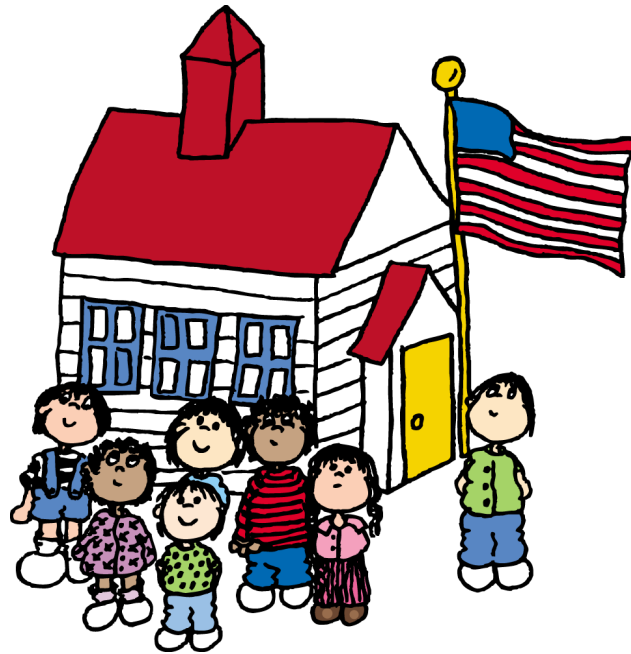


Hanscom Primary School



School Improvement Plan

2013-2014

Beth Ludwig, Principal

Lincoln Public Schools 2013-2014 School Improvement Plan

School Council

Erich Ledebuhr, HMS Principal
Beth Ludwig, HPS Principal
Lisa Pizarro, Community Representative
Loretta D'Alessandro, Educator Representative
TBD, Parent Representative

Assessment of School Strengths and Areas of Focus

In accordance with the Massachusetts Education Reform Law, Chapter 71 of the Acts of 1993, the Hanscom Primary School Council is pleased to share our School Improvement Plan for the 2013-2014 school year.

The Hanscom Schools are part of the Lincoln Public Schools and educate military dependents that reside on Hanscom Air Force Base. As a school that services a military community, our student population changes by at least one third each year. Servicing our military community is one of the most recognizable strengths of the Hanscom Schools. We provide numerous supports to our students and families. We have systems in place to respond to a wide range of our students' individual academic needs. We also offer a range of supports to respond to the ever-changing social and emotional needs of families in transition. We have worked hard to create a welcoming environment that is the cornerstone of the base community. As a result, we have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our schools.

We celebrate our strengths and as a community of learners, we acknowledge we have growing left to do. We have worked to increase the K-8 collaborative discourse of our faculty and staff, and as a result, we are becoming a more united culture of learners who are open to new ideas and more willing to take risks. Last year we began a multi-year professional development project targeting explicit instruction and the formative learning cycle. The following core beliefs guiding our professional learning also highlight our vision for continued growth.

- *When students, guided by “look fors”, aim for learning targets during today’s lesson, they become engaged and empowered. They are better able to identify their destination, compare where they are with where they need to be, set specific goals for what they will accomplish, choose effective strategies to achieve these goals, assess and adjust what they are doing to get there as they are doing it. Therefore, we will aim to support teachers in their understanding as they create these experiences in the classroom.*
- *Learning experiences that guide children to become self-directed, reflective, resilient learners empower students and create life-long learners. Therefore, we will aim to support teachers in their understanding as they create these experiences in the classroom.*

Additionally, Hanscom Primary School has a goal related to supporting the behavioral, social and emotional development in young students. As the needs of our population continue to change, we understand our role in responding to changes in a proactive, positive and collaborative way. This goal is based on observational data, discipline data, feedback from teachers, and a focus group inventory on past practice.

