



# MIDDLE SCHOOL School Improvement Plan 2018-2019

## **School Council**

Erich Ledebuhr, Principal

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## Assessment of School Strengths and Areas of Focus

In accordance with the Massachusetts Education Reform Law, Chapter 71 of the Acts of 1993, the Hanscom Middle School Council is pleased to share our School Improvement Plan for the 2018-2019 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 services 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 needs. We also 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, we have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our schools.

It has been a number of years since we have looked at our practices and procedures as they relate to our work with our military families. A lot has changed over those years and we have seen significant change in the level of academic and social emotional support that our students and families require.

This past summer we convened a task team together to begin to examine the root causes of our unique challenges and to put together an action plan for our school to work towards meeting those needs.

As a result of this work, our first school improvement goal is based on the following theory of action:

***IF** we understand the implications of root causes of military families' specific needs and challenges related to social emotional wellbeing, academic mindset and family/community connections, **THEN** we can design a framework with consistent and effective protocols and strategies to meet their needs.*

As a school, we are proud of the work we have done as a faculty over the last few years during our collaborative practice time. Through our Collaborative Practice Teams, we have introduced

and implemented a variety of new experiences and instructional techniques to the benefit our students and community. A lot of the work we have done has required some heavy lifting as we have moved towards project based learning experiences, student accountability in their own learning, flexible groupings and models of co-teaching.

Now that we have established some new structures, we are in a position to really look at our instruction and to measure the impact we are having on student learning.

Our Theory of Action for this year's collaborative practice work is:

***IF** faculty work together in Collaborative Practice Teams with a focus on student learning **THEN** students will receive the instruction and support they need to meet learning expectations.*

One of the action steps for this theory of action is to look at our work through the lens of race and equity to ensure all students are getting the instruction and supports they individually need to be successful.

## Section 1: 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 and practices, and equity for all students	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	Equity and Culture: Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students

## Section 2: Goal Detail and Action Plans

### District Strategic Objective: Educator Growth

*D1. Develop the social and emotional competencies of all educators and students*

#### School Based Goal #1

#### Theory of Action:

**IF we understand the implications of root causes of military families' specific needs and challenges related to social emotional wellbeing, academic mindset and family/community connections, THEN we can design a framework with consistent and effective protocols and strategies to meet their needs.**

Vision	Skills	Incentives	Resources
<p>To ensure that students and families that attend Hanscom Middle School will have access to a strong foundation of social emotional supports specific to the needs of a military family.</p> <p>This will allow students to approach their academics with a growth mindset and sense of academic rigor in a school community that is supportive and invested in the military community.</p>	<p>Knowledge and understanding of the military culture. How do we get a better sense of this? Make stronger connections with the resources already available in our community 4-8</p> <p>Common language for advisory/RC 4-8</p> <p>Training for advisory groups 6-8/Specialists</p> <p>Learning how to handle things/ preventative, proactive in our own classrooms. - What are the skills that we need to do this? 4-8</p>	<p>More Cooperation/trust from students and families as a result of having a better understanding of their culture.</p> <p>Will end up being a time saver</p> <p>Stronger sense of community</p> <p>Healthier social emotional environment</p> <p>Academic engagement</p> <p>Reduction in achievement gaps</p>	<p><a href="https://www.militarychild.org">https://www.militarychild.org</a></p> <p>Laurel Wironen</p> <p>Air Force Family and Readiness</p> <p>Home Base?</p> <p><a href="https://www.militarychild.org/">https://www.militarychild.org/</a></p>

We strive to develop our students to become academically motivated and engaged community members that are cooperative, assertive, responsible, and empathetic.	Special Education		
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Action Plan
8/29 Summer Work Overview Survey
9/17 - Faculty Meeting
9/26 - Collaborative Practices
10/15 Faculty Meeting Summer work group session for 11/17
11/7  Professional Development <ul style="list-style-type: none"> <li>• Parent, base leadership and student survey results</li> <li>• Focus groups</li> </ul> Focus Groups - topics for discussion <ul style="list-style-type: none"> <li>• Emotional Well Being <ul style="list-style-type: none"> <li>○ Deployment</li> <li>○ Positives and challenges of being a military family</li> </ul> </li> <li>• Academic Rigor</li> <li>• Family/Community Connections <ul style="list-style-type: none"> <li>○ How can we be a better support to you?</li> </ul> </li> </ul> Reflection time - poster for each session, sticky notes of "take aways" from the sessions.

