

# **Lt. Peter M. Hansen School**

## **20-21 School Improvement Plan**

## **End-of-the-Year Report**

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
May 27, 2021

## Hansen Elementary School

# School Council Members

2020-21 School Council		
Name	Position	Term End Date
David Braunerger	Principal	Permanent
Amanda Dart	Teacher	June, 2022
Julie Gelerman	Teacher	June, 2022
Christine Giglio	Teacher	June, 2021
Corinne Coates	Parent	June, 2021
Joshua Layne	Parent	June, 2021
Kristin Newton	Community Rep.	June, 2022

# Hansen Elementary School Demographics

**Enrollment by Race/Ethnicity (2020-21)**

Race	% of School	% of District	% of State
African American	10.9	10.8	9.3
Asian	11.7	11.5	7.2
Hispanic	7.7	5.7	22.3
Native American	0.0	0.1	0.2
White	60.4	65.3	56.7
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	9.3	6.4	4.1

**Enrollment by Gender (2020-21)**

	School	District	State
Male	256	1,538	467,362
Female	239	1,624	443,625
Non-Binary	0	2	478
Total	495	3,164	911,465

**Enrollment by Grade (2020-21)**

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	24	219	241	234	221	256	250	242	283	243	213	209	265	258	6	3,164
Lt Peter M Hansen	0	82	87	78	78	86	84	0	0	0	0	0	0	0	0	495

Title	% of School	% of District	% of State
First Language not English	7.7	7.3	23.4
English Language Learner	3.0	2.2	10.5
Students With Disabilities	9.1	12.9	18.7
High Needs	27.3	29.5	51.0
Economically Disadvantaged	16.6	17.0	36.6

# Hansen Elementary School

# Student Learning Outcomes

Throughout the year, we have worked hard to identify student strengths, areas for growth, and potential gaps or 'unfinished learning' students may have experienced due to the conditions of the global pandemic. Across grade levels, teachers utilized formal and informal assessments along with school generated data (attendance) to gather this information and guide their instructional approach and lesson planning. This year, we also trained teachers in how to administer, interpret, and analyze STAR Benchmark Assessments for each student and this provided staff with valuable baseline performance data for the students in their classrooms.

## Star Benchmark Data

We began using the STAR Benchmark assessments in the 2020-2021 academic year. Students were assessed in Fall, Winter and Spring. The Spring (end of year) assessment window was adjusted when the MCAS testing window was changed, so end of year data is not available at this time. We will add that data in June, upon completion of the end of year benchmarks. STAR benchmarks are adjusted across the year to determine proficiency levels.

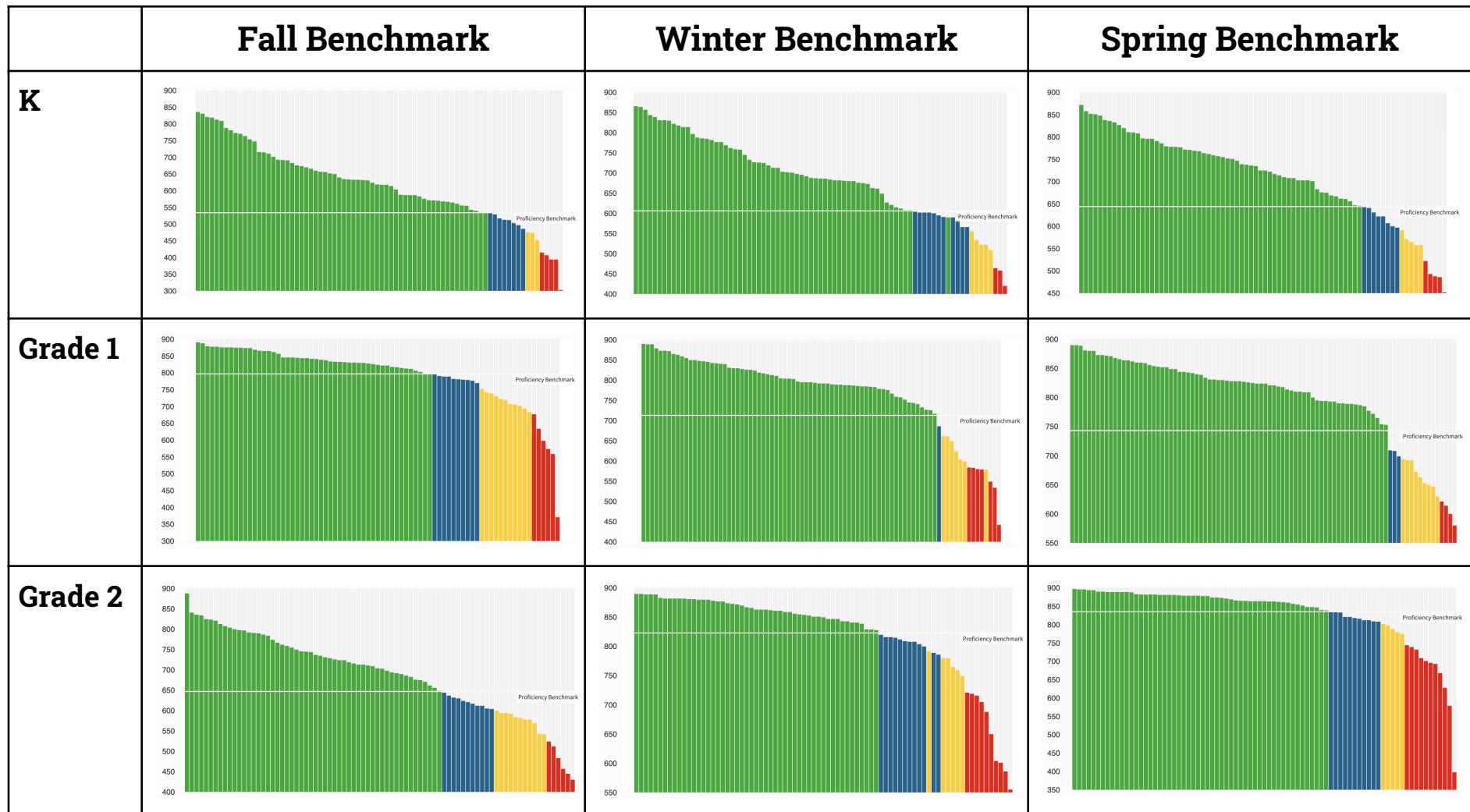
This data has been helpful in supporting positive student learning outcomes and teacher instruction in a variety of ways:

