



HANSCOM

MIDDLE SCHOOL

School Improvement Plan

2016-2017

Year End 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:	Educator Growth: Faculty will expand a shared understanding of high quality, school-based collaborative practices.
Goal 2:	Instruction: Faculty will review and recommend changes in our schedule to better meet the instructional needs of our students and shared vision.

Section 2: Goal Detail

Goal 1: Educator Growth

School Based Goal No. 1: Faculty will expand a shared understanding of high quality, school-based collaborative Practices.

What's been done?

Our primary goal this year with expanding our shared understanding of high quality school based collaborative practices really tried to get at the heart of student learning. Last year, our collaborative work led to many unique experiences for our students. This year we tried to measure the impact our collaborative work has on student learning.

Teams were given an outline with background information and questions to answer to guide their collaborative practice time (appendix A). Additionally, each team set up a shared folder on Google Drive so we could collectively monitor progress towards our goal.

Here is a list of the of this past year's collaborative practice projects:

- 4th Grade - The team will create structures and improve communication and planning processes to implement math curriculum to support all learners.
- 5th Grade - The team will look through all Everyday Math 4 math open responses and find ways to differentiate and work together to support students so that they can better communicate their mathematical thinking.
- 6th/7th Grade - The team will plan and implement student led conferences.
- 7th/8th Grade - The team will deepen and expand the Faces of Inequality Unit.
- Specialists - The team will create a real life experience by creating a colonial village for the 5th grade.

Each team met or exceeded their goal here are some of the highlights of our work:

- 4th grade presentation of their work at the May School Committee Meeting
- 5th grade video presentation of their work for the Lincoln Public Schools Innovation Accelerator website

- 6th/7th grade presentation of their work at this year's New England League of Middle Schools (NELMS) Annual Conference
- 6th/7th grade presentation of their work at this year's School Committee Community Forum
- 7th/8th grade presentation of their work at this year's Council of Social Studies New England Regional Conference (NERC)
- 7th/8th grade video presentation of their work for the Lincoln Public Schools Innovation Accelerator website
- Specialists presentation of their work for the School Committee as part of the Strategic Priorities report

I am proud that we found an opportunity for each team to publically share their work with not only our school community but also the greater community as well through the NELMS and NERC conferences. I am also proud that we created a system of collecting data about the work being done through our shared folders in Google Drive.

Although, the transition to a more collaborative approach has been challenging for some faculty, the work we are doing is having an impact on student learning as evidenced by data collected and shared through our folders some of which you will see during our presentation on May 25.

Additionally, there are some other benefits of the collaborative practice work that are starting to emerge. There is an expectation that all teachers share and contribute through our on-line collaboration as we share documents and results. This means that the burden of work has started to become more evenly distributed and not just falling on a few shoulders. Teams are regularly spending time outside of the school day using both teacher planning and their own time to further their work. Also, the projects and goals listed above are just one aspect of the collaborative work being done in the building. Each team has also collaborated on at least one and sometimes many other projects throughout this past school year. This is a marked change and shift in the instructional practice at Hanscom Middle School as this style of instruction is becoming more of the norm and not the exception.

In an effort to further build our capacity to work as a team we also participated in a workshop led by best selling author Jonathan Wortmann based on the book he co-authored, [Hijacked by Your Brain: How to Free Yourself When Stress Takes Over.](#)

The workshop contained a brief introduction to the brain, a recognition of what causes stress, specifically in a school environment, a review of relevant mindfulness exercises and other strategies to help deal with stress, and an open conversation and question session with the author. The overall theme of the workshop was how to “suffer well”.

We followed up the workshop with a faculty meeting to further discuss how we could implement some of Jon’s ideas with the goal of controlling our own levels of stress and how we could collaborate more effectively. Some of the outcomes of this workshop were the formation of some exercise groups, a faculty luncheon and more of a willingness to talk to each other about our stress levels.

What’s next?

