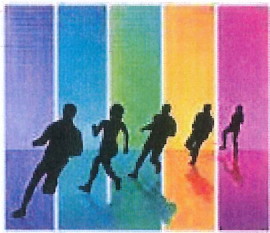
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Our annual Family event for Month of the Military Child.

Families enjoy the late morning walking from station to station talking about a variety of engaging topics. Once complete, prizes and free lunch for everyone! Sponsored in part by the Hanscom IDS agencies and local vendors.

## It's That Time Again!



The HMS 27<sup>th</sup> Annual "HOPA You Make It" Three Mile Race will be held Wednesday, May 30, 2012. HMS students in grades 4 – 8 as well as their parents/guardians, and Hanscom

School staff are invited to participate in this event. There will be a WALKERS group for adults.

Sign ups will begin in the HMS gym May 14<sup>th</sup> and will end Friday, May 25<sup>th</sup>. Students can sign up for the race during their Wellness class and they can sign up their parents as well. There is no cost to participate in the HOPA Race.

Start getting ready for the HOPA race, Wednesday, May 30<sup>th</sup>. It's not too soon. If you have any questions, call Barbara Moynihan at 781-274-7720 ext. 7463.

**HOPA to see you there...remember  
Family, Fun, and Fitness.**

## Grade 5 Travels

5<sup>th</sup> Graders enjoyed an action packed trip to The Boston Museum of Science on March 23<sup>rd</sup>. Students got up close and personal with geckos, chicken eggs, and tamarin monkeys, just to name a few. In addition, students watched live shows demonstrating the power of force, energy, and electricity. It was a trip enjoyed by all!



Exploring Simple Machines at The Boston Museum of Science



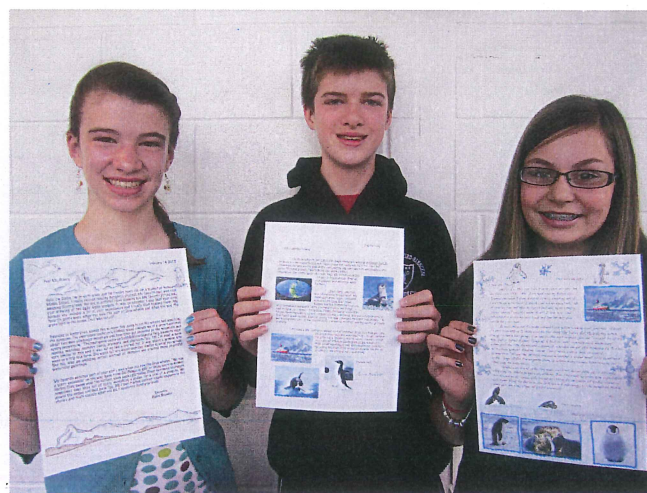
On Tuesday, April 24<sup>th</sup>, 5<sup>th</sup> grade students are invited to visit the Law Office inside the Brown Building right here on base. In honor of "Law Day" which is traditionally celebrated on May 1<sup>st</sup> each year, the legal staff there will perform a mock trial for students to watch and participate in. This trip connects to the 5<sup>th</sup> grade social studies curriculum, as we begin our work discussing the American Revolution and the formation of the United States Government this month. In addition, all students have been assigned a figure from this time period to research and report on to the class. Final projects are due May 4, 2012. Fifth grade teachers look forward to seeing some great work then!

As the school year progresses, 5<sup>th</sup> graders will also be invited to walk to Minute Man National Park to hear more about the Revolutionary War and walk in the footsteps of Paul Revere along the Battle Road. Look for more information to come!



## Sixth Grade Happenings

**Science** – Grades 6 and 7 participated in Science Fair on Wednesday, April 11<sup>th</sup> at the Lincoln School.



**English - Sixth Grade Students Connect with authors** - Students in grade six received an autographed copy of Jennifer Owings Dewey's latest book, Clem, The Story of a Raven. Students wrote letters to Ms. Dewey after reading her non-fiction book Antarctic Journal. Ms. Dewey was very impressed with the students' letters, "The letters from your students are amazing. No kidding: such intelligent kids! It's wonderful to read intelligent and informed letters from 11 and 12 yr olds. It makes me assume you work hard with them to give them as much exposure as possible to whatever subject you're working on," writes Ms. Dewey.