- Establish student benchmark performance in reading and math
- Provide for ongoing progress monitoring relating to student performance
- Provide teachers with student reports to guide instruction and planning
- Meet the dyslexia screen mandate

Scores are reported in four categories: Green-At/Above Benchmark, Blue-On Watch, Yellow-Intervention, and Red-Urgent Intervention. The following charts provide grade level results that show how our students performed when compared to grade level peers nationally.

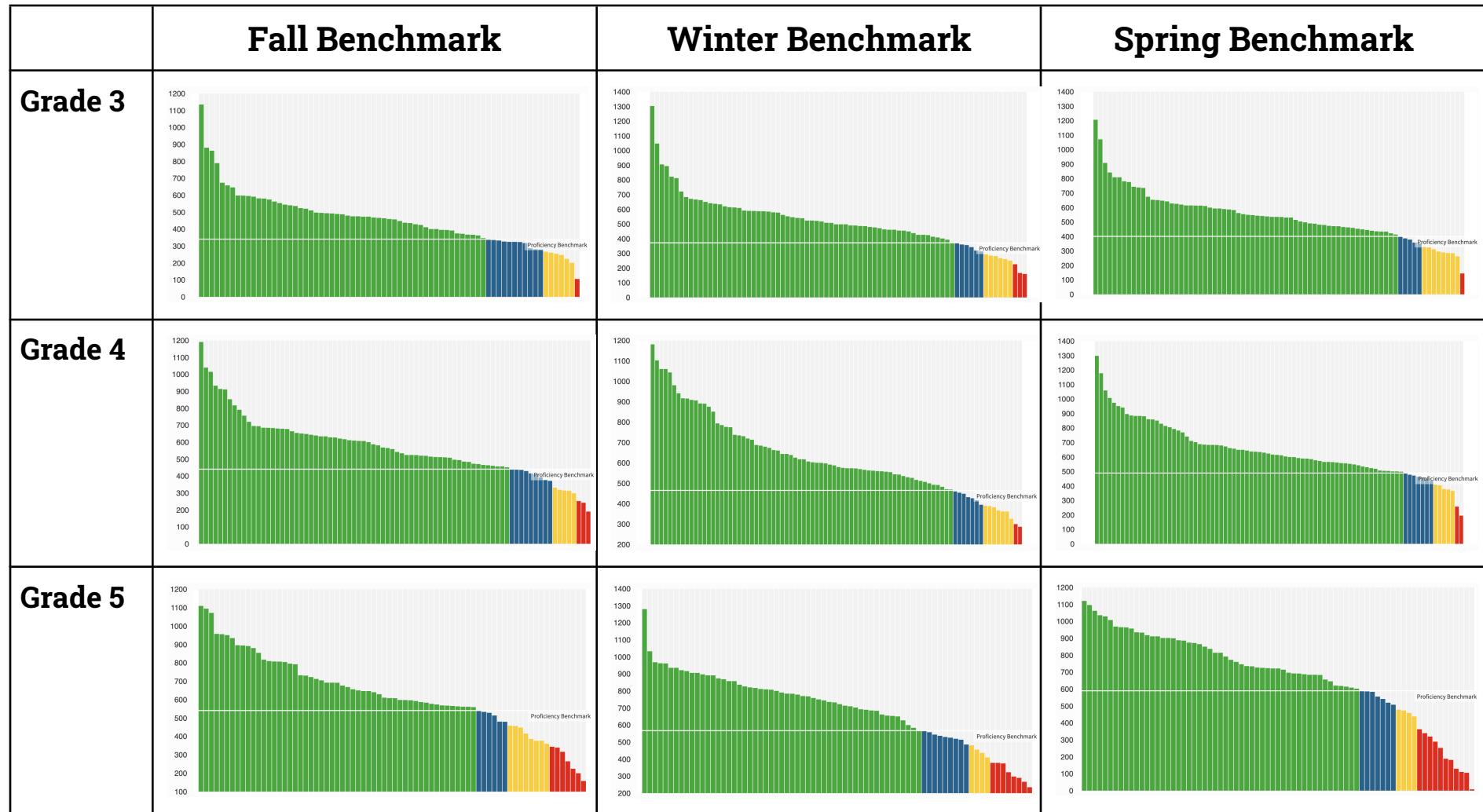
## STAR Early Literacy

The Early Literacy Assessment is given in grades K-2. Star Early Literacy measures both early literacy and early numeracy. It measures students' understanding of the alphabetic principle and print concepts, as well as their ability to identify and discriminate between letters (visual discrimination).