We have now established a strong foundation for our collaborative practice work. The instructional practice at Hanscom Middle School is truly beginning to transform. As we progress we need to continue to monitor how our work is impacting student learning. We began that process this year by going beyond just creating experiences and collecting anecdotal evidence. We now have some hard evidence of how our work is impacting learning.

Now that a foundation has been established we need to make sure we dedicate time to continue our collaborative practices work. As we look at the District Strategic Vision most of our collaborative practices work has been under Educator Growth. We now need to move deeper into the area of Curriculum so we can ensure we are developing instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences. I’d like to couple this with recommitting to the work we did with the Formative Learning Cycle and Learning Targets.

It will also be important to continue and deepen the work we began with Jonathan Wortmann. Our ability to work together as a staff and to manage our own self-care is paramount to having high functioning collaborative teams. The plan moving forward will be to continue a partnership with Jon to address individual team and faculty needs.

Goal 1 Action Plan

Action	Status	Outcomes	Possible Next Steps
Educators will participate in 5 Collaborative Practice sessions	Established	<p>Educators and administrators all participated in 5 scheduled Collaborative Practice Sessions</p> <p>All teams had the opportunity to publicly present their work</p> <p>Created a system of communication through shared documents to monitor and share progress</p> <p>Increased opportunities for parents to visit the school to be involved in their child's education</p>	Continued sessions with expanded time
Principal and Teacher leaders will increase use of SRI training	Established	<p>Team norms have been reviewed and updated</p> <p>Protocols are regularly used to look at student work</p> <p>Protocols are regularly used to deal when difficult issues arise</p>	Expand the use of SRI training to improve conversations about students, student work and adult collaboration
Educators will participate in a training session: <i>Hijacked by Your Brain : How to Free Yourself When Stress Takes Over</i>	Developing	<p>Faculty participated in a workshop dealing with self-care and managing stress</p> <p>Faculty participated in a follow-up session to develop self-care strategies</p> <p>The principal helps on going conversations with Jonathan Wortman throughout the year to discuss managing stress and conflict as it relates to staff as well as plans for a continued partnership</p> <p>Faculty self care activities</p>	<p>Continue to apply professional learning around "suffering well" with the goals of stronger collaboration amongst staff</p> <p>Begin to address individual team needs in this in an effort to promote stronger collaboration</p>

Goal 2: Instruction

School Based Goal No. 2: Faculty will review and recommend changes in our schedule to better meet the instructional needs of our students and shared vision.

What's been done?

The school's schedule is one of the most important aspects of the school day. This goal was created in an effort to see if our current schedule was able to meet the instructional needs of our students and new shared vision. There are many things that drive the schedule. Number of instructional minutes, available staff, and course leveling at the upper grades are the biggest drivers of our current schedule.

In an effort to become more familiar with scheduling and the things that drive our schedule faculty participated in a series of faculty meetings on the following dates:

- November 14, 2016
- November 28, 2016
- December 7, 2016
- March 6, 2017
- May 10, 2017

Additionally, faculty attended a scheduling workshop to learn about the four most common types of schedules, which are:

- Traditional Schedule
- Block Schedule
- Flex Block
- The Intervention/Enrichment Period

After the workshop teams were given the following tasks:

- Review the pros and cons of each of these schedule options.
- Start to research other schedules using the handouts provided and an Internet search.
- Would one of these schedule options work better for your team? If so why?
- Could any of these options be altered to better meet our unique needs?
- Do you have another option to bring forward?

Finally, feedback about our current schedule was solicited from faculty through the following questions:

- What questions do you have about our current schedule?
- What aspects of our current schedule support our shared vision?
- What aspects of our current schedule are impediments to our shared vision?
- What would you like to see included in a new schedule?

As expected, the range of feedback was extremely wide. There are aspects of our current schedule that teachers both like and dislike due to the necessary compromises that need to be made to accommodate all that needs to be included in our school day.

The amount of collaborative work that has been happening in the building has also had a significant impact on our daily schedule. As the amount of inter-disciplinary and project based units have increased, the need for individual discipline class time has decreased. As a result, teams of teachers have become more adept at using their common planning and collaborative practice time to create individual team schedules within our current schedule to better meet their instructional needs.

