
HANSCOM MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN, END OF YEAR REPORT 2018-2019

STRENGTHENING
our
MILITARY FAMILIES



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GOAL I

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.

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Essential Question:

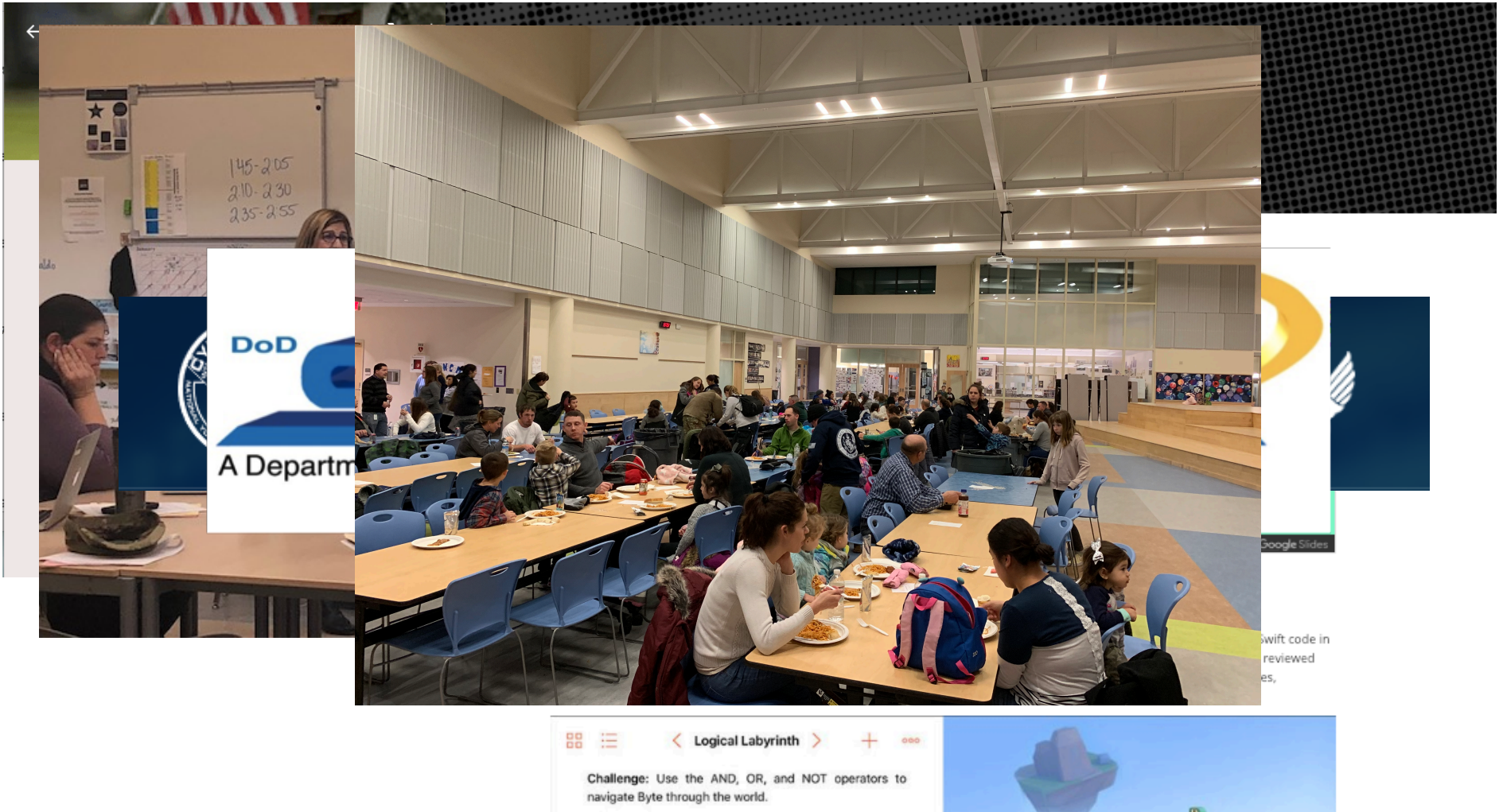
How do we provide a strong supportive social emotional setting and still push a high level of academic engagement and rigor?