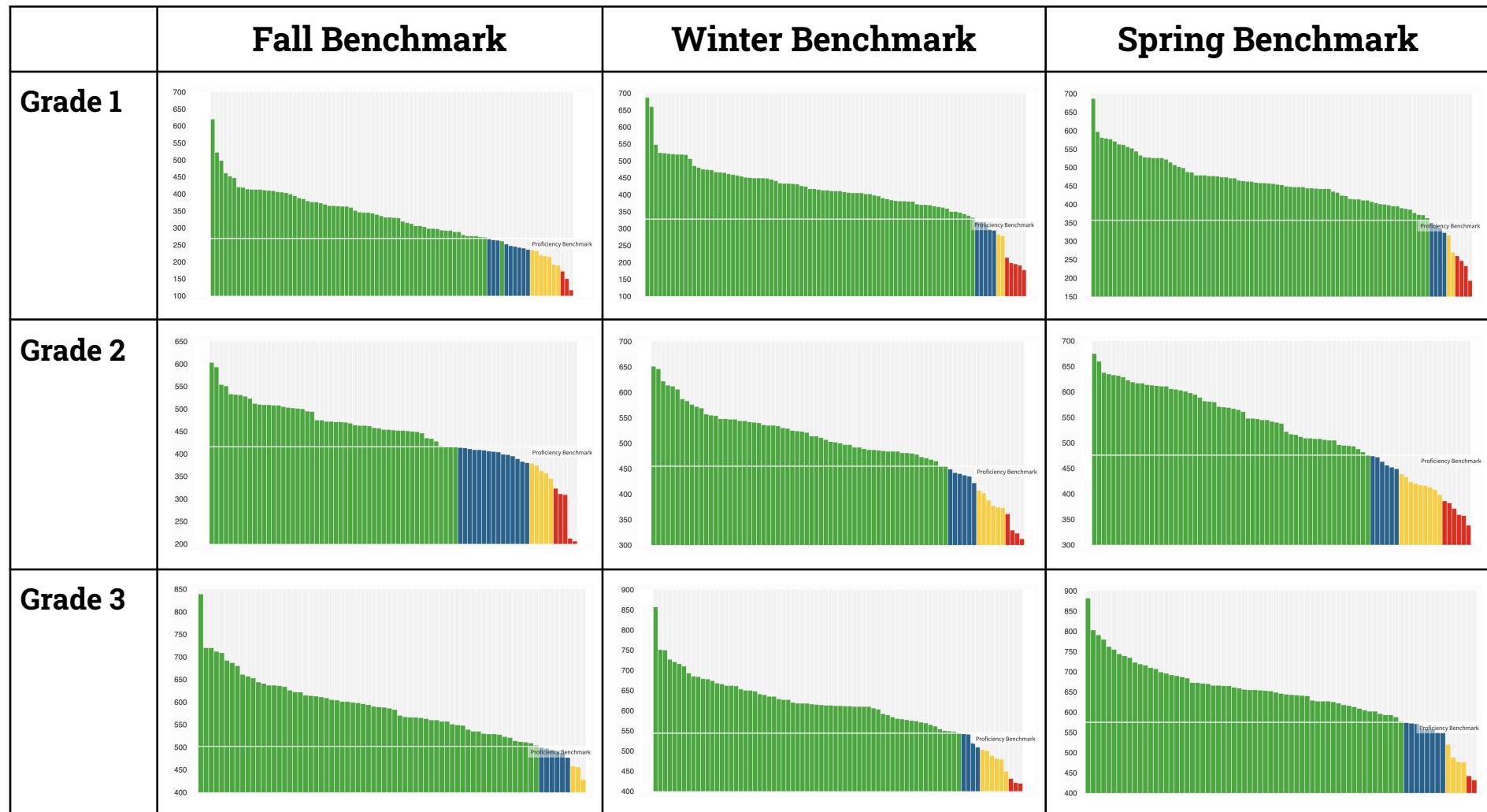
## STAR Reading

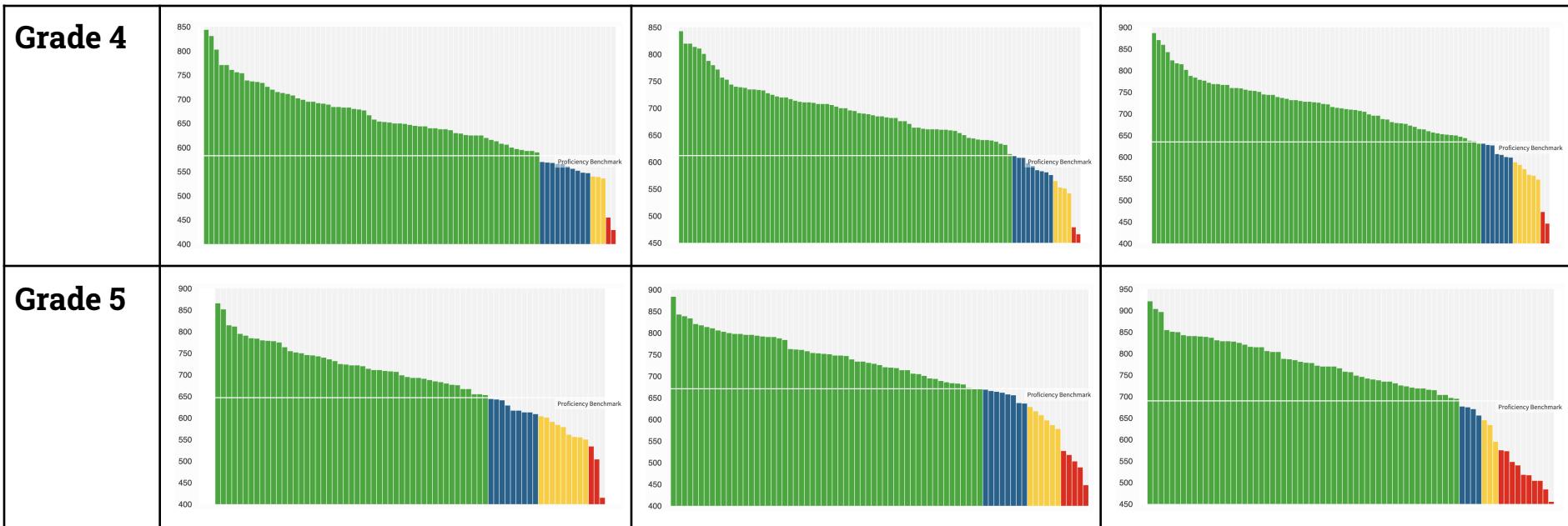
The STAR Reading assessment is given to all students in Grades 3-5. It is also given to students in Grades 1 and 2 who are probable readers based on their Early Literacy assessment. For the purposes of the end of year report, we are reporting the Grade 3-5 data.