Currently, sixth grade students are reading The Revealers, a realistic fiction novel, centered around bullying at the middle school level, written by Doug Wilhelm. Sixth grade met with Mr. McCarthy to discuss how to become a Bystander Hero and investigate ways to both prevent and address bullying issues at HMS. They look forward to meeting Doug Wilhelm on April 26th to discuss his book and gain some tips in improving their own writing.

Students continue to wait for a response from letters they wrote to Lynne Joseph, author of The Color of My Words. Corresponding with authors gives students a chance to clarify their thoughts about the characters, setting and conflicts that occur in the books they read. Hopefully students will continue this practice independently by responding to authors on line and through writing response.

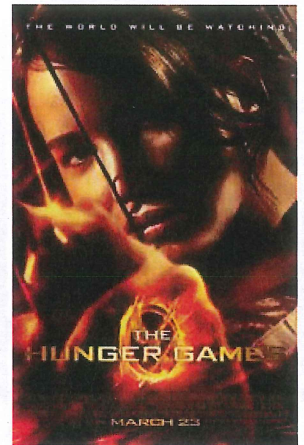


**Edmodo Forges Bond with Aussies**  
 Sixth grade students recently connected with a class of six years at an all girls' school in New South Wales, Australia. The students "met" when Mrs. Fairchild connected with their teacher, Henrietta Miller, on an Edmodo teacher social studies group. The two classes have exchanged numerous emails and even though the unit on Australia and Oceania ended a couple of weeks ago, sixth grade students continue to communicate with their Aussie friends to find out more about Aussie culture. HMS students also created "USA in a Box" and sent it off to their new friends. The box which was meant to include unique features that identify the USA included an American flag, autographed baseball from the sixth grade, 2 packages of Oreo cookies, salt water taffy, an MRE, and, of course class photos and a photo of Mr. Ledebuhr and the Falcon. Since we were in the middle of taking MCAS, students also insisted upon sending a copy of an MCAS selection from last year's test! Students look forward to receiving "Australia in a Box" in hopes that the girls will send along a kangaroo or koala!



Students continue to communicate with their Aussie friends

**Math** - In 6th grade the students are beginning to investigate probability. We recently began an activity where the students calculated the odds of their name being pulled for the Hunger Games Reaping. They are going to be calculating the odds of Katniss & Pita winning, during their vacation. If they complete this correctly, they will earn the "Girl on Fire" badge on Edmodo. With MCAS approaching, it is as important as ever for students to be well rested and completing their homework!



Thanks!  
 Josh Gold  
 Hanscom Middle School 6-8 Mathematics Teacher  
 781-274-7720 ex 7422

## Hanscom Middle School Yearbook

**Order a yearbook and cherish the memories! Order blanks can be found outside the main office of the Hanscom Middle School. Yearbooks, in full color, are only \$35.00. Pictures include ALL events throughout the year for grades 4 through 8. Ordering sheets can be mailed into the company or dropped off to Ms. Goranson.**

**Don't worry if you are moving! Ms. Goranson will send your yearbook to your new location - just leave the new address at the office or with Ms. Goranson and you will receive your colorful yearbook. Order now! Don't be left out!!**



## News from the Nurse's Office:

Please see the article about tick bites on the website below this week's Falcon.



### Dispose of Prescription Drugs and Support the National Take-Back Initiative

**April 28, 2012 10 AM – 2 PM**

Prescription drugs are being misused and abused at alarming rates throughout the United States. As part of the effort to address this problem, the U.S. Drug Enforcement Administration has scheduled the 4th National Prescription Take-Back Day to collect potentially dangerous expired, unused, and unwanted prescription drugs for destruction at sites nationwide.

This initiative addresses a vital public safety and health issue. Many Americans are not aware that unused or expired medicines are highly susceptible to diversion, misuse, and abuse. Rates of prescription drug abuse in the United States are increasing at alarming rates, as are the number of accidental poisonings and overdoses due to abuse of these drugs. Studies show that a majority of abused prescription drugs are obtained from family and friends, including from the home medicine cabinet.