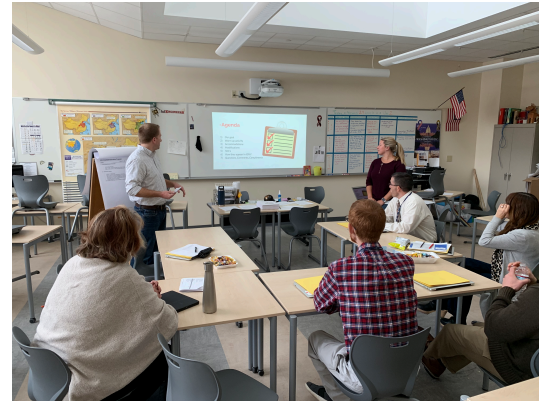
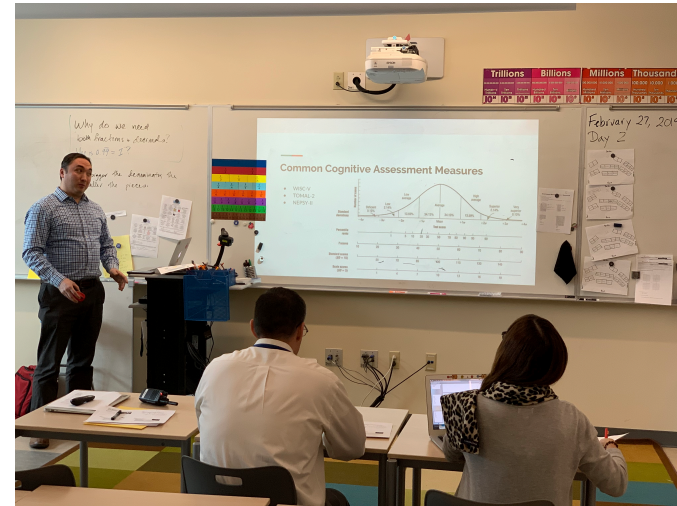
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- Social Emotional Support
- Academic Rigor and Support
- Before and After School Support and Activities
- Support During TDY, Deployment, and Transitions
- Communication





SPECIAL EDUCATION AND RELATED SERVICES OVERVIEW

Pasta For Patriots
When: Monday April 8th
HPS Families 5-6
HMS Families 6-7
*You may choose which hour if
you have students at both
Schools

Where: HMS Commons

Join us for a free Community pasta
dinner to show appreciation for our
Military kids and their families.



Please RSVP so that we have an
idea of how many people to
prepare food for
hanscompto@gmail.com





Hanscom Base Food and Supply Marketplace



*Open Table is coming to Hanscom
with FREE food and supplies!*

When: Saturday April 6th 11-3

Where: Hanscom Middle School Commons

***All Branches welcome!**

Come when you can and fill up on all
supplies that are needed for you and your family.

Open Table will have FRESH
meat and produce available.

There will be other needed supplies such as baby
items, cleaning supplies and
hygiene items.



Please email
hanscompto@gmail.com
with any
questions.

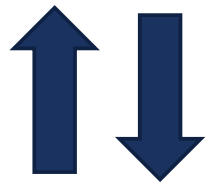


Children and Military Life – Matt Dreier

- Wednesday Building PD
- Polled faculty and addressed their questions around TDY, deployment, and transitions
- Challenged staff to identify ways to apply what we learned to better student and family experience

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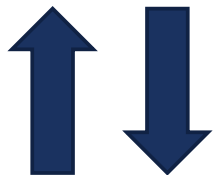
STUDENT CONDUCT



HOSPITALIZATIONS



SAFETY EVALUATIONS



RISK EVALUATIONS



FILINGS WITH DCF



REPORTS SCREENED IN

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- More Community Events
 - Pasta dinner during the Month of the Military Child
- Increased communication around academic progress
- Explore alternative avenues of communication, eg: Social Media
- End of year survey to measure the impact of our work to date
- Social Emotional Supports



EmPaCt

Encouraging. Playful. Connection.

“Fueling dynamic connection through creative play that connects military youth to their family and our communities.”

WHAT'S NEXT ?

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Our vision upon completion of our work is 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. 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.



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.

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Collaborative practice groups have been working towards their goals with an emphasis on looking through the lens of equity.