## STAR Math

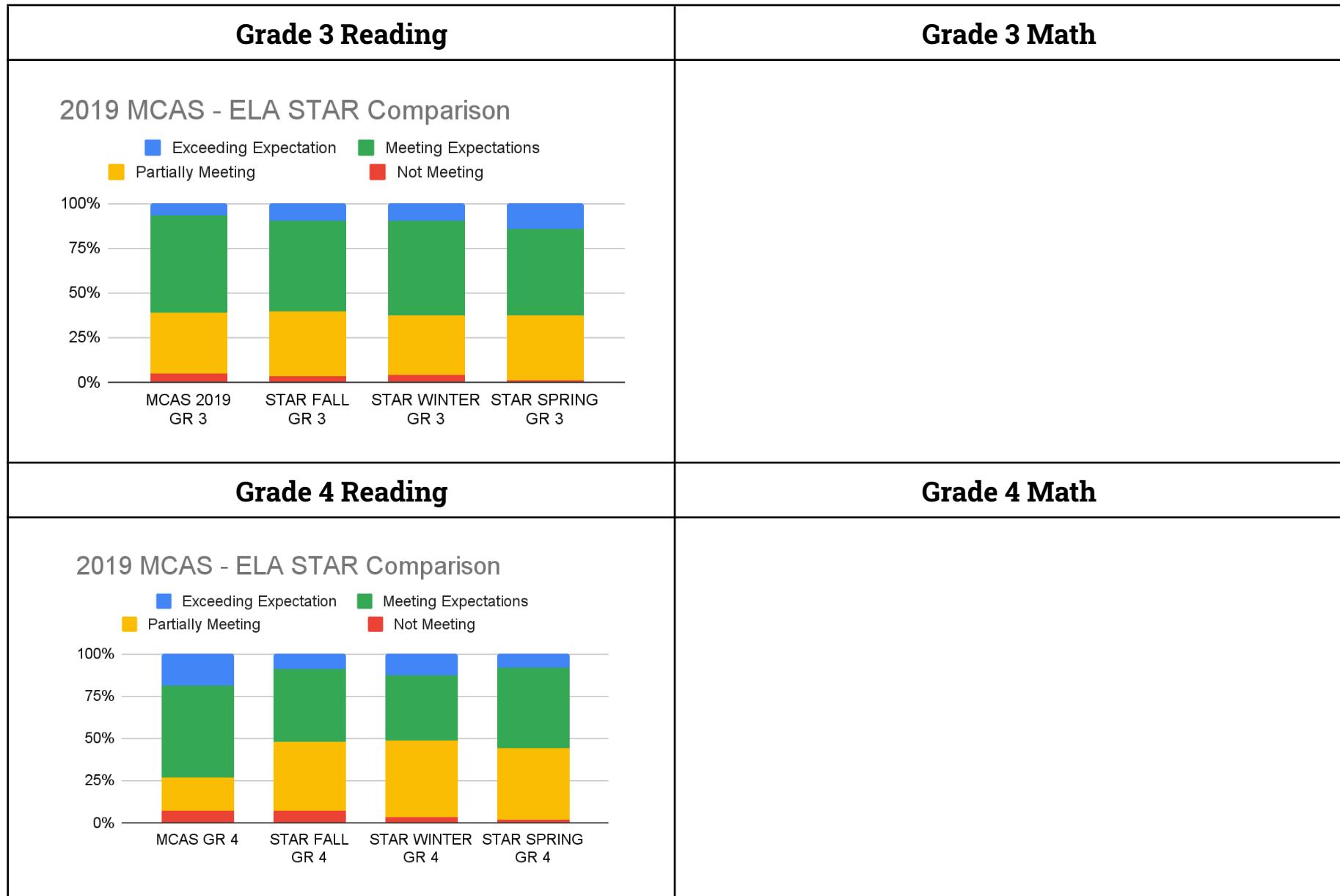
The STAR Math assessment is given in Grades 1-5.