#### Local Area Take Back Locations:

**Hanscom AFB Building 1790 Chennault St.**

**Boston Police Department Area E-13  
3345 Washington Street, Jamaica Plain**

**Police Departments in Bedford, Weston, Wellesley, Belmont, Newton, Billerica, Woburn, Wilmington, Littleton, Brookline, Natick, Weston, Wayland, Wellesley**

**To find out if your town has a Take back event:**  
[http://www.deadiversion.usdoj.gov/drug\\_disposal/takeback/index.html](http://www.deadiversion.usdoj.gov/drug_disposal/takeback/index.html)

## Friends of the Lincoln Library



The next book sale for the Friends of the Lincoln Library will be on Saturday, April 14th from 9am until noon at Bemis Hall, 15 Bedford Road. We have had a huge number of donations lately, so we have a lot of good books to offer!

Come check out our huge selection of good-quality used fiction, non-fiction, and children's books and support the Lincoln Library and its many programs while finding great spring reading material! Hardcover are \$1, paperbacks are 50 cents and you can fill a paper grocery bag full of books for only \$8! Gift-quality books are individually priced.

## GET READY FOR SUMMER LEARNING OPPORTUNITIES

Each year, Hanscom Middle School offers an Academic Summer Program during the month of July. It is a federally funded program under the category of Title 1 Schools, and it services students entering grades 4-8. This summer the program dates are **July 2-July 26, from 8:00-12:00 Monday - Thursday**. Students work on academic skills of math, language arts and science and technology under the guidance of two teachers and tutors. Based on academic achievement data, students are invited to join the program to maintain and further solidify their skills. For those students that qualify, letters will be mailed home later in April. We ask that those who receive an invitation promptly reply to secure a place in the program. For questions and concerns, please contact either Loretta D'Alessandro at Hanscom Middle 781-274-7720 ext. 7403 or Dave Joseph ext. 7470.





### Grades K-5 Science Share

Night: Thursday, May 10<sup>th</sup> in the HPS Gym.

### Box Tops

**No Box Tops Party in April.** Please continue to collect your box tops! Ever wonder what we do with the proceeds from Box Tops? Stop by the HPS lobby and take a look at the new television and presentation system purchased with our Box Tops proceeds. Thank you

### Next Meeting

**No PTO Meeting in April.** Join us on Monday, May 21<sup>st</sup> for our final meeting of the year. We will vote on officers for the 2012-2013 year.

### Scholastic Book Fair



The Book Fair is coming! Be sure to turn in your volunteer form or contact [hanscompto@gmail.com](mailto:hanscompto@gmail.com) for more information.

**Family Luau Night** – April 26<sup>th</sup> (during the Book Fair) from 5:00 – 7:00 PM in the quad between the schools. Volunteers Needed. Please contact Tina Whitby at 781-538-6493 or email at [hanscompto@gmail.com](mailto:hanscompto@gmail.com)

### PTO needs you!

Positions now available - a great opportunity to get your feet wet without committing to a full year. **Parliamentarian, Secretary, Webmaster.** For more information, contact Tina at [hanscompto@gmail.com](mailto:hanscompto@gmail.com)

Parent Survey now available at [www.surveymonkey.com/s/GQPLSJX](http://www.surveymonkey.com/s/GQPLSJX)

**School spirit wear is available at** [www.mylocker.net](http://www.mylocker.net). Just type in Hanscom Primary or Hanscom Middle School to start shopping.

## School Lunch Cafeteria Opportunities



### April Openings

We've got some openings for cafeteria part-time workers and substitutes. No experience required! All you need is a love for children and cooking. We're happy to train. It's a great way to get some training for the next school year. It features the added bonus of seeing your child at lunch time!

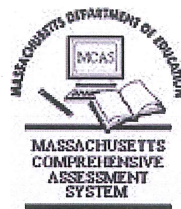
### Substitute Positions:

Server/ Cashier; Hanscom Cafeteria/Brooks Cafeteria / Smith Cafeteria

### Part-time Position:

Server/Cashier: Brooks Cafeteria

Please call Cathleen Higgins 781.259.9400 x4306  
HMS Café 781.274.9640  
Or e-mail [chiggins@lincnet.org](mailto:chiggins@lincnet.org)



### 2012 MCAS Dates

**Please make sure your children are in school on the following dates:**

May 8	Gr 4-8	Math
May 10	Gr 4-8	Math
May 15	Gr 5 & 8	Sci & Tech/Eng
May 17	Gr 5 & 8	Sci & Tech/Eng

## Social Contract

We will all respect Hanscom C.A.R.E.S, as well as people, property, and each others' ideas, choices, opinions, differences, questions, and feelings.