11/14- Collaborative Practices
<p>11/19</p> <p>Sort and select from our reflections</p> <p>Create themes based on our reflections and place them under our three root cause categories</p> <p>Teachers will select a category to take on in their own instruction and as a team both in the classroom and through Advisory/Responsive Classroom.</p> <p>Lesson Planning sheet will be provided and required.</p>
12/10 - Faculty Meeting
1/9- Collaborative Practices
<p>1/14- Faculty Meeting</p> <p>Collaborative practices follow up</p>
<p>1/30</p> <p>One hour of professional development based on some of the key findings from the 11/7 and 11/9 meetings</p> <p>Staff share - staff will meet according to the root cause category they selected to share what they have tried both individually and as a team.</p> <p>Lesson plans will be collected in a team drive and shared with all as a models of best practices</p> <p>Staff will choose a second root cause category to take on in their own instruction and as a team both in the classroom and through Advisory/Responsive Classroom</p>
2/4- Faculty Meeting
<p>2/27</p> <p>One hour of professional development - possibly Jessica Minihane or Joe Restuccia</p> <p>Staff share - staff will meet according to the root cause category they selected to share what they have tried both individually and as a team.</p>

Lesson plans will be collected in a team drive and shared with all as a models of best practices
3/6- Collaborative Practices
3/11- Faculty Meeting Collaborative practices follow up
3/25- Faculty Meeting
4/8- Faculty Meeting
4/24  MOMC - How can we get out into the community? Possible Goose Chase activity out in the community instead of at school. Would include students, parents, teachers and members of the community. Topics and challenges for the race would be based on the work we have done to strengthen our skills to meet the needs of our students and families and build our overarching sense of community.
4/29- Faculty Meeting
5/15- Collaborative Practices
5/20- Faculty Meeting Collaborative practices follow up
6/3- Faculty Meeting
6/17- Faculty Meeting

**District Strategic Objective: Educator Growth**

*A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity.*

**School Based Goal #2**

**Theory of Action:**

**IF faculty work together in Collaborative Practice Teams with a focus on student learning THEN students will receive the instruction and support they need to meet learning expectations.**

**Goal 2 Action Plan**

Action	Outputs; Measures	Resources	Individuals Involved	Timeframe
Educators will participate in five Collaborative Practice sessions	<p>Teams will use their existing structures and CPT goals but will look at student achievement through the lens of race and equity.</p> <p>Criteria for success at the conclusion of our last collaborative practice session in May include:</p> <ul style="list-style-type: none"><li>• Identification of a cohort or cohorts of students to track and study</li><li>• Evidence of reflection and examination of your instructional model(s)</li></ul>	<p>Professional Development Time Principal Team Leaders</p> <p>RBT Coaching High-Impact Teams</p>	All HMS 4-8 Educators	<p>September 26 November 14 January 9 March 6 May 15</p>



	<ul style="list-style-type: none"> <li>• Evidence of shifts in your instructional model(s) to meet the needs of your cohort(s)</li> <li>• Data that provides evidence that your cohort(s) was able to grow at high levels</li> </ul>			
Principal and Teacher leaders will increase use of RBT training	Teacher leaders and administrators will begin to take FIRME action to assess student need and monitor growth as evidenced by shared artifacts including unit plans, student work, common assessments and data collection	Professional Development Time Principal Team Leaders	All HMS 4-8 Educators	Ongoing September 2017 - June 2018
Faculty Presentations	Presentation of Collaborative Practices work and its impact on student learning	Collaborative Practice Teams	All HMS 4-8 Educators	October 2020