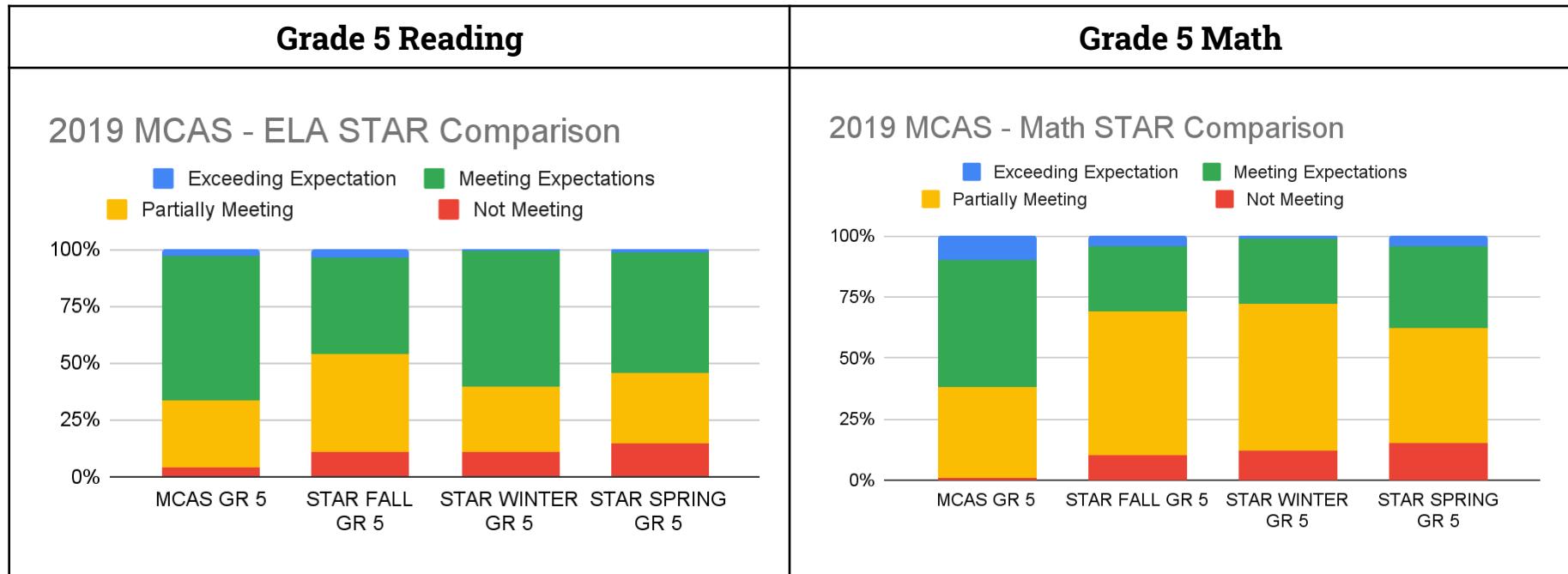




## 2019 MCAS - STAR State Benchmark Comparison

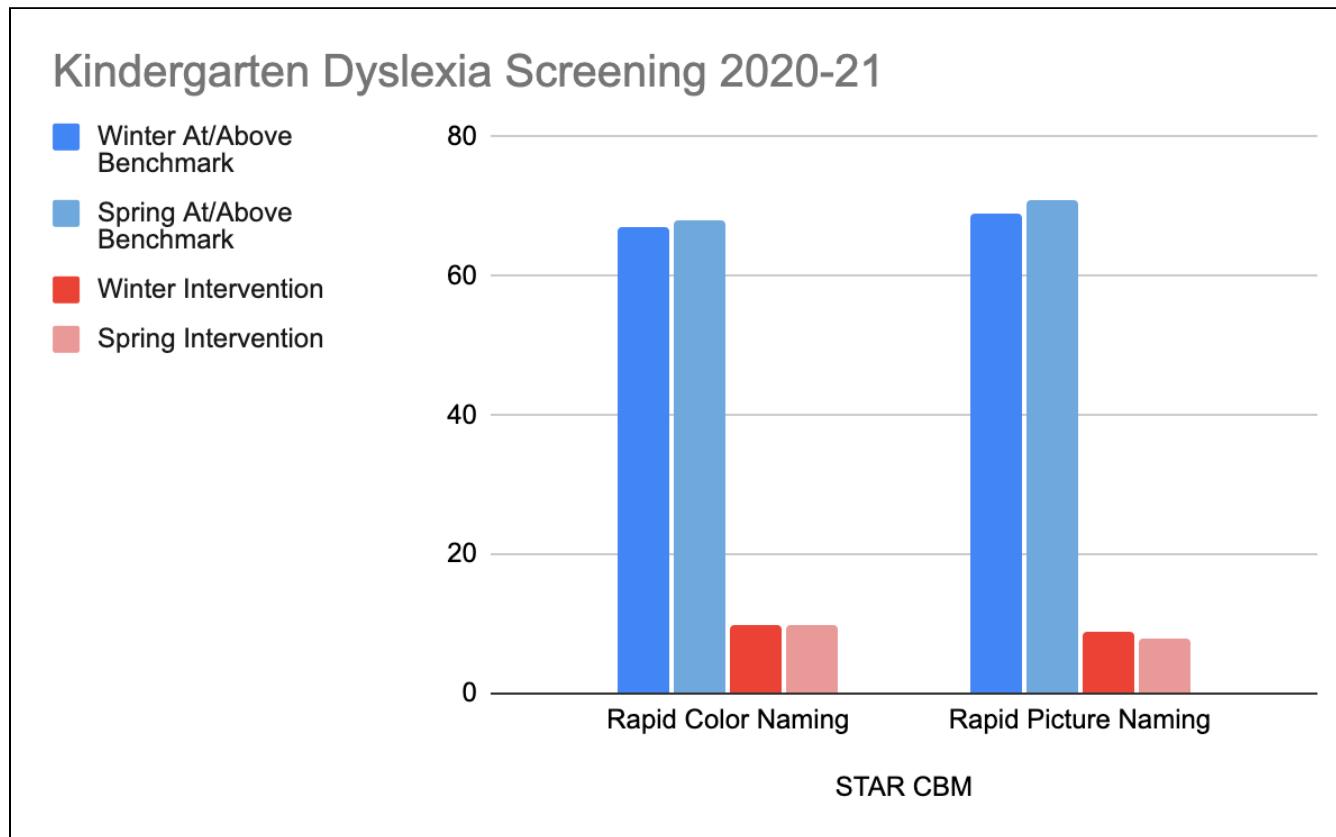
The STAR assessments also allow us to analyze results using criterion referenced data. The research is normed against state data and is predictive of MCAS performance.





## Dyslexia Screening

Massachusetts has added an additional requirement this year for all Kindergarten students to be screened for dyslexia. We will also be screening some Grade 1 and Grade 2 students at the end of the year; this data will be updated in June following the assessment window. This screener is not diagnostic; it provides data on students who may require additional interventions in areas that are known precursors for dyslexia.



# Hansen Elementary School

## Student School Experience

While this year has looked different in so many ways, we worked hard to provide a positive school experience and authentic sense of belonging for all of our students, and it was awesome to see our students and staff engage in some wonderful moments throughout the year.

