

# Hanscom Primary School



**School Improvement Plan**

**2018-2019**

**Beth Ludwig, Principal**

Lincoln Public Schools 2018-2019 School Improvement Plan  
**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 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 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, social, emotional, and behavioral needs and offer a range of supports to respond to the ever-changing 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 amongst 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 continue to extend collaborative discourse to the Hanscom Preschool team. The Preschool administrator and faculty are participating in the development of a shared vision project. We look forward to the work ahead that will transform our school into a successful PreK-3 collaborative model.

This year we are preparing for our move to the new primary school (PreK-3) facility. We look forward to the vast opportunities this space will provide our learning community. In preparation, we look forward to completing our shared vision for teaching, learning, collaboration, and community. As we complete this vision, we will be simultaneously preparing learning experiences and exploring an array of student-centered learning models that aim to incorporate 21<sup>st</sup> century learning outcomes and the Lincoln Public School's Five Key Questions for Learning.

As the district (K-5) begins to implement the *Units of Study for Teaching Reading* and *Units of Study for Teaching Writing*, primary school will be focused on collaboratively examining and reflecting upon this new instructional tool to inform future teaching and learning experiences. In doing so, we will aim to begin identifying overlaps/redundancies in our past practice to make informed, student-centered decisions about necessary curriculum adaptations.

It is also important to note the principal transition taking place as these goals are established. Upon my return, please recognize that these goals work in concert with my re-entry plan. While I am confident our faculty will be working with me to accomplish these goals in a timely manner, we know we may require some flexibility as we simultaneously work towards reengagement, relationship building, and school culture.

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.

Respectfully Submitted,



Beth Y. Ludwig  
Principal

## Section 1: District Strategic Objectives

Strategic Objectives			
<p><b>Educator Growth and Innovation:</b> 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</p>	<p><b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students</p>	<p><b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners</p>	<p><b>Equity and Culture:</b> 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</p>

## Section 2: Goal Detail and Action Plans

### District Strategic Objective: Instruction

***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*

**School Based Goal # 1:** In preparation for our move to the new Hanscom Primary School facility, we will finalize our shared vision for teaching, learning, collaboration, and community and collaboratively design engaging student learning experiences.

### 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
<p><b>Finalizing Shared Vision</b> Team leaders and administrators will review faculty input to edit, revise, and create a concise final draft of the shared vision.</p>	<ul style="list-style-type: none"> <li>• Completed shared vision document for teaching, learning, collaboration, and community</li> <li>• Final draft will be shared with faculty for review and a consensus vote</li> </ul>	<p>Team leader meeting time</p> <p>Faculty meeting time</p>	<p><i>Action Leaders:</i> Principal Team Leaders</p> <p><i>Action Implementers:</i> HPS Faculty and administrators</p>	<p>Team Leader meetings September 2018-January 2019</p> <p>Faculty meetings January 2019-April 2019</p>
<p><b>Collaborative Design of Engaging Student Learning Experience</b> Faculty will have opportunities to collaborate, prioritize, and explore shared vision and building space concepts that are timely and meaningful to them</p>	<p>Educators will have opportunities to:</p> <ul style="list-style-type: none"> <li>• Collaborate with grade level teams, across grade levels, and /or interdisciplinary teams to design learning experiences</li> <li>• Complete one unit of study (or deepen an existing unit) that aligns with aspirational goals in shared vision</li> <li>• Explore model(s) of shared responsibility for instruction and learning outcomes for students in grade level cohort</li> <li>• Creatively examine use of space</li> </ul>	<p>Building-based Wednesdays</p> <p>Faculty meetings</p>	<p><i>Action Leaders:</i> Principal Team Leaders</p> <p><i>Action Implementers:</i> HPS Faculty</p>	<p>Building-based Wednesdays: November 7, 2018 January 30, 2019 April 24, 2019</p> <p>Faculty Meetings</p>