We will all be tolerant, inclusive, and welcoming.

We will all participate, be engaged, and have fun.

Lincoln Preschool  
Lincoln Public Schools 2011-2012 School Improvement Plan  
Section 1: School Improvement Goals Outline

Goal 1:	Pursue and achieve accreditation through the National Association for the Education of Young Children (NAEYC)
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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Apply for candidacy	Completed	The Lincoln Preschool successfully completed the application for candidacy.	Complete annual report to maintain NAEYC accreditation
Engage in self-assessment process	Completed	The Lincoln Preschool engaged in the self-assessment process. Materials and evidence were submitted to the association.	Periodic use of the assessment to evaluate the preschool facilities in order to maintain NAEYC accreditation.
Teachers will prepare classrooms based on NAEYC standards	Completed	Teachers worked in teams with paraprofessionals to prepare classrooms for the site visit.	Teachers will work in teams to maintain classrooms in order to maintain NAEYC accreditation.
Administration will prepare program portfolios based on NAEYC standards	Completed	Program portfolios were created for each classroom and for each campus program in alignment with NAEYC criteria.	Maintain portfolios for use during parent tours, open houses and site visits from the Department of Early Education and Care.
Regular classroom checks to ensure that staff have the opportunity to receive feedback on areas that need improvement	Completed	Teachers worked in teams with paraprofessionals to prepare classrooms and to implement recommendations as necessary.	Teachers will work in teams to maintain classrooms in order to maintain NAEYC accreditation.
Professional development opportunities will focus on enhancing teachers' understanding of the NAEYC process	Completed	The Lincoln Preschool faculty has participated in professional development opportunities on district wide curriculum days throughout the school year. Most recently, preschool staff participated in CPR/first aid training.	Revisit NAEYC accreditation needs throughout the 2012-2013 school year and implement training opportunities as needed.
Teachers will complete self-assessments teaching surveys	Completed	All teachers and paraprofessionals of the program completed surveys that were submitted as evidence to NAEYC. .	Teachers and paraprofessionals are given the opportunity to given multiple opportunities to provide feedback in order to improve the program.

Parents will be asked to provide feedback in the form of a survey	Completed	Parents were given the opportunity to complete surveys provided by NAEYC. Survey results were provided to NAEYC.	Parents are given the opportunity to provide feedback in order to improve the program.
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Goal 2:	To promote the importance of reading regularly to preschool children and to implement a home reading program for families.
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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Parent Informational session regarding literacy development	Refining	Initial informational session had limited attendance; Preschool team provided information to parents on an individual basis during parent conferences.	Provide a workshop series regarding literacy development in preschool.
Preschool Focus Group- literacy development in preschool students	Refining	The Preschool team established a literacy focus group that met regularly during this school year. The preschool coordinator also participated in the PreK-2 Achievement Gap committee. One focus of the group was sharing information about preschool literacy development with parents and early childhood providers.	The preschool coordinator is completing a brochure for parents and early childhood providers about literacy development. The PreK-2 Achievement Gap group will be establishing a page for the Lincoln Public Schools website that provides updated information about literacy (including Top 100 vocabulary words, top books to read with your child.)
Administer the Dibels assessment at periodic intervals during the school year	Refining	The Dibels was administered to children who would be age eligible for kindergarten in 2012-2013 that attended the four hour program. The Dibels tool has recently expanded to include preschool age.	Implement a plan for Dibels administration for all students of the preschool program.
Analyze the Dibels results as a team	Developing	The preschool team met periodically to discuss the results of the Dibels.	The preschool team will be pursuing opportunities for additional training for the implementation of the updated Dibels assessment tool for the preschool population.
Implement a pilot book in a bag program	Completed	A pilot program was implemented during the fall. Feedback provided by parents and teachers allowed	Discussion by teachers provoked interest in providing other resources

		for improvement for the implementation across the full program.	to parents including math, vocabulary and games to promote social/emotional growth.
Identify resources needed to provide a book lending program for both campuses	Completed	A list of resources was identified.	Resource lists can be used to determine needs for the implementation of other resource materials to families.
Establish and implement a book lending program	Refining	The book bag programs were completed. Schedules were established.	Ensure that all families have multiple opportunities to access resources.