As we have in years past, the Hansen once again participated in the Great Kindness Challenge during the final week of January. Led by our fourth grade students and staff (hybrid and remote), we brought great energy and enthusiasm throughout the week with our school community working together to perform kind acts for others and help support each other through kindness and care. We kicked off the week with a virtual pep rally for all students, and at the school, we had two mornings in which fourth grade students and staff greeted families at drop off with music, welcoming signs, and waves of hello. While the Great Kindness Challenge takes place over the course of just one week, the energy and themes are a continued part of our student school experience.

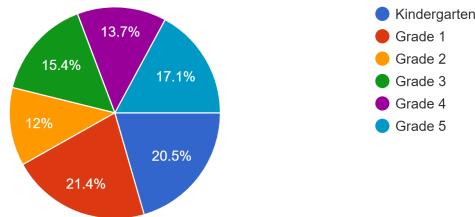
This year, for the first time in a long time, we also brought back the 'Grade Level T-Shirt Design Contest'. As a way to promote connection and unified grade level team identities, students in each grade level were asked to submit their own original drawing that shows an aspect of their grade level experience at the Hanen (i.e. life as a 3rd grader at Hansen). Teachers selected the top five finalists at each grade level, then students voted. The drawing that earned the most student votes was made into t-shirts that were available for students at that grade level. Students and staff both had a lot of fun, and it was nice to have this experience open and available to both in-person and remote students.

Another cherished Hansen tradition is the whole school Holiday Sing-along that takes place before the holiday break. Because we were not able to bring our entire school together in the cafeteria as we normally would, Hansen Music Teacher, Mr. Hulsman, designed an entire virtual sing-along program for every grade level. Through Zoom, Mr. Hulsman led students in singing and fun throughout the morning and although different than usual, students and staff were able to enjoy a fun Sing-along experience that brought our students together before the school break.

In addition, this Spring, through a collaborative effort from the Hansen School Council, we created and shared a new Community Survey with Hansen families. We received 117 total responses, broken down by the following student grade level:

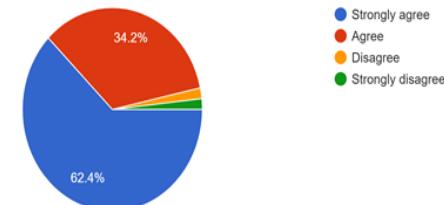
In which grade is your child?

117 responses



Hansen teachers and staff support the academic needs of my child...

117 responses

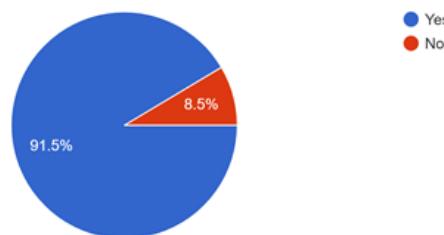


In addition, 81.2% of families that responded had children in the continuum model, while 17.1% had children in the Remote Learning Pathway, and 1.7% had children that participated in both models during this school year.

As it relates to the student and school experience, 96.8% of those that responded 'agreed' or 'strongly agreed' that Hansen teachers and staff support the academic needs of their child. Additionally, 90.6% of respondents 'agreed' or 'strongly agreed' that Hansen teachers and staff support the social and emotional needs of their child. 91.5% responded that their child has at least one trusted adult at the Hansen, and that same percent (91.5%) 'agreed' or 'strongly agreed' that their child had opportunities to establish and maintain peer connections during the course of the school year,

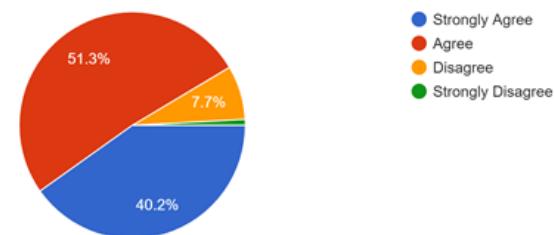
My child has at least one trusted adult at the Hansen School...

117 responses



My child has opportunities to establish/maintain peer connections...

117 responses



**Hansen Elementary School**

# Summary of Progress Toward 2020-21 School Priorities

## **Transforming Teaching and Learning**

Throughout this year, teachers had a tremendous amount of priorities to balance, and one constant was our attention and focus on growing our own instructional practices through our continued learning and implementation of the workshop models of instruction. On an ongoing basis, teachers and Educational Assistants participated in professional development and training led by consultants from the Teaching and Learning Alliance (TLA) and our District reading specialists. These trainings focused on phonics, conferencing with students during independent reading, identifying and unpacking the four key skills in informational reading and literature that allow teachers to target and streamline instruction, analyzing pre-and-post assessments and instructional tools found in the Reading Units of Study that can be used to inform instruction, and growing best practices in Readers Workshop.

Across the grade levels, and even during remote and hybrid instruction, teachers were observed utilizing these instructional strategies with students. One particular highlight occurred during hybrid instruction, when upon entering a Grade One classroom, I observed the teacher had students working in collaborative reading groups, with students in-person engaging with those at home as if they were right next to them. The teacher was working with a small group which included a student in the room and another engaging virtually, and seamlessly was leading these two young learners in an authentic and engaging way.

As previously referenced, through the administration and analysis of STAR Assessments, teachers were able to receive baseline student data to help inform their instruction and planning. Students participated in STAR during the Fall, Winter, and will be completing one more round in the coming weeks. This data point allowed us to assess each student's baseline performance in reading and math, and also helped staff identify potential gaps that existed for individual students due to the 'unfinished learning' from the pandemic.

