

# Hanscom Primary School



**School Improvement Plan**

**2016-2017**

**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. This year we are pleased to extend collaborative discourse to the Hanscom Preschool team. The Preschool administrator and faculty are participating in the development of shared vision project. We look forward to the work ahead that will transform our school into a successful PreK-3 collaborative model.

This year, Hanscom Primary School continues its multi-year focus 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 combined goal related to extending our professional collaborative practice and developing a collaborative shared vision for our future new facility. 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.

PreK-3 faculty will also spend the next two years developing a shared vision for teaching, learning, collaboration, and community to prepare for our transition into our new 21<sup>st</sup> century learning facility. During this time, our faculty will be reflecting on current practice, sharing successes, and making innovative plans to create even more outstanding experiences for our students. Our collaborative discussions are focused on the elements of the District Strategic Plan, the 5 Key Questions for Learning, the Collaborative Practice (PLC) model, and other key features of space that will provide our students and teachers with terrific opportunities.

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, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching.	<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social, emotional, and academic growth 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 differentiated building-based coaching and professional development (whole faculty, team-based, and individual) in the following areas: <ul style="list-style-type: none"> <li>• Comprehension conversations</li> <li>• Fountas &amp; Pinnell “6 Dimensions of Fluency” rubric</li> <li>• New edition of <i>Foundations</i> curriculum (differentiated daily word work/decoding and encoding program)</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen the shared understanding of the elements of high quality, balanced, targeted, and differentiated small group reading instruction</li> <li>• Learn how to guide and develop comprehension by incorporating executive functioning tools and providing direct instruction in specific comprehension strategies.</li> <li>• Learn how to use the “6 Dimensions of Fluency” rubric to analyze individual student strengths and areas for growth and design responsive instruction</li> <li>• Learn the 2<sup>nd</sup> edition of <i>Foundations</i> (word work) program to offer a guaranteed and viable curriculum that includes differentiation</li> </ul>	Literacy Coach Literacy Specialist  Faculty meeting time  Common planning time  Individual coaching time	<i>Action Leader:</i> Literacy Coach	Faculty Meetings and Common Planning Time Meetings, October 2016-May 2017
Classroom assistants and tutors participate in ongoing professional development led by literacy coach	<ul style="list-style-type: none"> <li>• Topics include: Word work (October); Prompting language (winter); Supporting concept/mental imaging (spring)</li> </ul>	Literacy Coach  Funding from Special Education to	<i>Action Leader:</i> Literacy Coach  <i>Action Implementers:</i> Classroom	October Winter Spring

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<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>
		<p>compensate tutors for after school PD</p>	<p>assistants and tutors</p>	
<p><b>Application of Learning:</b> Educators will apply their professional learning to assessment and instructional practice with the students in their class and/or on their caseload.</p>	<p><i>The following practices will be evident in assessment: As measured by principal observations and team data analysis meetings</i></p> <ul style="list-style-type: none"> <li>Teachers will continue to complete and interpret results of Fountas &amp; Pinnell (F&amp;P) Benchmark Assessment System, running records, and miscue analysis to identify individual student strengths and skill deficits and execute small, flexible groups that are organized by level and student need.</li> <li>Teachers will continue to collect and present student growth data in a manner that assists with thorough analysis (including individualized monthly student growth rate charts).</li> <li>Teachers will continue to review data with colleagues and administrators, draw appropriate conclusions from thorough analysis, and seek feedback from colleagues and administrators that supports expected and/or accelerated growth for students.</li> <li>85% of students K-3 will make expected or accelerated growth as measured by the HPS Fountas &amp; Pinnell level growth rate chart</li> </ul> <p><i>The following practices will be evident in instruction: As measured by principal observations and outcomes of common planning time and coaching meetings</i></p> <ul style="list-style-type: none"> <li>Teachers will continue to execute targeted, differentiated small group instruction that articulates learning targets and “look fors” for small groups which include the following elements: text introduction, teaching, prompting, and reinforcing language, word work, fluency instruction, writing about reading (and other components as needed</li> </ul>	<p>Fountas &amp; Pinnell (F&amp;P) Benchmark Assessment System F&amp;P <i>Literacy Continuum</i> and Prompting Guide</p> <p>F&amp;P “6 Dimensions of Fluency” rubric</p> <p>2<sup>nd</sup> Edition of <i>Wilson Foundations</i></p> <p>Individual student growth rate charts</p> <p>Literacy coach and literacy specialist</p>	<p><i>Action Leaders:</i> Literacy Coach, Principal, Coordinator for Student Support</p> <p><i>Action Implementers:</i> All K-3 regular education teachers, special education liaisons, and literacy specialists</p>	<p>October 2016- June 2017</p> <p>October 2016- June 2017</p>

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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
	<p>for individual learners).</p> <ul style="list-style-type: none"> <li>• Teachers will continue using multiple resources (observation notes, F&amp;P Continuum, F&amp;P Prompting Guide, literacy coach) to execute targeted small group instruction.</li> <li>• Teachers will implement 2<sup>nd</sup> edition of Wilson <i>Foundations</i> with fidelity.</li> <li>• Teachers will meet daily with each reading group.</li> <li>• Teachers will continue practicing how to integrate word work and writing into small group lessons.</li> <li>• Teachers will begin to provide targeted support to address specific areas of fluency (relating to the “6 Dimensions of Fluency” rubric).</li> <li>• Teachers will begin to apply their learning by incorporating executive functioning tools and providing direct instruction in specific comprehension strategies in a small group setting.</li> </ul>			

### District Strategic Objective: Educator Growth

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

**School Based Goal # 2:** Preschool-Grade 3 faculty will develop a shared vision for teaching, learning, collaboration, and community that impacts current practice and in preparation for the new Hanscom Primary School facility.

