



MIDDLE SCHOOL

School Improvement Plan

2017-2018

Year End Report

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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 and Innovation: Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching	Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students.	Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	Assessment and Data: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

Section 1: School Improvement Goals Outline

Goal 1:	Educator Growth: Faculty will continue to develop and refine engaging units of study and instructional pedagogy to provide students appropriate levels of cognitive demand and differentiation. Faculty will also incorporate elements of the FAR Cycle and FIRME into their practice to better monitor and measure student growth.
Goal 2:	Educator Growth: Faculty will review and recommend changes to the Hanscom Middle School Shared Vision.

Section 2: Goal Detail

Goal 1: Educator Growth

School Based Goal No. 1: Faculty will continue to develop and refine engaging units of study and instructional pedagogy to provide students appropriate levels of cognitive demand and differentiation. Faculty will also incorporate elements of the FAR Cycle and FIRME into their practice to better monitor and measure student growth.

What's been done?

The foundation of our collaborative practice work is strong due to the work we have done over the past two years. As a result, the instructional practice at Hanscom Middle School is truly beginning to transform to become more project based and student centered. As we progress our goal has been to continue to monitor how our work is impacting student learning.

This year we strove to move deeper into the area of curriculum to ensure that we are developing instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences.

We also expanded our use of learning targets and the formative learning cycle to include the recent work we did with Research for Better Teaching by incorporating elements of the FAR Cycle and FIRME into our instructional practice. Using these strategies allowed us to further demonstrate the impact our work is having on student growth.

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

4th Grade	The Shift to a Co-Teaching Model
Please See Appendix 1 for a full accounting of the process.	
Collaborative Project outside of Collaborative Practice time: Expanding the Flexible Grouping Model to ELA	
<ul style="list-style-type: none"> - Reading specialists and ELL specialists were utilized in a variety of ways in addition to the special education support team - Book groups were created cross classroom based on Fountas and Pinnell Level, Interest based 	

<p>or teacher observations</p> <ul style="list-style-type: none"> - Some groups were as small as 2 students and others were 10-12 students based on student needs - All groups had similar focus and overarching goals but achieved them in different ways <p>In addition, Word Study Groups were created based on student assessments. Some students received Tier 2 instruction with a reading specialist while other students received their IEP Goal instruction in the area. The remaining students were taught by the classroom teachers.</p>	
5th Grade	Flexible Math Groupings
<p>Over the past year, the 5th grade team collaborated to incorporate flexible groupings within their math instruction. Flexible groupings allow teachers to differentiate their instruction and maximize student performance. The 5th grade teachers implemented flexible groupings within two units: Unit 3: Fraction Concepts, Addition, and Subtraction and Unit 5: Operations with Fractions. For both units, students were initially assessed through a pre-test, and based on their performance, students were divided into groups. After every few lessons, students were given formative assessments (“check-ins”) so teachers could modify their teaching and activities to improve student learning. Throughout the units, teachers needed to be in constant communication sharing information on how the students were doing with particular skills, observations on students’ behaviors, and what lesson they were teaching. Teachers also needed to meet throughout the unit to norm pre-tests, formative assessments, and end-of-the-unit assessments. Flexible groupings allowed teachers to target different levels of instruction and to get to know students outside of their homerooms.</p>	
6th/7th Grade	Student Led Conferences Part 2
<p>STUDENT LED CONFERENCE REVIEW</p> <p>When students take responsibility for learning and understand the importance of self-assessment, achievement and self-esteem increase. The year long preparation for spring student led conferences encouraged self- analysis of strengths/weaknesses, developed goal-setting strategies, and fostered home/school communication. In addition, this initiative provided the sixth grade team of teachers with multiple opportunities to collaborate around consistent expectations across content areas. More so, we were able to foster growth mindset through thoughtful reflections and considerations of next steps through the use of the digital student portfolio. Student Led Conferences increased student achievement and engagement in their learning.</p>	
<p>Collaborative Project outside of Collaborative Practice time: Reading/Writing assessments across content areas:</p> <p>The 6/76 team focused on student’s ability to write claims, find credible evidence, and write analyses. Throughout the school year, the team worked together to design assessments that connected curriculum and skill sets from multiple classes. This allows for a deeper connection between subject</p>	

areas and increased opportunities for students to build and implement content literacy skills. We also focused on finding authentic, appropriately complex reading materials, as well as multimodal materials for students. Additionally, we created a universal rubric that can be used in all of our subject areas for written responses and met regularly to promote consistency in our expectations and grading. In order to help students integrate analyses into their routine practices, we generated new scaffolding and timelines. Our goal was to familiarize students with and steadily increase the expectations around pair-text written analyses.

