Hanscom Primary School

School Improvement Plan 2018-2019

Completing Shared Vision

Theory of Action

IF we create a long-term strategy which communicates common goals for teaching, learning, collaboration, and community, **THEN** we will be prepared to enact a shared vision that engages students in learning experiences that motivate, empower and foster community in our new Hanscom Primary School

Completing our Shared Vision: Background & Context

- Team Leader Summer Work, July 2018
- Collaboratively with team leaders to address the following "challenge question":

What unifying meeting strategies and/or structures can we apply to complete our shared vision by bringing faculty to consensus in a way that creates energy, excitement, and enthusiasm for the future? How do we make the the most of our meeting time so faculty leave feeling a sense of satisfaction, ownership, accomplishment, and forward progress?
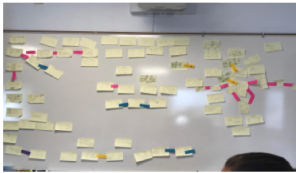
Completing our Shared Vision: Background & Context

Process and Objectives:

Team leaders and principal will identify...

- Patterns of unproductive, and/or restrictive meeting actions, thus surfacing the underlying structures that have driven these events and patterns.
- Meeting structures and strategies that will result in faculty engagement and enthusiasm and a sense of ownership and accomplishment.
- Meeting structures and strategies that will bring faculty to consensus on shared vision
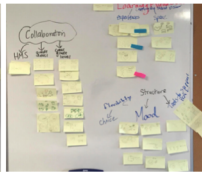
Completing our Shared Vision: Background & Context

1. Draw ideas and establish links
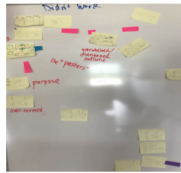
2. Reflect upon what didn't work well

3. Sort into meaningful categories

Completing our Shared Vision: Background & Context

Outcomes of Systems Thinking/Making Thinking Visible

Categories/Priorities That Emerged: Opportunities for..

- Collaboration
- "Learning Makeover":
  - Time to collaboratively plan engaging units of study
  - Share ideas for use of space
  - Planning for collective responsibility of student learning
  - Making connections between general education and special education
  - Differentiation and faculty choice
  - Tools to support professional learning (technology and makerspace)
  - Food

Completing our Shared Vision

Actions

Finalization Process
- Team leaders, Principal, and Coordinators make final edits and revisions
- Present final draft to faculty and come to consensus

Outputs and Measures

Outputs/Measures *The following will be evident in practice:*

- Completed shared vision document agreed on by faculty

Putting Shared Vision into Action (Initial Steps)

Theory of Action

IF teachers have choice in how to best prepare for teaching, learning, collaboration, and community, **THEN** they will be empowered to take risks in designing an innovative path forward.

Completing our Shared Vision

Actions

- Upcoming meeting time will focus on adult differentiation and student-centered outcomes
- Differentiating and providing adults choice will incentivize adult learners/planners by allowing them to choose a pathway to design learning experiences that align with shared vision

Completing our Shared Vision

Outcomes/Measures *The following will be evident in meetings and meeting outcomes:*

- Faculty collaboratively engage in meaningful exchange/idea sharing
- Faculty plan based on chosen area of focus
  - Team collaboration
  - Developing engaging, cognitively demanding curriculum units that recognize students' identities, voices, and individual needs
  - Use of shared and unique building spaces
  - Collaboration for student learning (i.e. collective responsibility for all students)

Implementation of *Units of Study in Reading & Writing*: Reflecting Upon & Examining Practice

Theory of Action

IF we have a vertically aligned literacy experience for students K-5, **THEN** our students will gain the skills they need to be strong readers, writers, and learners.

Implementation of *Units of Study in Reading & Writing*: Reflecting Upon & Examining Practice

Actions

Professional Development: Teachers and Principal will participate in Teachers for Teachers district-wide professional development and site visits

Application of Learning: Teams will use existing collaborative structures (consultant site visits, common planning, consults with literacy coach, collaborative practice) to familiarize themselves with *Units of Study in Reading* and *Units of Study in Writing*.

Implementation of *Units of Study in Reading & Writing*: Reflecting Upon & Examining Practice

Outcomes/Measures

During implementation, teachers will bring an open and reflective stance to professional learning. As a result, teachers will:
● Build a strong foundational knowledge of units, materials, and resources
● Allow professional learning to cause reflection and influence/inform future practice
● Collaboratively work to address challenges and share success

Hanscom Middle School

School Improvement Plan 2018-2019

HANSCOM

Meeting the Needs of our Military Families

Actions

Professional Development
- Building based: Work Sessions
- Student, Parent, Base Leadership Surveys
- Focus Groups

Application of Learning:
- Educators apply learning to instruction and assessment and community building

Meeting the Needs of our Military Families

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.

Meeting the Needs of our Military Families

Theory of Action

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

Meeting the Needs of our Military Families

Outputs/Measures *The following will be evident in practice*

- Knowledge and understanding of the military culture. Make stronger connections with the resources already available in our community 4-8
- Common language for advisory/RC 4-8
- Training for advisory groups 6-8/Specialists
- Learning how to handle things/ preventative, proactive in individual classrooms.
- More Cooperation/trust from students and families as a result of having a better understanding of their culture.
- Stronger sense of community
- Healthier social emotional environment
- Increased academic engagement
- Reduction in achievement gaps

Collaborative Practices

Actions

Professional Development
- Building based: Work Sessions

Application of Learning:
- Educators apply learning to instruction and assessment

Collaborative Practices

Theory of Action

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

Collaborative Practices

Outputs/Measures *The following will be evident in practice*

Teams will use their existing structures and CPT goals but will look at student achievement through the lens of race and equity.

Criteria for success at the conclusion of our last collaborative practice session in May include:

- Identification of a cohort or cohorts of students to track and study
- Evidence of reflection and examination of your instructional model(s)
- Evidence of shifts in instructional model(s) to meet the needs of identified cohort(s)
- Data that provides evidence that identified cohort(s) were able to grow at high levels