### 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
<p><b>Professional Development:</b> Teacher leaders will continue to participate in ongoing facilitative leadership (SRI) training.</p>	<p>New teacher leaders will participate in introduction to facilitative leadership</p> <p>Ongoing workshops will continue to grow leaders’ capacity to facilitate meaningful, student-centered meetings</p>	<ul style="list-style-type: none"> <li>• Assistant Superintendent</li> <li>• SRI Training</li> </ul>	<p><i>Action Leaders:</i> Assistant Superintendent and Gene Thompson-Grove</p>	<p>Summer 2016 (new teacher leaders)</p> <p>September-June 2016/2017 (all teacher leaders)</p>

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<p align="center"><b>Action</b></p> <p>What is going to be done to address this goal?</p>	<p align="center"><b>Outputs; Measures</b></p> <p>What will be the evidence of completion of the action? How will effectiveness of the actions be measured?</p>	<p align="center"><b>Resources</b></p>	<p align="center"><b>Individuals Involved</b></p>	<p align="center"><b>Timeframe</b></p>
<p>Educators will participate in 5 meetings to begin developing a shared vision for teaching, learning, collaboration, and community in the new facility.</p>	<p>Faculty will participate in reflective study of our current practices, identify areas for change, and develop a shared vision of how our innovations will enhance the educational experience of our students and the professional experience of our educators in our new facility.</p>	<ul style="list-style-type: none"> <li>• “Back to the Future” protocol</li> </ul>	<p><i>Action Leaders:</i> Principal, Coordinator for Student Services, Preschool Coordinator</p>	<p>September 14 November 14 January 9 February 1 May 10 (this work will continue into 2017-2018)</p>
<p><b>Application of Learning:</b> Educators will apply their collaborative practice time to developing learning experiences and assessment practices that align with District Strategic Priorities and the 5 Key Questions for Learning.</p>	<ul style="list-style-type: none"> <li>• Educators will participate in team-directed collaborative learning projects with common outcomes (Professional Learning Communities)</li> <li>• Faculty will share the outcomes of their collaborative work with the principal</li> <li>• Teacher leaders and administrators will regularly use meeting protocols in collaborative discussions</li> </ul>	<ul style="list-style-type: none"> <li>• SRI protocols</li> <li>• Math and literacy data meetings</li> <li>• Collaborative Practice student learning goals</li> </ul>	<p><i>Action Leaders:</i> Principal Team and teacher leaders Coordinator for Student Support Services</p> <p><i>Action Implementers:</i> Curriculum leaders, team leaders, literacy and math specialists, participants in Collaborative Practice group</p>	<p>September 28 October 11 November 16 January 25 March 1</p>
<p>Faculty will collaboratively design a shared vision for teaching, learning, collaboration, and community in the new facility.</p>	<ul style="list-style-type: none"> <li>• A partial draft of shared vision of priorities will be complete by May 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Shared vision and indicators format (Wiggins and McTighe)</li> </ul>	<p><i>Action Leaders:</i> Principal, Coordinator for Student Services, Preschool Coordinator</p> <p><i>Action Implementers:</i> All PreK-3 Educators</p>	<p>September 14 November 14 January 9 February 1 May 10 (this work will continue into 2017-2018)</p>
<p>The HPS parent community will be engaged in the development of the shared vision.</p>	<ul style="list-style-type: none"> <li>• Parent feedback about student engagement will be collected at Parent Information Night 2016</li> <li>• Outcomes of 9/22 feedback will be shared with the HPS faculty, staff, and parent community</li> </ul>	<p>Guiding questions for input</p> <p>“Gallery Walk”</p>	<p><i>Action Leader:</i> Principal</p> <p><i>Action Participants:</i> HPS families</p>	<p>September 22</p>

# Six Dimensions Fluency Rubric

**Description** Use this form to observe and record a student's oral reading fluency of a Benchmark book or other levelled text.

- You Need**
- ▶ A Benchmark book or other book at an appropriate level
  - ▶ Six Dimensions Fluency Rubric

**Why Use It** The fluency assessment helps you notice and think about the characteristics of oral reading that a student controls and needs to develop.

- How to Use It**
- ▶ Administer this assessment individually.
  - ▶ Have the student read aloud the selected text.
  - ▶ Consider rate, phrasing, pausing, intonation and stress as separate dimensions and rate each of them from 0 to 3 on the rubric.
  - ▶ Then rate integration, your overall impression of the student's orchestration of all the elements in the reading.