Research has shown us that positive behavioral intervention systems (PBIS) are typically more beneficial than strictly punitive approaches to student behavior. Positive intervention strategies focus on increasing desirable behaviors instead of simply decreasing undesirable ones through negative consequences and/or punishment. Through positive behavioral interventions, responses are fair, educational, therapeutic, and individualized based on students and their needs. Furthermore, there are greater opportunities for students and educators to build secure relationships. Over time, students are more comfortable taking risks that enhance learning or asking questions when they are unsure and need guidance.

Identifying these focus areas and selecting a path consistent with the District’s Strategic Plan has helped us to focus our goals for this year’s School Improvement Plan.

Section 1: District Strategic Objectives

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

School-Based Goals:

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

Section 2: Goal Detail and Action Plans

District Strategic Objective: Curriculum and Instruction

Refine curriculum and instruction to strengthen the engagement and achievement of all students.

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

Goal 1 Action Plan

Action What is going to be done to address this goal?	Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	Resources	Individuals Involved	Timeframe
Principals provide K-8 professional development series on learning targets and the formative learning cycle.	Educators have structured time to learn and share strategies	<ul style="list-style-type: none"> • Principals • Building-based meeting time • Heidi Fessenden • <u>Learning Targets</u> book (Moss, Brookhart) • Videos of lessons • Hanscom Schools Learning Target website • Google docs 	Action Leaders: Principals Action Implementers: All K-8 Hanscom Educators	October 9, 2013 November 20, 2013 January 15, 2014 February 5, 2014 April 16, 2014

Lincoln Public Schools 2013-2014 School Improvement Plan

<p align="center">Action</p> <p align="center">What is going to be done to address this goal?</p>	<p align="center">Outputs; Measures</p> <p align="center">What will be the evidence of completion of the action? How will effectiveness of the actions be measured?</p>	<p align="center">Resources</p>	<p align="center">Individuals Involved</p>	<p align="center">Timeframe</p>
<p>Educators plan lessons by defining the learning target for which students and teachers will aim.</p>	<p>Educators can use learning targets to focus lessons on essential content</p> <p>Evidence submitted with school-wide professional practice goal</p>	<ul style="list-style-type: none"> • Lincoln Learning Expectations • Building-based meeting time • Baseline Edge 	<p>Action Leaders: Principals</p> <p>Action Implementers: All K-8 Hanscom Educators</p>	<p>October 9, 2013</p>
<p>Teachers and students gather strong evidence of learning using specific success criteria (student “look-fors”) that reveal where students are in relation to the learning target.</p>	<p>Educators can use learning targets and “look fors” and describe the impact on student learning with examples from practice</p> <p>Evidence and examples submitted with school-wide professional practice goal</p>	<ul style="list-style-type: none"> • Google docs • Building-based meeting time • Baseline Edge 	<p>Action Leaders: Principals</p> <p>Action Implementers: All K-8 Hanscom Educators</p>	<p>October 9, 2013 November 20, 2013 January 15, 2014</p>
<p>Lessons include a strong performance of understanding that deepens students’ understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student achievement of the learning target.</p>	<p>Educators can use performance of understanding tasks and describe the impact on student learning with examples from practice</p> <p>Student learning data submitted with school-wide professional practice goal</p>	<ul style="list-style-type: none"> • Informal, target-based data tracking system • Building-based meeting time • Baseline Edge 	<p>Action Leaders: Principals</p> <p>Action Implementers: All K-8 Hanscom Educators</p>	<p>January 15, 2014 February 5, 2014 April 16, 2014</p>

