

Hanscom Primary School



School Improvement Plan 2014-2015 End of Year Report

Beth Ludwig, 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

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 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:	Curriculum and Instruction: 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 3:	Responding to Student Needs: Implement a three-tiered positive behavioral intervention system to support the behavioral, social and emotional growth of students.

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.

What's been done?

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

100% 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*).

Lincoln Public Schools 2014-2015 School Improvement Plan EOY Status Report

- 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. 100% 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. 50% of teachers under principal’s direct supervision have established professional practice goals relating to increasing cognitive demand on performance of understanding tasks.

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. 14% 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. 50% of classroom teachers at HPS have introduced students to peer feedback and have incorporated it into at least two final products. 25% of classroom teachers use peer feedback as a regular practice in their classrooms.

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 Status

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
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.	Established	Educators have structured time to learn and share strategies November 19, 2014 January 14, 2015 April 8, 2015	Arrange for feedback and professional development related to feedback and task analysis

Lincoln Public Schools 2014-2015 School Improvement Plan EOY Status Report

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
<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>	Refining	<p>Educators can use learning targets to focus lessons on essential content</p> <p>Evidence submitted with school-wide professional practice goal</p>	Differentiated Professional Development and coaching to expand teachers’ application of the formative learning cycle

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.

Lincoln Public Schools 2014-2015 School Improvement Plan EOY Status Report

<p>Remember 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>Apply 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>Analyze 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>Evaluate 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>Create 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

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.

What's been done?

In the summer of 2014, the BESST team completed reflections on the strengths and areas for growth of the 2013-2014 Behavioral/Emotional/Social Support Team (BESST) implementation and made necessary revisions to the model. At the opening faculty meeting (August 2014) the BESST team shared results of summer work, mission/vision statement, and prevention strategies with faculty.

Since then, the BESST team has been collaborating with staff (including tutors and classroom assistants) to build a skill set around the explicit instruction and modeling of behavioral, social and emotional prerequisites for learning. The BESST team supports faculty by designing actions plans, behavior plans, and follow up plans and the social worker and school psychologist follow up on an ongoing, more frequent basis to assist with behavior plan intervention. Positive behavior intervention training was provided to all classroom assistants and tutors in September. Additionally, BESST resources were included in weekly faculty notes for all staff.

The BESST team also completed the *Behavioral, Social, Emotional Prerequisites for Learning Mission and Vision Statement* (attached) which includes specific indicators of success in the areas of self-regulation, problem-solving, coping, and expected social communication. This document has been shared with faculty and families. We have refined the discipline data collection tool (see attached data collection and summary).

To recognize positive behaviors, we have implemented a school-wide incentive for students demonstrating positive behaviors ("Victory Slips"); 92 "Victory Slips" have been shared with the principal (September 9-April 29)

What's next?

The BESST team will continue to refine its practice, but is very pleased with the results of our work. We look forward to the addition of a full time behavior specialist who can help support our at risk students in a more intensive way and provide ongoing professional development and support to teachers.

Goal 3 Action Plan Status

Action	Status	Outcomes	Possible Next Steps
Reflect on the strengths and areas for growth of the 2013-2014 Behavioral/Emotional/Social Support Team (BESST) and make necessary revisions to model	Refining	Improved data collection tool Mission and vision statement Indicators of success in the areas of self-regulation, problem-solving, coping, and expected social communication	Continue to monitor discipline data
Build faculty and staff (tutors and classroom assistants) skill set around the explicit instruction and modeling of behavioral, social and emotional prerequisites for learning.	Established	Fall training for tutors and assistants Strategy share – Weekly faculty newsletter Ongoing support from social worker and school psychologist	School-wide training in Social Thinking Leadership from new behavior specialist
Provide a behavioral, social, emotional prerequisites for learning mission and vision statement to faculty	Refining	Completed mission/vision statement including indicators of success	Complete/Refine as needed
Establish and execute the responsibilities of the Behavioral/Emotional/Social Student Support Team (BESST)	Refining	Ongoing weekly meetings (as needed at teacher request)	Continue with BESST team
Implement a school-wide incentive for students demonstrating positive behaviors	Established	Binder including victory slips Sharing on morning announcements	Continue and consider tangible rewards and sharing at community meetings for exceeding expectations

