

# Hanscom Primary School



School Improvement Plan

**2015-2016**

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, Hanscom Primary School is pleased to share our School Improvement Plan for the 2015-2016 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 serves 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 and behavioral needs and 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, the positive statements our new families have heard, at bases throughout the United States, about our schools, have gratified us.

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. We are proud of this collaboration and the consistency it has created across our primary and middle schools.

In the coming years, Hanscom Primary School will focus its attention on developing skilled and strategic readers. We aim to capitalize on the recent developments in instructional research that will guide our practice. Our goal is to help children see themselves as readers who can take control of any text. With individualized, targeted instructional plans for students, we plan to recognize the strengths in every reader and build on each student's capacity to be successful.

Hanscom Primary School also has a goal related to extending our professional collaborative practice. When educators focus on the collaborative expertise of a professional learning community, we know that student learning will benefit. In this goal, we aim to increase our professional knowledge of student learning-centered collaborative practice and authentic ways of putting our learning into practice. We also aim to provide teams of teachers the opportunity (and time) to collaborate meaningfully on instructional practices and planning that supports the District Strategic Plan.

In addition to this work, it is important to note that HPS is piloting a redesigned master schedule that creates flexible Humanities and Science, Technology, Engineering and Mathematics (STEM) learning blocks K-3. The goal of these blocks is to provide flexible, cross-curricula scheduling and learning opportunities for students throughout the grade level. Within these blocks, we have also created "What I Need" (WIN) blocks. The goal of the WIN block is to create a student-centered scheduling framework for interventions and enrichment. The vision is that during WIN blocks, teachers across the building will provide targeted interventions and extensions that supplement core curriculum (i.e. "double dose"). I look forward to piloting this schedule this year, hearing feedback from teachers, and making ongoing adjustments to meet the needs of our learners.

Primary School is also preparing to move into temporary facilities in 2017. We are eager to begin the shift to our new temporary home and even more eager to see our new building project begin.

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			
<b>Educator Growth:</b> Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching	<b>Curriculum:</b> Curriculum is engaging, provides appropriate cognitive demand, and supports the academic, creative, social, and emotional development of all students	<b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and development of all learners	<b>Assessment and Data:</b> Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

## Section 2: Goal Detail and Action Plans

### District Strategic Objective: Instruction

*Instruction is student centered and focused on the engagement, achievement, and development of all learners.*

**School Based Goal # 1:** Faculty will develop a shared understanding of the elements of high quality, balanced, targeted, and differentiated small group reading instruction that is evident in small group reading instruction K-3.

### 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
<b>Professional Development:</b> Faculty will participate in a 3-session district module, <i>Small Group Differentiated Reading Instruction</i> , and faculty meetings that reinforce and supplement learning at district module.	<ul style="list-style-type: none"> <li>Develop a shared understanding of the elements of high quality, balanced, targeted, and differentiated small group reading instruction</li> <li>Learn how to use assessment and observational data to identify specific reading strengths, difficulties, and areas for growth in order to plan small group instruction</li> <li>Develop a repertoire of language that supports readers and is consistent across the school/district</li> </ul>	ELA content specialist, literacy coaches, and literacy specialists  Dedicated module (district)  Faculty meeting time	Action Leaders:  Content Specialist  Literacy Coach  Literacy Specialist	Module 1: Small group balanced reading instruction, September 30-November 18  Faculty Meetings, November 2015-May 2016
<b>Application of Learning:</b> Educators will apply their professional learning to instruction with one small group.	The following will be evident in instruction: <ul style="list-style-type: none"> <li>Teachers will interpret results of Fountas &amp; Pinnell (F&amp;P) Benchmark Assessment System and running records to identify individual student strengths and skill deficits</li> </ul>	Fountas & Pinnell (F&P) Benchmark Assessment System  F&P <i>Literacy Continuum</i> and Prompting Guide	Action Leaders: Principal  Coordinator for Student Support  Action	October 2015-June 2016

Lincoln Public Schools 2015-2016 School Improvement Plan

<p><b>Action</b> What is going to be done to address this goal?</p>	<p><b>Outputs; Measures</b> What will be the evidence of completion of the action? How will effectiveness of the actions be measured?</p>	<p><b>Resources</b></p>	<p><b>Individuals Involved</b></p>	<p><b>Timeframe</b></p>
	<ul style="list-style-type: none"> <li>• Teachers will use the information from analysis, the F&amp;P Prompting Guide, and the <i>Literacy Continuum</i> to design targeted instruction</li> <li>• Teachers will execute well structured, comprehensive small reading groups that include oral reading strategy targets (with consistent teacher prompts and reinforcements), supportive book introductions, whisper reads, fluency practice, running records, comprehension conversations, word work, and writing practice.</li> <li>• Teachers will effectively and efficiently manage and organize daily lesson plans and student learning data</li> </ul>	<p>Literacy coach and literacy specialist</p>	<p>Implementers: All K-3 regular education teachers, special education liaisons, and literacy specialists</p>	

**District Strategic Objective: Educator Growth**

*Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching.*

**School Based Goal #2:** Faculty will develop a shared understanding of high-quality, school-based collaborative practices.

**Goal 2 Action Plan**

<b>Action</b> What is going to be done to address this goal?	<b>Outputs; Measures</b> What will be the evidence of completion of the action? How will effectiveness of the actions be measured?	<b>Resources</b>	<b>Individuals Involved</b>	<b>Timeframe</b>
<p><b>Professional Development:</b> Educators will participate in a 3 session district module, <i>Collaborative Practice</i></p> <p>Teacher leaders will participate in SRI training</p>	<p>Workshops will grow leaders’ capacity to facilitate meaningful, student-centered meetings</p>	<ul style="list-style-type: none"> <li>• Super-intendent</li> <li>• SRI Training</li> </ul>	<p>Action Leaders: Superintendent and Gene Thompson-Grove</p>	<p>January 2016-February 2016</p> <p>October / November 2015</p>
<p><b>Application of Learning:</b> Educators will apply their professional learning to collaborative practice.</p>	<ul style="list-style-type: none"> <li>• Educators will participate in team-directed collaborative learning projects with common outcomes</li> <li>• “Teachers as Transformational Leaders” model: Utilize the existing talent of educators by creating school-based teacher observation and reflection partnerships</li> <li>• Teacher leaders and administrators will begin to use meeting protocols in collaborative discussions</li> <li>• Faculty will analyze student learning data, draw conclusions and share them with colleagues, and seek feedback about instructional or assessment practices that will support student learning</li> <li>• Faculty will share the outcomes of their collaborative work with the principal</li> </ul>	<ul style="list-style-type: none"> <li>• SRI protocols</li> <li>• Substitute coverage for peer partnerships</li> <li>• Math and literacy data meetings</li> <li>• Student learning goals</li> </ul>	<p>Action Leaders: Principal</p> <p>Action Implementers: Curriculum leaders, team leaders, literacy and math specialists, participants in peer partnerships</p>	<p>September 2014-June 2015</p>