Criteria for Success

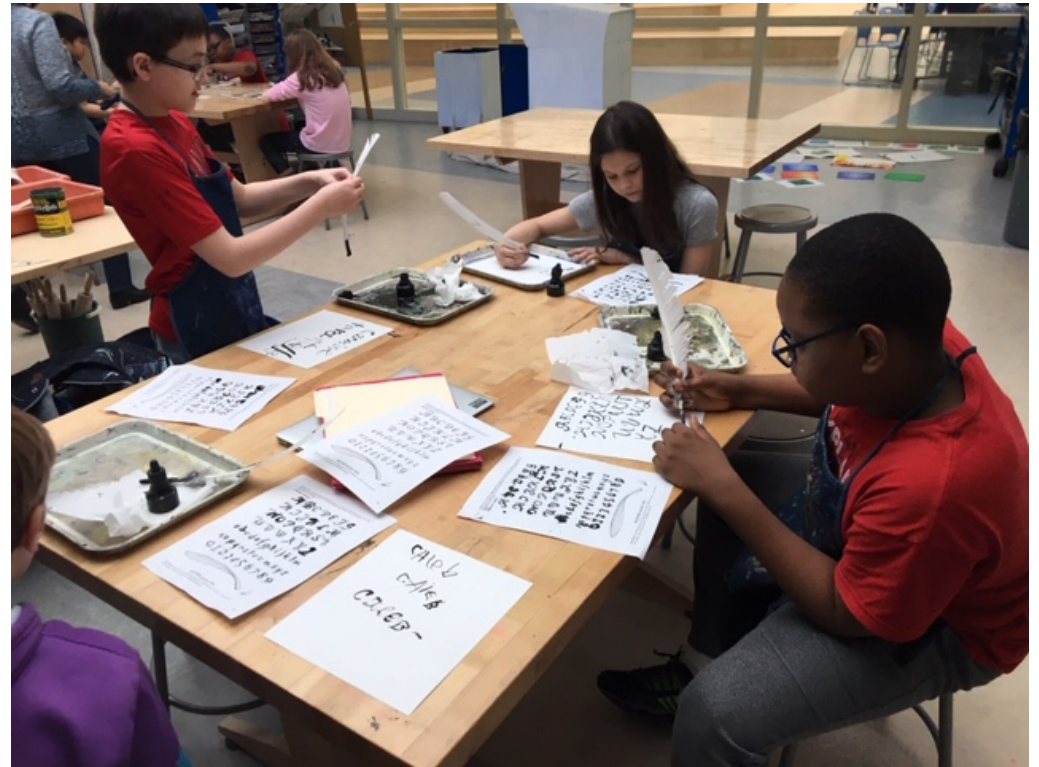
- Identification of a cohort or cohorts of students to track and study
- Evidence of reflection and examination of your instructional model(s)
- Evidence of shifts in your instructional model(s) to meet the needs of your cohort(s)
- Data that provides evidence that your cohort(s) was able to grow at high levels
- Evidence will be reported after the last collaborative planning session in May.



We chose two of the standards of "growth as a learner" to identify the group of students, which might need a different instructional model, throughout the unit, to bring them to satisfy the growth as a learner expectations.

Changes to the teaching model:

This year the research part of the project started a lot earlier than in previous years. We wanted the students to get a much more in-depth understanding of Colonial Life in America without rushing them.





In addition, some of the teachers prepared the students in their own classes prior to the start of the unit. For example, Mr. Worona used two cycles to prepare the students in their regular sections for the folk dances and Ms. Albuixech had the students conduct research and put together a presentation on the different colonial crafts.

Changes to the teaching model:

Moreover, teachers had the opportunity to work one-on one with some of the students, which they do not ordinarily have the chance to do during regular classes. The students worked and connected well with students from other 5th-grade sections, who also had a very positive attitude. Observing the level of engagement and responsibility, which the other students demonstrated throughout the unit, enabled the group above to be more engaged and more focused. Lastly, it's worthy to mention some students took a leadership role and encouraged the others to stay on task.



PRE COLONIAL LIFE IN AMERICA UNIT		
Students	Perseveres when challenged	Works... Collaboratively... with Peers
A	2	2
B	1	2
C	2	2
D	1	2
E	2	2
F	2	2
G	1/2	1/2
H	1/2	1/2
I	2	3
J	2	1
C	1/2	1

DURING THE COLONIAL LIFE IN AMERICA UNIT		
Students	Perseveres when challenged	Works... Collaboratively... with Peers
A	4	4
B	3	4
C	4	4
D	4	4
E	4	4
F	4	4
G	3	3
H	3	3
I	4	4
J	3	4
C	4	2



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