District Strategic Objective: Responding to Student Needs

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

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

Goal 2 Action Plan

Action What is going to be done to address this goal?	Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	Resources	Individuals Involved	Timeframe
Inventory current practice and establish priorities for improvement	Priorities established by the Behavioral/Emotional/Social Support Team (BESST)	<ul style="list-style-type: none"> • Summer work (principal, 5 teachers, 1 social worker, 1 school psychologist) 	Action Leader: Principal Action Implementers: Principal and summer work team	July 23 and 24, 2013
Revise Citizenship Agreement to establish more specific “look fors” across all settings	Revised Citizenship Agreement Parent communication	<ul style="list-style-type: none"> • Summer work (see participants above) 	Action Leader: Principal Action Implementers: Principal and summer work Team	July 23 and 24, 2013
Revise discipline protocol to make process more clear and understandable to educators and families	Revised Staff Handbook Revised HPS Parent-Student Handbook	<ul style="list-style-type: none"> • Summer work (see participants above) • Principal revision time 	Action Leader: Principal Action Implementers: Principal and summer work Team	August 2013
Refine discipline data collection tool	Revised discipline slip and database that will provide more valuable trend data for analysis	<ul style="list-style-type: none"> • Summer work (see participants above) • Principal revision time 	Action Leader: Principal Action Implementers: Principal and summer work Team	August 2013
Establish and execute the responsibilities of the Behavioral/Emotional/Social Student Support Team (BESST)	Immediate team support to teachers challenged by a student’s behavioral, social and/or emotional struggles BESST Team recommendations for tiered interventions Data on student responses to interventions	<ul style="list-style-type: none"> • Faculty volunteers • Weekly meeting time (as needed) 	Action Leader: Principal Action Implementers: BESST Members K-3 Educators	September 2013-June 2014

Lincoln Public Schools 2013-2014 School Improvement Plan

Action What is going to be done to address this goal?	Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	Resources	Individuals Involved	Timeframe
	Year-end feedback from teachers about process (via surveymonkey.com)			

HANSCOM MIDDLE SCHOOL



SCHOOL IMPROVEMENT PLAN 2012-2013

Erich Ledebuhr, Principal

School Council

Erich Ledebuhr, HMS Principal
Beth Ludwig, HPS Principal
Lisa Pizarro, Community Representative
Loretta D'Alessandro, Educator Representative
TBA Parent Representative

Assessment of School Strengths and Areas of Focus

In accordance with the Massachusetts Education Reform Law, Chapter 71 of the Acts of 1993, the Hanscom Primary School Council is pleased to share our School Improvement Plan for the 2013-2014 school year.

The Hanscom Schools are part of the Lincoln Public Schools and educate military dependents that reside on Hanscom Air Force Base. As a school that services a military community, our student population changes by at least one third each year. Servicing our military community is one of the most recognizable strengths of the Hanscom Schools. We provide numerous supports to our students and families. We have systems in place to respond to a wide range of our students' individual academic needs. We also offer a range of supports to respond to the ever-changing social and emotional needs of families in transition. We have worked hard to create a welcoming environment that is the cornerstone of the base community. As a result, we have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our schools.

We celebrate our strengths and as a community of learners, we acknowledge we have growing left to do. We have worked to increase the K-8 collaborative discourse of our faculty and staff, and as a result, we are becoming a more united culture of learners who are open to new ideas and more willing to take risks. Last year we began a multi-year professional development project targeting explicit instruction and the formative learning cycle. The following core beliefs guiding our professional learning also highlight our vision for continued growth.

- *When students, guided by "look fors", aim for learning targets during today's lesson, they become engaged and empowered. They are better able to identify their destination, compare where they are with where they need to be, set specific goals for what they will accomplish, choose effective strategies to achieve these goals, assess and adjust what they are doing to get there as they are doing it. Therefore, we will aim to support teachers in their understanding as they create these experiences in the classroom.*
- *Learning experiences that guide children to become self-directed, reflective, resilient learners empower students and create life-long learners. Therefore, we will aim to support teachers in their understanding as they create these experiences in the classroom.*

Additionally, Hanscom Middle School has a goal related to supporting our students' academic and social needs through the Developmental Designs for Middle Schools program. We've devoted a lot of resources to training our staff in this program and to date we have only been able to incorporate a small part of the program into our everyday practice. Our goal this year is to expand our use of the program particularly the advisor/advisee portion of the program. We feel this will be of significant benefit to our student population.