What’s next?

Given this strategy of teams creating individualized schedules within the framework of our current schedule, we are recommending that we not make any major changes to the current schedule at this time. We will continue to monitor our schedules and revisit this decision as we increase our collaborative practice skills and certainly when we bring the new Hanscom Primary School online.

Goal 2 Action Plan

Action	Status	Outcomes	Possible Next Steps
Review and analysis of current bell schedule	Established	NELMS Scheduling Workshop - March 4 2016 attended by Erich Ledebuhr and Heather Morin Faculty participated in on site scheduling workshops on the following dates: <ul style="list-style-type: none"> ● November 14, 	Attend future scheduling workshops particularly for schools that are more geared towards project based learning and authentic experiences

		2016 <ul style="list-style-type: none"> • November 28, 2016 • December 7, 2016 • March 6, 2017 • May 10, 2017 	
Creation of guiding questions for new schedule development	Refining	Guiding questions were created and faculty provided input on all questions.	Review and update our guiding questions as we become more skilled with collaborative instruction
Recommendation for schedule changes	Refining	Recommend no schedule change at this time	Revisit this decision when Hanscom Primary School building project is completed Revisit this decision when the district makes curriculum changes as it relates to minutes taught per subject area

Appendix A



Collaborative Practice Time 2016-2017

Dates
Wednesday September 28, 2016
Tuesday, October 11, 2016 (Institute Day, afternoon session)
Wednesday, November 16, 2016
Wednesday, January 25, 2017
Wednesday, March 1, 2017

As a district, we have made the commitment to dedicate a number of professional development sessions to continue the work we began last year creating PLCs and building our capacity to effectively collaborate as teams.

I was extremely proud of the work you did last year in your collaborative teams. The results of that work led to new curricular opportunities, projects and rich experiences for our students and for your teams.

We are being given the gift of time this year to continue and deepen the work we began last year. Last year, I asked your collaborative teams to tell me how your work would answer the PLC 4 Essential Questions:

PLC 4 Essential Questions:

1. *What do we want students to learn?*
2. *How do we know students have learned it?*
3. *What do we do when students don't learn it?*
4. *What do we do when students learned it/already know it?*

I also asked you to keep in mind our 5 Key Questions for Learning:

5 Key Questions for Learning:

1. What evidence demonstrates that students know the objective and/or learning target?
2. In what ways does the lesson engage students in authentic learning?

3. What evidence is there of meaningful exchanges between teacher and individual students and between students?
4. In what ways does the teacher assess student understanding related to the objective and/or learning target?
5. Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?

This year, some of your teams will choose to continue the work you began last year and deepen the experience for both your students and yourselves. Some of you will choose to create a new goal/collaborative project.

As you plan for this work I still want you to be guided by the PLC 4 Essential Questions and our 5 Key Questions for Learning.

As you work throughout the year, your PLC should also be able to answer the following questions by the end of your work:

- What is your goal/collaborative work for this school year?
- How will your goal/collaborative work impact student learning?
- How does your goal/collaborative work connect to the [District Strategic Plan](#)?
- What specific knowledge and skills are students expected to acquire through your work?
- What assessments will you use to determine student growth?
- How will you use assessments to:
 - Identify students who need additional support for learning.
 - Identify students who would benefit from enriched or extended learning.
 - Identify and address some specific strengths and/or weaknesses in teaching based on the evidence in student learning.
 - Identify areas where none of the team members were able to bring students to the desired level of proficiency.
 - Create a system of interventions that guarantees that students who struggle receive additional time and support in ways that do not remove them from new direct instruction, regardless of the teacher to whom they have been assigned.
 - How will you respond when you notice some students who would benefit from enriched or extended learning.

I am looking forward to seeing your continued work and the continued impact it has on student learning as we begin this year's journey next Wednesday the 28th. Remember to ENJOY this experience. It's time that you've asked for, time you have received, and time you should take advantage of and enjoy!