We also prioritized cultivating school and classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning. This was evident in many ways throughout the year, including seeing students across grade levels self-selecting texts for independent reading and to bring home during school vacations, students bringing in their own show-and-tell items from home to use during a lesson on measurement in Kindergarten, and a group of Grade 4 students participating in the 'Genius Hour' in which they selected any topic of interest to research and present to their classmates. In addition, students received yoga mats and this transformed student work environments in the classroom to support collaboration and flexible learning areas safely while maintaining adherence to the safety guidelines and protocols.

## 2020-21 Hansen Elementary School Priority #1: Transforming Teaching & Learning

Develop capacity to support opportunities for innovative teaching and learning along with educator capacity to deliver high quality, standards based instruction so that all students meet year end expectations.

**Rationale:** Teaching, lessons, and environments should be flexible in order to allow for student centered collaborative learning experiences and ownership of learning.

### Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvement; 1.3 Excellent Educators for Every Student, Every Day

1.4 Equitable Access to High Quality Instruction; 3.1 Designed Student Learning & Growth

3.2 Students' Ownership of Learning and Demonstration of Learning and Growth; 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
Support teachers in implementing the workshop model in K-5 Reading and K-2 Phonics	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Consultants</li> <li>• Dir. Teaching and Learning</li> <li>• Reading Specialists</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>• District PD</li> <li>• Time for Peer Observation and Collaboration</li> <li>• Time for Planning with Reading and Math Specialists</li> <li>• Staff leaders in District</li> </ul>	<ul style="list-style-type: none"> <li>• Directed PD for Teachers and EA's with consultants from TLA.</li> <li>• Elementary Reading Specialists led PD for staff in 'Growing Best Practices in Readers Workshop'.</li> <li>• Reading groups were happening during remote, hybrid, and in-person learning!</li> </ul>
Support teachers in effectively planning for diverse learners through data driven instruction	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Dir. Teaching and Learning</li> <li>• Reading and Math Specialists</li> <li>• Teachers</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>• STAR Benchmark Assessment</li> <li>• Digital Toolkit</li> <li>• Data PD</li> </ul>	<ul style="list-style-type: none"> <li>• Staff administered STAR Assessments and analyzed Student Data Reports in the Fall and Winter (one additional assessment is scheduled for Spring).</li> <li>• Administered CBM's and used this information to consider student needs and for our dyslexia screener.</li> <li>• Teachers reviewed student attendance (in-person and virtual) on an ongoing basis and planned accordingly to provide students with meaningful lessons and instruction during all learning models.</li> </ul>
Cultivate classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>• PD on Workshop Model</li> <li>• Literacy Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Across classrooms, students self-selected books for independent and group reading.</li> <li>• Students in Grade 4 participated in the 'Genius Hour': Self-selected topics to independently research.</li> </ul>

				<ul style="list-style-type: none"> <li>● Kindergarten students observed sharing objects brought from home to learn about measurement.</li> <li>● Students provided with yoga mats for flexible seating and work areas.</li> </ul>
Enhance instruction to meet the needs of diverse learners with resources from the digital toolkit	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Teachers</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>● Digital Toolkit</li> <li>● Technology PD</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers used multiple digital platforms to connect with students, provide instruction, and assess student work</li> <li>● In Principal Weekly Updates, provided families with Literacy Videos for Parents/Guardians to support literacy at home</li> </ul>

## Achieving Educational Excellence and Ensuring Equity

One of our primary school priorities each year is on achieving educational excellence and ensuring equity. Under the conditions of this incredibly unique school year, providing equitable access to learning and education for all students looked different, but remained as important as ever. The District technology team, along with the support of the Hansen technology team and teachers worked tirelessly to ensure that each student had a working device (K-2 students were given iPads; 3-5 students were given Chromebooks), and access to the internet while working remotely. Hotspots were deployed to those in need, staff supported individual students and families to troubleshoot and support when issues arose, and phone calls were made to check-in on students when they were not present online at the start of remote learning days.

We also realize that those families that opted for their child(ren) to participate in the Remote Learning Pathway needed to maintain a sense of connection to Hansen students and staff. This year, rather than in-school morning announcements, we transitioned to a daily morning video message for all Hansen students and staff to play at the start of the day. This way, all students were receiving the same information and participating in the Hansen morning welcome whether in the building or remote. In addition, students on the Remote Learning Pathway were provided the same opportunities to participate in school activities (t-shirt design, Girls on the Run etc.) as well as virtual field trips and other virtual learning experiences along with their grade level peers.

In support of all of our students and families, the professional staff at the Hansen School remains committed to continuing our adult learning related to issues of equity, bias, race, and social justice. This work has continued and grown throughout the school year and has been a consistent topic during faculty meetings and other collaborative time. We provided staff with a copy of the text, *So You Want to Talk About Race*, by Ijeoma Oluo and engaged in reading, reflection, and discussion of selected passages during faculty meetings. Additionally, we also read and reflected upon articles including *Teaching Young Children About Bias, Diversity, and Social Justice* by Jinnie Spiegler, and *Don't Say Nothing* by Jamilah Pitts. In addition, at a recent faculty meeting in April, one of our staff members led a focused discussion and directed learning opportunity around the targeted discrimination and violence against the Asian American/Pacific Islander (AAPI) community. While these readings and trainings allow staff to reflect on our own experiences, biases, and practices to promote equity, we remain committed to thinking deeply about these issues and the impact that they also have on our students and families.

## 2020-21 Hansen School Priority #2: Achieving Educational Excellence & Ensuring Equity

Promote an equitable school experience for all students by creating the structures that allow all students access to academic and social opportunities supported through strong relationships, respect, and empathy.

**Rationale:** The connection between school and home is critical, and therefore it is imperative that all students and families have access, feel welcomed, included, and respected. When these conditions exist for all, it will ensure equal access and opportunity and an equitable school experience for students and families.

### Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> <li>• Ensure all students have access to technology and software that allows each student to maximize their ability to participate and engage in learning and classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Dir. of Technology/Tech. staff</li> <li>• School and District Admin.</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>• PD/Training for students, staff, and families</li> <li>• Funds for Tech. purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Each student was provided with a device for at-home and in-person learning (K-2 iPad, 3-5 Chromebook).</li> <li>• Hot Spots provided to support all students having online access.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure students, families, and staff that are part of the Remote Learning Pathway are included in school communications and events.</li> </ul>	<ul style="list-style-type: none"> <li>• School and District Admin.</li> <li>• </li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>• Time</li> <li>• Consistent vehicles for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Each morning, the announcements and morning message was sent via video so that both those in-person and remote could participate each day.</li> <li>• All families received the Hansen Weekly Update</li> <li>• Students in RLP provided equal opportunity to participate in school-wide t-shirt design contest and virtual performances/field trips.</li> <li>• Students in RLP invited for School Picture Day</li> </ul>
<ul style="list-style-type: none"> <li>• Continue our adult learning relating to issues of equity, bias, race, and issues of social justice by engaging staff in a year long book club (reading 'So You Want to Talk About Race?' by Ijeoma Oluo</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Hansen Staff</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>• Copies of the text for each staff member</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Each faculty member was provided with a copy of the text and engaged in reading during various faculty meetings.</li> <li>• As a staff, we read, reflected upon, and discussed the articles <u>Teaching Young Children About Bias, Diversity, and Social Justice</u> by Jinnie Spiegler, and <u>Don't Say Nothing</u> by Jamilah Pitts.</li> <li>• Engaged in staff directed learning around the targeted discrimination and violence against the AAPI community.</li> </ul>

## Cultivating School Climate and Culture

Our final school priority for the 2020-21 school year was to grow and enrich our professional climate and culture so that we are best able to meet the social and emotional needs of all students and staff. It goes without saying that this school year challenged us in many ways, and I remain incredibly impressed and grateful for the ability of the staff to support the social and emotional needs of students, maintain and build student connections, and keep a focus on positive adult and student relationships. The Hansen staff has always fully committed themselves to prioritizing these relationships and for showing true care for students. This year, every classroom (both in the building and remote) emphasized student and adult connection through engaging in a morning meeting and/or closing connection at the end of the school day. In addition, through in-person planning and use of technology, students were able to engage safely in collaborative learning groups (breakout rooms, use of larger indoor or outdoor spaces) for both academic and social skill-building. Students spent time outdoors more than ever before during academic instruction, scheduled mask and movement breaks, and to engage in safe and distanced play.

Recognizing that elementary learners require these important social moments as part of their growth and development, we actively sought these opportunities. In addition, we worked collaboratively with our Hansen CAPT and parent volunteers to provide students with access to virtual and in-person academic and social presentations and extracurriculars. Students engaged virtually with authors, participated in virtual global field trips, and presentations from the Museum of Science. In addition, we were able to offer a Spring season of 'Girls on the Run', and are currently working to coordinate safe playground meet ups at school for some of our classrooms that are in the Remote Learning Pathway.

Throughout the year, staff worked tirelessly to reflect upon the learning models (remote, hybrid, all-in) and to provide each student in their class with what he/she needed. Needs changed often due to students in quarantine and impacts of health and safety protocols. Throughout this entire experience, staff remained completely committed to providing for the needs of each student, regardless of their circumstances for learning in-person or remotely. Staff effectively utilized the time provided during the asynchronous Wednesday afternoons to engage in professional collaboration around instructional planning, learn from colleagues around best practices for hybrid and remote learning, advance their skills with technology and digital learning platforms, and plan meaningful ways to engage all students.

## 2020-21 Hansen School Priority #3: Cultivating School Climate and Culture

Grow and enrich our professional climate and culture so that we are able to meet the social and emotional needs of all students and staff.

**Rationale:** Because student learning is inextricably linked to a school's social environment, we must pay careful attention to and provide explicit instruction in social-emotional skills while purposefully engaging both staff and students in opportunities for ongoing connections that create and sustain meaningful and positive relationships. This contributes to a healthy climate and culture that supports overall student and staff well-being and success.

### Strategic Areas of Focus:

1.1 Educational Equity; 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction;

2.1 Social and Emotional Learning; 2.2 Behavioral Intervention; 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> <li>Maintain consistent and scheduled opportunities for students to connect and build relationships with peers and staff (morning meeting, closing circle etc.)</li> </ul>	<ul style="list-style-type: none"> <li>School Admin.</li> <li>Hansen Staff</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>Time</li> <li>Training in SEL Curricula</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms (in-person and virtual) held morning meetings and/or closing circles to allow students to connect with staff and each other every day.</li> <li>Consistent use of outdoor spaces for mask/movement breaks and for safe student interactions and connections.</li> </ul>
<ul style="list-style-type: none"> <li>Design and implement opportunities for students to participate and engage in virtual clubs and extracurricular areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Hansen Staff</li> <li>Community Resources/Contacts</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>Time</li> <li>Staff/Community Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Students participated in virtual author visits, field trips, meetings with the Museum of Science</li> <li>We held a Spring session of 'Girls on the Run' at the school - open to students in-person or in RLP</li> <li>Use of breakout rooms to provide social moments for students during breaks and/or lunch/recess</li> </ul>
<ul style="list-style-type: none"> <li>Continue to reflect upon our instructional models and refine our practices within the models to support the academic, social, and emotional needs of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>District Admin.</li> <li>School Admin.</li> <li>Staff</li> </ul>	Ongoing 2020-2021	<ul style="list-style-type: none"> <li>Collaborative Time</li> <li>Structures for receiving ongoing feedback from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>All-in Steering Committee</li> <li>Consistent opportunities for staff collaboration and instructional planning during asynchronous Wednesday afternoons.</li> <li>Ongoing opportunities for staff connections during faculty meetings.</li> </ul>