7th/8th Grade

Faces of Inequality Curriculum Updates

A growth mindset will allow students to succeed even when presented with the steepest of challenges. This mindset is based on the belief that qualities can be cultivated through hard work, perseverance, and taking risks. In the fall, students and staff met together in small groups to identify and define five key skill areas necessary for learning in the core subject areas: collaboration, visual and verbal presentations, data analysis, writing, and following the CER model (claim-evidence-reasoning) when responding to text. Using Carol S. Dweck's book *Growth Mindset* as a guide, teachers worked with students to further develop all of these skills by giving students immediate feedback rather than praise so that students could see that abilities can be developed. During team meetings staff created common rubrics in which to assess students on these skills and shared samples of formative assessments. The National History Day project served as a benchmark assessment for the five key skills and the Faces of Inequality final product will serve as the summative assessment.

In order to teach students to embrace Dweck's growth mindset, staff implemented FIRME as part of the FAR cycle into their daily teaching. Staff engaged in discussions on how to most effectively implement FIRME, and conversation generally focused on streamlining formative assessments to gain more immediate data and then how to use that data to inform instruction. In keeping with the commitment to stretch ourselves and develop our own growth mindset as educators, team members committed to observing and giving feedback to all other team members. Observations were intended to focus on, but were not limited to, the five key questions around student learning.

Specialists

The Planets and Colonial Life in America Units

The Planets

Our collaborative unit on The Planets grew out of a lessons which originated in the music classroom where the students were exposed to the musical masterpiece "The Planets" by Gustav Holst. In our collaborative time, our team members analyzed student pre-assessments to learn what they already knew about the planets in our solar system. Based on the knowledge that our students demonstrated through their pre-assessments we established goals to be carried out in each of our subject areas. These goals were designed to build student's skills within the individual specialty areas, and also improve their overall knowledge about the planets in the solar system. Through the literacy skills inherent in creative writing, and the creative spirit that art projects foster, our students were able to expand upon what they had learned in ways that made connections to each of our areas of study.

Colonial Life in America

We began our unit on Colonial Life in America during the 2016-2017 school year and continued it this year. During our collaborative time, we reviewed student feedback forms from the 2016-2017 school year and we set up new expectations, plans and goals to expand and improve the unit during the 2017-2018 school year. In the past, our study focused on the colonists and their lifestyle. We felt it was important to bring in a Native American component as a way of expanding and enhancing the students' overall learning experience and creating a more authentic representation of the time period. During our collaborative time we investigated appropriate materials that the students might use in their research as they prepared to take on the persona of either Colonial or Native American characters. Our research included discussions about appropriate regalia, art projects, dances, and games equipment for our Native American and colonial characters. In order to invite experts from the Concord Museum to return this year, we spent time writing a grant proposal that we submitted to the HMS PTO to fund it. Through this project, we designed an integrated curriculum through which the students could engage in authentic learning experiences across each of our areas of expertise, as a way to deepen their knowledge and appreciation of this subject area.

I am proud of the continued work we have done as a school with the collaborative practices model. The collaborative practices work we have done supports all four of the district's strategic objectives. We believe that is why this is one of the most important initiatives that we have.

Last year we said that our collaborative work was fundamentally changing the way we deliver instruction at Hanscom Middle School. We still believe this is a true statement and that our students are the beneficiaries of this work. Teams continue to regularly spend time outside of the school day using both teacher planning and their own time to further their work. Similar to last year, 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. We are encouraging this trend as we believe it has positive outcomes for both our students and teachers. Specific highlights of some of these projects are listed above.

We had a successful collaborative practice sharing session in September where teams shared their work with their colleagues from the 2016-2017 school year. Staff had excellent questions for each other and were appreciative of the work being done by other teams. This session did raise the question of whether or not we expand some of these collaborative practices initiatives to other grade levels. For instance do we want to expand student led conferences or full

interdisciplinary units into each grade level? However, this past year the 5th grade teachers continued the work the 4th grade teachers started with flexible math groupings. In the end, we will have to look at ways to evaluate and prioritize our work.

What's next?

As the instructional practice at Hanscom Middle School continues to transform, we need to continue to monitor how our work is impacting student learning. Teachers are regularly meeting to look at student work and progress to inform their instruction. As we continue to improve our analysis skills we will be able to dig deeper into our work with the FAR and FIRME cycles. Having our strong foundation of collaborative practice skills in place will allow us to deepen our focus on instruction. We will also have our second annual faculty sharing session next fall when we return to school.

