

Hanscom Middle School



School Improvement Plan 2014-2015

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School Council

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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 examining how as educators we can grow our capacity to analyze our instruction and student assignments for content and structure and adjust for a higher level of demand and engagement.

We know that if we can create and deliver lessons that have a high level of engagement and cognitive demand that we create a stronger learning environment for our students.

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, produces evidence of their progress toward the target, and feeds learning forward toward the learning target by providing specific, ongoing feedback.

- **Goal # 2** Educators will grow their capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.

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, produces evidence of their progress toward the target, and feeds learning forward toward the learning target by providing specific, ongoing feedback.

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 on delivering feedback that describes where the students are in relation to the learning target and suggest next steps for improvement while the students still have time to act on the feedback to improve their work.	Educators have structured time to learn and share strategies Educators are observed applying learning to practice by: <ul style="list-style-type: none"> • Providing specific, learning target-based feedback that helps students move toward success with learning target 	<ul style="list-style-type: none"> • Principals • Building-based meeting time • Heidi Fessenden, Consultant • <u>Learning Targets</u> book (Moss, Brookhart) • Hanscom Schools 	Action Leaders: Principals Action Implementers: All K-8 Hanscom Educators	November 19, 2014 January 14, 2015 April 8, 2015

Lincoln Public Schools 2013-2014 School Improvement Plan

<p align="center">Action</p> <p>What is going to be done to address this goal?</p>	<p align="center">Outputs; Measures</p> <p>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>
	<ul style="list-style-type: none"> • Providing “second chance” opportunities for students to respond to feedback and improve their work (through teacher or peer feedback) <p>Based on observations of teachers, information will be gathered on percentage of teachers who are effectively implementing practice as intended.</p> <p>Review written feedback provided to teachers and summarize information from feedback</p>	<p>Learning Target website</p> <ul style="list-style-type: none"> • Google docs 		
<p>Educators Implement the Formative Learning Cycle:</p> <ul style="list-style-type: none"> • Educators plan lessons by defining the learning target for which students and teachers will aim. • 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. • 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>Based on observations of teachers, information will be gathered on percentage of teachers who are effectively implementing practice as intended</p> <p>Review written feedback provided to teachers and summarize information from feedback</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>September 2014- June 2015</p>

District Strategic Objective: Curriculum and Instruction

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

School Based Goal #2: Educators will grow their capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.

Goal 2 Action Plan

<p>Action What is going to be done to address this goal?</p>	<p>Outputs; Measures What will be the evidence of completion of the action? How will effectiveness of the actions be measured?</p>	<p>Resources</p>	<p>Individuals Involved</p>	<p>Timeframe</p>
<p>Provide professional development to faculty to build a better understanding of ways Bloom’s Taxonomy relates to cognitive demand, student engagement and authentic learning experiences</p>	<ul style="list-style-type: none"> • Educators have structured time to learn and share strategies • Educators and administrators develop a shared understanding of cognitive demand and authentic learning 	<ul style="list-style-type: none"> • Principal • Building-based meeting time • Videos 	<p>Action Leaders: Principals</p> <p>Action Implementers: All K-3 Hanscom Educators</p>	<p>September 2014- June 2015</p>
<p>Educators will analyze and reflect upon learning experiences and make adjustments that demonstrate a higher level of engagement and cognitive demand.</p>	<ul style="list-style-type: none"> • Educators will share ideas about lesson revisions (educator evaluation and principal coaching) • Teachers will revise and refine student assignments to focus on higher level cognitive demand (samples collected during meetings, observations, and evaluation process) 	<ul style="list-style-type: none"> • Principal • Building-based meeting time • Videos 	<p>Action Leaders: Principals</p> <p>Action Implementers: All K-3 Hanscom Educators</p>	<p>September 2014- June 2015</p>