

HANSCOM MIDDLE SCHOOL



SCHOOL IMPROVEMENT PLAN 2014-2015 YEAR END STATUS REPORT

Erich Ledebuhr, Principal

Rubric for School Improvement Plan Level of Achievement (Status)

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.

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 1: School Improvement Goals Outline

Goal 1:	Curriculum and Instruction: 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:	Responding to Student Needs: 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

Goal 1: Educator Growth

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.

What's been done?

Educators plan lessons by defining the learning target for which students and teachers will aim.

98% of faculty share daily learning targets with students in at least one area of curriculum (observational data). Professional development on December 3 provided further clarification and a deepening of knowledge on these key points:

- Learning targets should describe learning, not activities. If you find yourself describing an activity (*Students will write five sentences*), ask yourself, "What will the students learn by doing that?" (*I can write sentences that tell complete thoughts*).
- Learning targets build a learning trajectory that leads students to a larger instructional goal. Moreover, they clarify the difference between what students will *learn* and what they will *do*. Learning targets move students step-by-step from readiness; they are a parade of lessons and learning targets lead to the larger goals; kept the lessons coherent and unified was to continually explain how each lesson fit into the bigger picture
- Learning targets should increase in expectation over a series of lessons and should promote reasoning, discovery, and higher-level thinking.

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. 95% of faculty share daily criteria for success that accompanies learning targets in at least one area of curriculum. 1:1 conversations and feedback provided through the evaluation process have provided opportunities for coaching. As we work with individuals, we have been able to help them design well-connected learning targets and look fors.

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.

1:1 conversations and feedback provided through the evaluation process have provided opportunities for coaching. As we work with individuals, we have been able to help them design a performance of understanding that is well connected to the target and look fors.

Educators deliver 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. This is a professional learning year for feedback, so we have not expected faculty to fully implement this practice this year. 10% of teachers under the principal's direct supervision have established professional practice goals relating to teacher-to-student feedback and student-to-student feedback. Professional development sessions on January 14 and April 8 were conducted by Heidi Fessenden (district consultant). These sessions guided teachers toward setting up a culture of feedback in their classrooms. Teachers were given an opportunity to co-plan how they would introduce peer feedback or deepen existing work. 35% of classroom teachers at HMS have introduced students to peer feedback and have incorporated it into at least one final products.

What's next? Our formal professional learning on this goal is complete. We will now be focusing our efforts on individualized coaching and work with new faculty. Now that the formative learning cycle is expected practice at Hanscom, we will continue to deepen teachers' application of the instructional methodology. Through principal and peer coaching, we will continue to provide support to teachers as they build a culture of feedback in their classroom settings.

We are also beginning to establish a strong relationship between learning targets, Bloom's Taxonomy, cognitive demand, student engagement, and authentic learning. Ultimately, we want to help teachers develop learning targets that scaffold learning over time, "build a learning trajectory that leads students to a larger instructional goal", and push learning targets into higher levels of Bloom's.

Goal 1 Action Plan

Action	Status	Outcomes	Possible Next Steps
<p>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.</p>	<p>Established</p>	<p>Educators have structured time to learn and share strategies</p> <p>November 19, 2014 January 14, 2015 April 8, 2015</p>	<p>Arrange for feedback and professional development related to feedback and task analysis.</p>
<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. <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>Refining</p>	<p>Educators can use learning targets to focus lessons on essential content</p> <p>Evidence submitted with school-wide professional practice goal</p>	<p>Differentiated Professional Development and coaching to expand teachers’ application of the formative learning cycle.</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.

What's Been Done? Educators have structured time to learn and share strategies, develop shared understanding, and practice revising and refining student assignments to focus on higher level cognitive demand.

We held two professional development sessions about this topic. The November 3 professional development provided an introduction and context for our work around this goal. During this session connections between cognitive demand and engagement were made to our school and district goals. There was a further connection directly to the work we have done with the formative learning cycle.

We also took time to review Bloom's Taxonomy (revised) and gather information on teachers' overall understanding on Bloom's Taxonomy through an on-line poll. We finished the session by watching a video of a project based lesson that was both engaging for the students and had an extremely high level of cognitive demand.

In February teachers took part in a professional development session where they were given time to "apply" and be critical of their own learning targets by going through a task analysis process which asked them to consider the level of cognitive demand they are asking students to perform through the learning targets they are writing. Task analysis was first done on an individual target and then teachers had the opportunity to analyze a full unit of learning targets to see if the level of cognitive demand changed as a unit progressed. Teachers are beginning to plan lessons and units with greater thought to cognitive demand.

What's Next? We have created an action plan of how we will continue our professional development. We have already been through the "remember" and "apply" stages of Bloom's Taxonomy. The other levels will follow in upcoming professional development workshops as outlined on page 5.

Remember	Apply	Analyze	Evaluate	Create
<p>Goal: Identify 6 cognitive categories in the revised BT</p> <p>Session 1: Clarify purpose/ rationale for PD</p> <p>Share revised BT (categories and processes) Provide multiple visuals for understanding.</p> <p>Show trailer</p> <p>Consider using Poll Everywhere to take data on faculty knowledge/comfort level with BT; if small cohort is identified as being "high comfort" we could use them as a leadership team during small group work at future sessions</p>	<p>Goal: Use BT to identify cognitive categories and processes in a learning task.</p> <p>Session 2: Provide multiple (short) task examples; faculty matches task to appropriate categories and cognitive processes and justifies rationale in small group conversation</p> <p>Video follow-up? Open ended questions for teachers: Analysis through 5 Key ?s; meaningful exchange; communication, collaboration, how was learning scaffolded before this experience? What was level of student engagement? Why? behavior, materials, materials management? *PE - strategy and movement</p>	<p>Goal: Provide faculty with examples of tasks that cross cognitive categories. Use BT to classify a variety of given learning tasks (on same topic) by cognitive category</p> <p>Session 3: Provide a math task (see PK graph example) and have faculty sort extended learning tasks by cognitive category (and justify rationale in small group conversation</p> <p>Developing shared understanding: Full group discussion on what cognitive demand means and impact it has on student learning</p>	<p>Goal: Assess learning task and revise the task to increase cognitive demand</p> <p>Session 4: Have faculty (or teams) bring their own learning task. Provide time for them to revise the task for increased cognitive demand</p> <p>Developing shared understanding: Full group discussion on what cognitive demand means and impact it has on student learning (add on to thoughts from previous meeting)</p> <p>*Primary Grade samples from common core exemplars (revise)</p>	<p>Goal: Construct a high level, meaningful, authentic and engaging learning experience that scaffolds learning across all cognitive categories.</p> <p>Provide time for teams to collaborate on unit design</p>

Goal 2 Action Plan Status

Action	Status	Outcomes	Possible Next Steps
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	Initiating	Professional Development Sessions: November 3, 2014 February 9, 2015	Future professional development sessions as noted in the above table
Educators will analyze and reflect upon learning experiences and make adjustments that demonstrate a higher level of engagement and cognitive demand.	Initiating	Educators can use their knowledge of Bloom's Taxonomy to create lessons that have varying levels of cognitive demand. Evidence submitted educator evaluation	Differentiated Professional Development and coaching to expand teachers' knowledge and application of cognitive demand and authentic learning opportunities Provide opportunities for educator collaboration to create thematic cross curricular units of study