We look forward forward to that next chapter in our growth as a school.

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 at the beginning of the school year. Teams will present this years work in a faculty forum next September.</p> <p>Planned for a new co-</p>	<p>Continued sessions with expanded time</p> <p>Prioritize and evaluate our work on a school wide level</p>

		<p>teaching instructional model to be implemented in the 2018-2019 school year.</p> <p>Educators beginning to implement the RBT work around the FAR and FIRME Cycles.</p> <p>Educators beginning to incorporate peer observations.</p> <p>Significant collaborative work outside of the scheduled collaborative practice times.</p> <p>Increased opportunities for parents to visit the school to be involved in their child's education</p>	
Principal and Teacher leaders will increase use of RBT training	Developing	Educators beginning to implement the RBT work around the FAR and FIRME Cycles.	Expand the use of RBT training to improve conversations about students, student work and adult collaboration
Faculty Presentations	Established	<p>Faculty participated collaborative practices sharing session on building based Wednesday, September 27, 2018</p> <p>Faculty will participate in a collaborative practices sharing session in September or October of 2018 to share out on the work completed this school year.</p>	<p>Continue to find opportunities to share and learn from each other.</p> <p>Come up with a system to prioritize and evaluate our work together</p>

Goal 2: Educator Growth

School Based Goal No. 2: Faculty will review and recommend changes to the Hanscom Middle School Shared Vision.

Theory of Action:

IF, as a staff, we commit to refining and truly living our shared vision **THEN** we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.

Vision	Skills	Incentives	Resources
<ul style="list-style-type: none"> ● <u>Hanscom Middle School Shared Vision</u> 	<ul style="list-style-type: none"> ● Trust ● Appreciation ● Professionalism ● Communication 	<ul style="list-style-type: none"> ● Stronger professional culture ● Less stress ● A happier more enjoyable workplace ● Even stronger student experience 	<ul style="list-style-type: none"> ● Faculty meeting time ● Professional Development Money ● Jon Wortmann

Action Plan	Actual
8/30 Opening Day <ul style="list-style-type: none"> ● Welcome and bringing new staff into the fold ● Sharing of New Year's aspirations 	8/30 Opening Day <ul style="list-style-type: none"> ● Welcome and bringing new staff into the fold ● Sharing of New Year's aspirations
9/11 Back to the Future (BttF) - A review of our work together	9/11 Back to the Future (BttF) - A review of our work together
9/27 - Wednesday PD Collaborative Practice Sharing 2016-2017	9/27 - Wednesday PD Collaborative Practice Sharing 2016-2017
10/16 BttF - Shared Vision Look Back - What is working? What have we accomplished? Report out on results from the Shared Vision Look Back - for information only not action	10/16 BttF - Shared Vision Look Back - What is working? What have we accomplished? Report out on results from the Shared Vision Look Back - for information only not action
11/13 BttF - Shared Vision Look Back (cont.) - What is working? What have we accomplished? Report out on results from the Shared Vision Look Back - for information only not action	11/13 Parent Conference/Collaborative Practice Time
11/27 - Wednesday PD	11/27 Shared Vision Workshop. Teachers placed in

<p>Shared Vision revisioning work based on feedback from 9/27 meeting</p> <p>Time to recommit to Learning Targets and Criteria for Success - possible chance for staff to share current examples with each other. Look for individual lesson, project and unit exemplars</p>	<p>working groups to do a jigsaw activity to put some of of words into action. We isolated each part of our shared vision and gave specific examples of what we have accomplished for each part of the shared vision. We then followed the same process to identify which parts of our shared vision are working. We did this task with an effort to determine if we needed to make any major changes to our shared vision.</p> <p>The outcome of this work was that we realized that we did not have a branch of our shared vision that directly addressed the needs of our military children and families.</p>
	<p>1/ 8 Making Connections. Teachers were strategically divided up into groups across teams and grade levels. Tems then participated in a group activity that required teamwork and effective communication skills.</p>
<p>1/24 - Wednesday PD</p> <p>Jon Wortmann - <i>What are you contributing to the HMS community?</i> How to foster feelings of trust and appreciation</p>	<p>1/24 Making Connections Part 2.</p> <p>Teachers were paired once again in their groups from our January 8 meeting. We compared the data from the November 27 meeting. The feedback was that our shared vision is good and there is evidence that we are moving towards our vision. We also confirmed that we do need to add a branch specifically to help and support our military students and families.</p> <p>Learning Together: Social Studies teacher Jason Peledge facilitated a reading study around the article <i>Trauma Faced by Children of Military Families - What Every Policymaker Should Know</i> Fianna Sogomonyan and Janice L. Cooper, May 2010</p> <p>Our work together on this day reinforced our need to update our shared vision.</p> <p>Faculty in grades 6-8 then participated in a round table discussion that was meant to address questions and raise our level of trust and appreciation in each other.</p>
	<p>1/31 Making Connections Part 3.</p> <p>Meetings with each individual team for a discussion based on the following statement and guiding questions:</p> <p><i>Over the last few years HMS has seen tremendous</i></p>

