

Hanscom Primary School



School Improvement Plan

2014-2015

Beth Ludwig, Principal

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 2014-2015 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 as a result, we are becoming a more united culture of learners who are open to new ideas and more willing to take risks. Three years ago we began a multi-year professional development project targeting explicit instruction and the formative learning cycle. Previous work has focused on providing child-friendly learning targets (goals), target-based criteria for success, ("look fors") and meaningful, connected performance of understanding tasks. This year we will focus professional learning on providing specific feedback to students that feeds learning forward.

In addition to the skills that students must learn to be successful with higher-level tasks, it is also important for children to enjoy an engaging, thought-provoking learning experience. In collaboration with the Lincoln campus and Hanscom Middle School, HPS will also focus improvement efforts on growing educator capacity to analyze instruction and student assignments for content and structure and adjust for the level of cognitive demand and engagement. We look forward to this collaborative, district-wide effort to improve learning experiences for all students.

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 a continuation of previous work in this area.

Since 2011, Hanscom Primary School has nearly doubled its student population. In response to enrollment increases we have added classroom sections and faculty. As a result of added sections and retirements, the professional make-up of our school has shifted dramatically in the last four school years. At this time, 26% of HPS faculty are within their first three years in Lincoln. We are an ever-evolving school community. For this reason, HPS will be focusing a significant amount of faculty meeting time focusing on school culture.

To ensure success with high-level school and district professional practice goals, I believe the HPS faculty must be a united, engaged, connected, authentic, courageous, creative and innovative team. During this transitional time, I believe these traits are prerequisites for success with the meaningful visions for professional practice. What we know and who we are directly impact students. While not articulated as a goal in this School Improvement Plan, it is important to know that we will be setting aside significant faculty time to nurture these values and build upon our existing strong school culture.

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

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 • Providing “second chance” opportunities for students to respond to feedback and improve their work (through teacher or peer feedback) Based on observations of teachers, information will be gathered on percentage of teachers who are effectively implementing practice as intended. Review written feedback	<ul style="list-style-type: none"> • Principals • Building-based meeting time • Heidi Fessenden, Consultant • <u>Learning Targets</u> book (Moss, Brookhart) • Hanscom Schools Learning Target website • Google docs 	Action Leaders: Principals Action Implementers: All K-8 Hanscom Educators	November 19, 2014 January 14, 2015 April 8, 2015

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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
	provided to teachers and summarize information from feedback			
Educators Implement the Formative Learning Cycle: <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. 	Based on observations of teachers, information will be gathered on percentage of teachers who are effectively implementing practice as intended Review written feedback provided to teachers and summarize information from feedback	<ul style="list-style-type: none"> • Lincoln Learning Expectations • Building-based meeting time • Baseline Edge 	Action Leaders: Principals Action Implementers: All K-8 Hanscom Educators	September 2014- June 2015

District Strategic Objective: Curriculum and Instruction

Refine curriculum and instruction to strengthen the engagement and achievement of all students. Analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.

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

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
Provide professional development to faculty to build a better understanding of ways Bloom’s Taxonomy	<ul style="list-style-type: none"> • Educators have structured time to learn and share strategies • Educators and 	<ul style="list-style-type: none"> • Principal • Building-based meeting 	Action Leaders: Principals	September 2014- June 2015

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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
relates to cognitive demand, student engagement and authentic learning experiences	administrators develop a shared understanding of cognitive demand and authentic learning	time • Videos	Action Implementers: All K-3 Hanscom Educators	
Educators will analyze and reflect upon learning experiences and make adjustments that demonstrate a higher level of engagement and cognitive demand.	<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 	Action Leaders: Principals Action Implementers: All K-3 Hanscom Educators	September 2014- June 2015

District Strategic Objective: Responding to Student Needs

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

School Based Goal #3: Implement a three-tiered positive behavioral intervention system to support the behavioral, social and emotional growth of students.

Goal 3 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
Reflect on the strengths and areas for growth of the 2013-2014 Behavioral/Emotional/Social Support Team (BESST) and make necessary revisions to model	Update "meeting notes" and "guiding questions for presenters" forms Create meeting notes for cumulative files Develop a process for communicating interventions to specialist teachers	<ul style="list-style-type: none"> • Summer work (principal, 4 teachers, 1 social worker, 1 school psychologist) 	Action Leader: Principal Action Implementers: Principal and summer work team	July 23 and 24, 2014
Build faculty and staff (tutors and classroom assistants) skill set around the explicit instruction and modeling of behavioral, social and emotional prerequisites for learning.	Sharing effective strategies in weekly faculty notes and at faculty meetings Improve communication to allow for quick response time from BESST Dedicated CPT time to review new students	<ul style="list-style-type: none"> • Summer work (see participants above) 	Action Leader: Principal Action Implementers: Principal and summer work Team	Faculty meetings (ongoing) Common Planning Time (CPT) September training for assistants and tutors

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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
	Classroom assistant and tutor training			
Provide a behavioral, social, emotional prerequisites for learning mission and vision statement to faculty	Completed mission/vision statement distributed to faculty at opening faculty meeting	<ul style="list-style-type: none"> • Summer work (see participants above) • Principal revision time 	Action Leader: Principal Action Implementers: All staff	August 2014
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 Year-end feedback from teachers about process (via surveymonkey.com)	<ul style="list-style-type: none"> • Faculty volunteers • Weekly meeting time (as needed) 	Action Leader: Principal Action Implementers: BESST Members K-3 Educators	September 2014-June 2015
Implement a school-wide incentive for students demonstrating positive behaviors	Students complete a "Victory Slip" to share success "Victory Slips" are kept in the lobby for all to view Principal recognizes "victories" weekly on morning announcements	<ul style="list-style-type: none"> • "Victory Slips" made available in all settings 	K-3 educators and principal	Ongoing