Section 1: District Strategic Objectives

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

School Based Goals:

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

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

Section 2: Goal Detail and Action Plans

District Strategic Objective: Curriculum and Instruction

Refine curriculum and instruction to strengthen the engagement and achievement of all students.

School Based Goal # 1: Educators in grades 6-8 will expand their use of Developmental Designs for Middle School to respond to students’ academic and social needs.

Goal 1 Action Plan

Action What is going to be done to address this goal?	Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	Resources	Individuals Involved	Timeframe
Principals provide K-8 professional development series on learning targets and the formative learning cycle.	Educators have structured time to learn and share strategies	<ul style="list-style-type: none"> • Principals • Building-based meeting time • Heidi Fessenden • <u>Learning Targets</u> book (Moss, Brookhart) • Videos of lessons • Hanscom Schools Learning Target website • Google docs 	Goal Leaders: Principals Goal Implementers: All K-8 Hanscom Educators	October 9, 2013 November 20, 2013 January 15, 2014 February 5, 2014 April 16, 2014

Lincoln Public Schools 2013-2014 School Improvement Plan

Action What is going to be done to address this goal?	Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	Resources	Individuals Involved	Timeframe
Educators plan lessons by defining the learning target for which students and teachers will aim.	Educators can use learning targets to focus lessons on essential content Evidence submitted with school-wide professional practice goal	<ul style="list-style-type: none"> • Lincoln Learning Expectations • Building-based meeting time • Baseline Edge 	Goal Leaders: Principals Goal Implementers: All K-8 Hanscom Educators	October 9, 2013
Teachers and students gather strong evidence of learning using specific success criteria (student “look-fors”) that reveal where students are in relation to the learning target.	Educators can use learning targets and “look fors” and describe the impact on student learning with examples from practice Evidence and examples submitted with school-wide professional practice goal	<ul style="list-style-type: none"> • Google docs • Building-based meeting time • Baseline Edge 	Goal Leaders: Principals Goal Implementers: All K-8 Hanscom Educators	October 9, 2013 November 20, 2013 January 15, 2014
Lessons include a strong performance of understanding that deepens students’ understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student achievement of the learning target.	Educators can use performance of understanding tasks and describe the impact on student learning with examples from practice Student learning data submitted with school-wide professional practice goal	<ul style="list-style-type: none"> • Informal, target-based data tracking system • Building-based meeting time • Baseline Edge 	Goal Leaders: Principals Goal Implementers: All K-8 Hanscom Educators	January 15, 2014 February 5, 2014 April 16, 2014

District Strategic Objective: Responding to Student Needs

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

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

Goal 2 Action Plan

Action What is going to be done to address this goal?	Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	Resources	Individuals Involved	Timeframe
Expand to monthly school wide community meetings	Monthly school wide community meetings to address the following: <ul style="list-style-type: none"> • Celebration of academic growth and Hanscom CARES • Guest speakers to promote academic spirit and rigor • Topics important to our community 	DDMS Manual The Advisory Book Common Planning Time	Goal Leaders Principal Team Leaders Goal Implementers: All 6-8 HMS teachers	October 2013- June 2014
Implement School Wide Social Contract grades 6-8	Social contract for grades 6-8 posted in public places and in all classrooms.	DDMS Manual The Advisory Book Common Planning Time	Goal Leaders Principal Team Leaders Goal Implementers: All 6-8 HMS teachers	October 2013- June 2014
Implement an Advisor period for grades 6-8	<ul style="list-style-type: none"> • Create a schedule for the advisor period to take place • Form a team to create curriculum for advisor groups • Create advisor groups • End of Year survey to measure the effectiveness of the advisor groups 	DDMS Manual The Advisory Book Common Planning Time	Goal Leaders Principal Team Leaders Goal Implementers: All 6-8 HMS teachers	October 2013- June 2014