	<p><i>change. These changes include a new building, collaborative practices - including changes in our instructional methods, and a number of staffing changes.</i></p> <p><i>During this time we've pushed the envelope instructionally and have shown a lot of growth. That growth is evident in your daily work and through student achievement. As a staff we've worked hard to align ourselves with our District's Strategic Mission through our school goals. What we are doing is making a difference in alignment with both our district and school vision. More importantly, we also hear the same feedback from our students, families and community.</i></p> <p><i>However, at the same time that this area of our school is on the rise, our level of staff unity and esprit de corps is seemingly in a steady decline. This does not align with our shared vision of staff showing trust and appreciation for each other.</i></p> <p><i>For today's discussion I would ask your team to consider the following:</i></p> <p><i>Is this perception of staff unity correct?</i></p> <p><i>If so, are there factors other than the ones I've listed above that need to be considered?</i></p> <p><i>Do you have any ideas or input for helping us to rebuild and regain the HMS Faculty Esprit de Corps?</i></p> <p><i>Is there anything else that should be taken into consideration?</i></p>
2/12 Shared Vision - refinement	2/12 MCAS Training
3/12 Collaborative Practices follow up	3/12 Discussion on how to respond to Parkland and School safety concerns
4/9 Guest presentation, collaborative practice groups outside of school	Collaborative practice time

4/25 - Wednesday PD Faculty group project.	Goose Chase - Scavenger Hunt for the masses https://www.goosechase.com/ The faculty was divided into three teams and participated in 26 different missions requiring various levels of team work.
6/11 Recommend updated Shared Vision	6/11 Shared Vision Next Steps
Ongoing <ul style="list-style-type: none"> ● Sunshine Committee revival and rebranding ● Emphasis on team building in faculty meetings ● Emphasis on trust and appreciation through Faculty Notes ● Creation of opportunities to recognize staff members ● Creation of opportunities for staff members to share best practices 	Ongoing <ul style="list-style-type: none"> ● Sunshine Committee revival and rebranding <ul style="list-style-type: none"> ○ Sunshine events and celebrations ● Emphasis on team building in faculty meetings ● Emphasis on trust and appreciation through Faculty Notes ● Creation of opportunities to recognize staff members ● Creation of opportunities for staff members to share best practices
See Appendix for work samples	

What's next?

After taking a “look back” at our shared vision we confirmed that in fact we had created a strong shared vision. It was rewarding to see the growth we’ve made when we evaluated what we had established and accomplished in our shared vision.

We also came to the realization that we had not fully addressed the most unique aspect of our school. Our current shared vision does not contain a specific branch that speaks to meeting the specific academic and perhaps even more important the social and emotional needs of our students of military families. This need also potentially included their families as well.

As a result we will have applied for and received summer work for a faculty group to begin work on the following theory of action:

IF we include a branch to our shared vision that speaks to the needs of our military families, THEN we will better meet both the academic and social emotional needs of our students and families.

We will be using the complex change model to guide our work and this work will help us make a plan for how we will use our building based time next year.

One of the essential questions for our shared vision is, “How do staff feel like they belong?” One of our indicators for this question in our vision is that staff will foster feelings of mutual trust and respect. For a variety of reasons, our staff has had to deal with a tremendous amount of change over the past two years. Some of these changes have made it challenging to fully meet this indicator.

This year we spent the majority of our building based time rebuilding our trust and appreciation for each other. Our time together was not always easy as we continue to push the boundaries of our teaching and relationships. By mid-year I created a theme *Making Connections* for our meetings together. We tried making connections through fun activities, studying educational research, and reflective discussion.

Our year was also fraught with unusually extreme student, parent, and community challenges. At times this made our work building trust and appreciation more difficult. However, we have made progress and used our final building based time together to participate in a GooseChase. The activity required a high level of teamwork and trust. The day was a success and staff demonstrated a new level of commitment to each other. We will continue this hard work to meet our needs as a staff in our ever changing work together. I am sincerely looking forward to continuing this work next year.