Goal 3:	To improve the use of paraprofessionals within the preschool to facilitate improve student interactions.
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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Facilitate frequent communication between teachers and paraprofessionals	Completed	All teachers facilitated scheduled weekly meetings with paraprofessionals to support improved communication. Feedback from paraprofessionals and teachers indicated improved communication with identified areas for continued improvement.	Schedule meetings between teachers and paraprofessionals during the first week of school.
Provide clear expectations regarding the role of paraprofessionals	Completed	Each classroom had expectations posted which were reviewed regularly at weekly meetings.	Investigate the possibility of monthly or bimonthly meetings between the preschool coordinator and paraprofessionals.
Provide training regarding strategies to increase facilitation of play and social language	Completed	Paraprofessionals participated in trainings offered by the district that focused on increasing play and social language. In addition, teachers posted written ideas in each area of the preschool classroom that could enhance the child's play or interactions.	Continued focus on play and social language during the 2012-2013 school year.
Provide training regarding data collection	Completed	Paraprofessionals were provided training by teachers on each student's identified goals and objectives, what data needed to be collected, how the data should be collected and how it should be represented.	Continue to address data collection with returning staff and new hires. Implement more systematic use of ecove behavioral software.



Goal 4:	To improve communication within the preschool team by identifying strategies and protocols to support the collaboration between teachers of Lincoln and Hanscom.
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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Implementation of weekly newsletter sharing the responsibilities and expectations for the week	Refining	The preschool coordinator distributes a weekly electronic newsletter to faculty regarding the weekly schedule as well as expectations and responsibilities.	Continued use of the newsletter for faculty and expanded use to include paraprofessionals.
Identify areas of shared interests to utilize in planning professional development	Completed	The preschool faculty and staff completed a survey regarding their preferences for professional development.	The completion of an asset map to determine specialized training and expertise of our preschool staff to support work with students.
Provide opportunities for collaboration	Refining	Teachers were provided with opportunities to collaborate on a weekly basis to plan activities, analyze data and address curriculum frameworks.	Schedule weekly and monthly meetings at the beginning of the year.
Plan preschool events and activities that promote collaboration	Refining	The schedule of preschool programming and the part time status of faculty restricted further collaboration.	

Goal 5:	To improve communication regarding the preschool, the application process and to develop and implement a preschool summer support plan.
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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
Identify areas for improvement regarding the application process	Refining	Identified areas for improvement were shared with interested parties.	Review implementation of summer application and enrollment process under the guidelines of the new DoDea contract. The preschool coordinator will implement and distribute an electronic newsletter on a monthly basis.
Implement actions steps to address areas of concern	Completed	Action steps for a bulletin board and FAQ communication have been articulated and will be implemented within the next six weeks.	Review implementation of summer application and enrollment process under the guidelines of the new DoDea contract



Identify and address areas for continued improvement	Completed	The preschool coordinator has joined the Hanscom School council and is collaborating with Mark McDonough to improve the preschool pages of the Lincoln Public Schools website.	Continued work on the preschool website pages to support communication regarding our application and enrollment process.
Train all summer staff about the Lincoln Preschool and how to access information about the application process	Developing	Meetings have been scheduled to review the Lincoln Preschool application and enrollment process with summer staff.	Expand opportunities for faculty to understand the role of the Lincoln Preschool for the district.

Goal 6:	To improve the preschool's capacity to work with students identified with developmental delays.
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Action What is going to be done to address this goal?	Status	Data	Possible Next Steps
A team from the Lincoln Preschool will participate in a professional development program that focuses on the collaboration of school based teams and hospitals.	Refining	A team of five from the Lincoln Preschool attended the first part of a series with Dr. Von Hahn regarding developmental delays. The team is participating in the second workshop later this month. The team is focused on improving communication and collaboration between medical and educational institutions.	The preschool coordinator is a member of a professional learning community. One focus of the group is organizing an event for doctors to gain insight into the early childhood programs being offered by districts.
The Lincoln Preschool will analyze the feedback from case studies.	Completed	The teachers shared case studies during District Curriculum days.	Continued use of the case study process to further develop skills for working with students identified with developmental delays.
The Lincoln Preschool team will utilize the collective inquiry process to identify and implement strategies and supports for the classrooms.	Refining	Strategies and supports were identified through the case studies to implement within preschool classrooms.	Professional development for paraprofessionals regarding identified strategies and supports.