**What to Notice** ▶ Dimensions of fluency the reader is demonstrating and those neglected

Student \_\_\_\_\_ Date \_\_\_\_\_

<b>Six Dimensions Fluency Rubric</b>			
<b>1. Pausing</b> Pausing refers to the way the reader's voice is guided by punctuation (for example, short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).			
0	1	2	3
Almost no pausing to reflect punctuation or meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some pausing to reflect the punctuation and meaning of the text <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all the reading is characterised by pausing to reflect punctuation and meaning of the text. <i>Teaching not needed</i>
<b>2. Phrasing</b> Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.			
0	1	2	3
No evidence of appropriate phrasing during the reading <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate phrasing during the reading <i>Needs explicit teaching, prompting and reinforcing</i>	Much of the reading evidences appropriate phrasing. <i>Needs some prompting and reinforcing</i>	Almost all the reading is appropriately phrased. <i>Teaching not needed</i>
<b>3. Stress</b> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.			
0	1	2	3
Almost no stress on appropriate words to reflect the meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some stress on appropriate words to reflect the meaning of the text <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences stress on appropriate words to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is characterised by stress on appropriate words to reflect the meaning of the text. <i>Teaching not needed</i>
<b>4. Intonation</b> Intonation refers to the way the reader varies the voice in tone, pitch and volume to reflect the meaning of the text—sometimes called expression.			
0	1	2	3
Almost no variation in voice or tone (pitch) to reflect the meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Teaching not needed</i>
<b>5. Rate</b> Rate refers to the pace at which a reader moves through the text—not too fast and not too slow. The reader moves along steadily with few slow-downs, stops or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate.			
0	1	2	3
Almost no evidence of appropriate rate during the reading <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate rate during the reading <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences appropriate rate. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences appropriate rate. <i>Teaching not needed</i>
<b>6. Integration</b> Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation and stress.			
0	1	2	3
Almost none of the reading is fluent. <i>Needs intensive teaching and/or text not appropriate</i>	Some of the reading is fluent. <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading is fluent. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is fluent. <i>Teaching not needed</i>
<b>Guiding Principles for Rating</b> Try to focus on one aspect at a time but give your overall impression.			
0	1	2	3
<i>Needs intensive teaching and/or text not appropriate</i>	<i>Needs explicit teaching, prompting and reinforcing</i>	<i>Needs some prompting and reinforcing</i>	<i>Teaching not needed</i>

There is no Student Form  
for this assessment.

Fountas & Pinnell Benchmark Assessment  
HPS Growth Rates

## Grade K

Student Level December	High Growth	Expected Growth	Low Growth
High Risk (Below A)	4+ levels	<i>Accelerated Growth</i> 3 levels	< 3 levels
At Benchmark (A)	3+ levels	2 levels	< 2 levels
Exceeding (B or above)	More than 1 year's growth <i>*Stop at level J (with testing and text exposure)</i>	1 year's growth in 1 year's time <i>*Stop at level J (with testing and text exposure)</i>	Level I or below

## Grade 1

Student Level September	High Growth	Expected Growth	Low Growth
Extreme High Risk (Below A)	11+ levels	<i>Accelerated Growth</i> 10 levels	<10 levels
High Risk (A-B)	10+ levels	<i>Accelerated Growth</i> 8-9 levels	< 8 levels
At Benchmark (C)	8+ levels	7 levels	< 7 levels
Exceeding (D or above)	More than 1 year's growth <i>*Stop at level M (with testing and text exposure)</i>	1 year's growth in 1 year's time <i>*Stop at level M (with testing and text exposure)</i>	Level J or below

## Grade 2

Student Level September	High Growth	Expected Growth	Low Growth
Extreme High Risk (A-E)	Greater than one year's growth	<i>Accelerated Growth</i> One year's growth in one year's time	< one year's growth
High Risk (F-I)	Greater than 4 levels growth	<i>Accelerated Growth</i> 4 level jump	< 4 levels
At Benchmark (J)	Greater than 3 levels	3 levels	< 3 levels
Exceeding (N or above)	1 year's growth <i>*Stop at level P (with testing and text exposure)</i>	1 year's growth <i>*Stop at level O (with testing and text exposure)</i>	<M

## Grade 3

Student Level September	High Growth	Expected Growth	Low Growth
Extreme High Risk (A-I)	Greater than one year's growth	<i>Accelerated Growth</i> One year's growth in one year's time	< one year's growth
High Risk (J-L)	Greater than 4 levels growth	<i>Accelerated Growth</i> 4 level jump	< 4 levels
At Benchmark (M)	Greater than 3 levels	3 levels	< 3 levels
Exceeding (Q or above)	1 year's growth <i>*Stop at level S (with testing and text exposure)</i>	1 year's growth <i>*Stop at level R (with testing and text exposure)</i>	< P

Team should include each student's beginning year status in data spreadsheet:

Extreme High Risk = Red

High Risk = Yellow

At Benchmark = Green

Exceeding = Blue