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<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>
	and facility features to maximize student learning  <i>(As measured by administrator observation during faculty meetings)</i>			
<b>Tools to Support Professional Learning</b> New learning will be presented as it relates to the first year in new facility	Educators will be provided: <ul style="list-style-type: none"> <li>• New technology overview</li> <li>• Introduction to purpose and function of Makerspace as it relates to student learning</li> <li>• Relevant videos connected to shared vision</li> </ul>	Building-based Wednesdays  Faculty meetings  Text: <u>Maker-Centered Learning: Empowering Young People to Shape Their Worlds</u> (Clapp & Ross, 2017)	<i>Action Leaders:</i> Director of Technology  Principal & Specialists' collaborative practice team (Makerspace)  Principal, Student Services Coordinator, Preschool Coordinator (videos)  <i>Action Implementers:</i> HPS Faculty and administrators	November 2018-May 2019  April 24, 2019  November 2018-April 2019
<b>Logistical Planning</b>	<ul style="list-style-type: none"> <li>• Moving (packing /unpacking plan</li> <li>• Attendance at weekly construction meetings</li> <li>• Coordination of furniture deliverables (selection, ordering, arrival, installation)</li> <li>• Moving into new facility</li> </ul>	Principal's time  Collaboration with facilities and Central Office administrators  Faculty Meeting time	<i>Action Leaders:</i> J&J Contractors Principal Preschool Coordinstor Central Office leadership Facilities Director  <i>Action Implementers:</i> HPS Faculty and administrators	June 2018-April 2019  June 2019-August 2019 (anticipated final preparation & move)

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**District Strategic Objective: 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

**School Based Goal #2:** Teachers reflect upon and examine instructional practice and student learning as they implement four units (two reading, two writing) from the *Units of Study for Teaching Reading* and *Units of Study for Teaching Writing*.

**Goal 2 Action 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>
<p><b>Professional Development:</b> Teachers for Teachers district-wide consulting and professional development</p>	<p>Teachers and principal participate in professional development and site visit sessions</p>	<ul style="list-style-type: none"> <li>• Teachers for Teachers consultants</li> <li>• Lucy Calkins <i>Units of Study</i> tool</li> <li>• District ELA content specialist</li> <li>• Literacy coach</li> <li>• Meeting time</li> </ul>	<p><i>Action Leaders:</i></p> <ul style="list-style-type: none"> <li>• Consultants (Tammy &amp; Clare)</li> <li>• Assistant Superintendent</li> <li>• ELA content specialist</li> <li>• Literacy coach</li> </ul>	<p>September 2018-June 2019</p>
<p><b>Application of Learning:</b> Teams will use existing collaborative structures (consultant site visits, common planning, consults with literacy coach, collaborative practice) to familiarize themselves with <i>Units of Study in Reading</i> and <i>Units of Study in Writing</i>.</p>	<p>During implementation, teachers will bring an open and reflective stance to professional learning. As a result, teachers will:</p> <ul style="list-style-type: none"> <li>• Build a strong foundational knowledge of units, materials, and resources</li> <li>• Allow professional learning to cause reflection and influence/inform future practice</li> <li>• Collaboratively work to address challenges and share success</li> </ul> <p><i>As measured by collections of qualitative data and meeting outcomes</i></p>	<ul style="list-style-type: none"> <li>• Teachers for Teachers consultants</li> <li>• Lucy Calkins <i>Units of Study</i> tool</li> <li>• District ELA content specialist</li> <li>• Literacy coach</li> <li>• Teacher collaboration (at and between grade levels)</li> <li>• Meeting time</li> </ul>	<p><i>Action Leaders:</i></p> <ul style="list-style-type: none"> <li>• Consultants (Tammy &amp; Clare)</li> <li>• Principal</li> <li>• Assistant Superintendent</li> <li>• ELA content specialist</li> <li>• Literacy coach</li> </ul> <p><i>Action Implementers:</i></p> <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Special education liaisons</li> <li>• Literacy specialist and coach</li> </ul>	<p>October 2018-April 2019</p>