Social, Emotional and Behavioral Prerequisites for Learning Mission and Vision

Mission Statement

In partnership with families and the community, it is our mission for students to become self-directed, collaborative learners in a nurturing environment. We set high expectations for academic, social, emotional and behavioral development. We intend for our students to be safe, kind, responsible, respectful, trustworthy, and productive members of the school community. To accomplish these goals, we strive to create a strong foundation for behavioral, social and emotional learning that develops and extends individual self-regulation, social communication and problem solving skills. We acknowledge that these skills are prerequisites for individual (and group) academic and social success in school and in life. Providing timely support to students, educators and families in these areas is paramount.

Vision Indicators: *What would we see if these (items in mission) were targeted?*

As students grow to become self-regulated learners, they:

- Remain in close physical proximity to group during instruction and class work
- Wait their turn
- Keep their bodies to themselves and monitor their “bubble space”
- “Whole body listen”
- React to situations in ways that match the size of the problem
- Use materials in an expected way
- Self-monitor their readiness to learn
- Use break or coping strategies in an expected way
- Identify and articulate their feelings
- Know when their body and brain are ready to listen and learn (and when they are not)

As students grown to become effective problem solvers and regulate their emotions, they:

- Utilize learned coping strategies in an expected way
- Recognize how they feel and verbalize their positive or negative feelings
- Identify the size of problem and react in an expected way
- Utilize problem solving steps (identify problem, brainstorm possible solutions, select a solution, reflect on effectiveness of solution)

As students grow to communicate in a socially expected manner, they:

- Take perspective in a way that allows them to adjust their actions and/or behaviors
- Take turns and share
- Engage in reciprocal, on-topic conversation
- Read the room
- Read non-verbal cues and language of others
- Display expected non-verbal cues and language
- Recognize the connection between their actions and the impact (on self and others)

A Note To Educators

It is important that all educators feel supported when addressing challenging situations in their setting. While it is expected that educators have strong classroom management skills, I acknowledge that most educators do not have expertise in managing atypical, ongoing challenging behaviors. I also acknowledge that educators have varying levels of experience managing tricky behaviors.

Learning these skills in Kindergarten – third grade is a process. Not all students will learn at the same rate or in the same way. If you notice an individual student, group of students, or your class atypically struggling to be successful with any of these skills, and the strategies you have tried have not been successful (or you simply do not know where to begin), support is available. You may share your challenges and brainstorm strategies with:

- Your mentor
- Your team and/or team leader
- A non-team colleague
- Social worker (Mara Salis)
- School Psychologist (Grace Janusis)
- Special education liaison
- Student Support Coordinator (Denise Oldham)
- Principal (Beth Ludwig)
- The Behavioral, Emotional, Social Support Team (BESST) – BESST Team consists of Beth Ludwig, Mara Salis, Grace Janusis, referring teacher and BESST team teacher partner (K – Jenn Williams, 1 – Tiffany Shaw, 2 – Julie Johnson, 3- Diane Mitton)

This list is in no particular order nor does it articulate a problem-solving hierarchy or “chain of command”. For example, you do not have to necessarily exhaust all resources before referring a student to BESST.

No one should feel alone when managing a challenging situation that impacts their teaching or student learning for the class. Everyone should feel comfortable acknowledging their own vulnerabilities and feelings of uncertainty. If you make us aware, a network of support is available to you. We will stick together and do our best to support one another with the resources we have available. If the resources we deem necessary are not available at the school or district level, we will work together to advocate for and ascertain the appropriate resources in a feasible and timely manner.

Thank you in advance for your hard work, patience, tenacity, and honesty in times when students (and you) struggle.

Beth Ludwig, Principal

Discipline Data Comparison

DESCRIPTION	JUNE 2013	APRIL 2014	APRIL 2015
Total number of discipline slips	112	50	61
Number of students	38	31	28
Male	28	24	21
Female	10	7	7
Children of Color	8	10	8
BESST	N/A	20	10

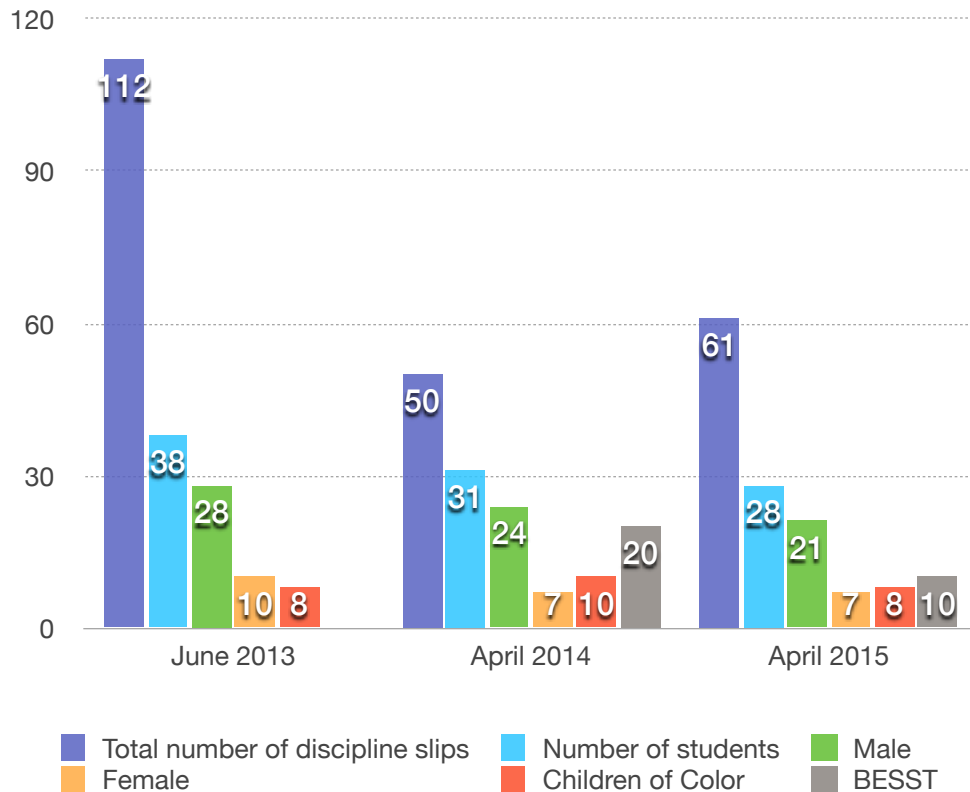
Demographic Discipline Slip Comparison

DESCRIPTION	JUNE 2013	APRIL 2014	APRIL 2015
Male	73.6%	77.4%	75.0%
Female	26.3%	22.5%	25.0%
Children of Color	21.0%	32.2%	28.5%

BESST Outcomes (2013-2015) 29

OUTCOME	NUMBER
Graduated (success)	8
Moved	6
Continued Support	4
New IEP	8
Out of District Placement	3
Total	29

Discipline Comparison 2013-2015



Summary: The total number of discipline incidences have slightly increased since last year, but is one-half of the rate it was prior to initiating school-wide positive behavior intervention practices. The clarification of school rules and explicit kid-friendly language consistently used throughout the school may also be contributing to this trend.

The number of students receiving discipline slips decreased from Term 1 to Term 2 in 2014/2015. This provides some indication that our responses to behaviors have had impact and students are learning from mistakes and intervention. The students who graduated from BESST and students who are having their needs more appropriately matched through IEPs or outside placements are also indicators of success.

We notice a three-year gender trend in discipline data. The number of boys receiving discipline slips continues to be significantly greater than girls. In 2014/2015, boys make up 50.3% of the school's population, but received 75% of the discipline slips. While girls, making up 49.7% of the school's population, received 25% of the discipline slips.

The percentage of children of color receiving discipline slips in the last three years is more consistent with our population. In 2014/2015, children of color make up 32% of our population. 28% of discipline slips have been issued to children of color.

Hanscom Primary School should continue to investigate the disproportionate number of boys receiving discipline slips.