

**Maria Hastings School  
School Improvement Plan  
2015-2016**

**Site Council Members:**

Curt Barrentine, Parent, Co-Chair

Courtney Apgar, Parent

Lance Conrad, Parent

Rachel Harrington, Parent

Louise Lipsitz, Principal/Co Chair

Deborah Krasnow, Resource Room Special Educator

Susan Campbell, ILP Special Educator

Patricia McLaughlin, Classroom Teacher

Anne Knight, Assistant Principal (non-voting member)

Jane Kalinski, Community Member

Bettina McGimsey, Community Member

## Hastings School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><b>INSTRUCTION</b> <b>Academic Goal 1:</b></p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>1. Continue implementation of Teachers College Writer's and Reader's Workshop models:                      -analyzing three on-demand writing prompts                      -lesson format and conferring model                      -Unit of Study planning in grade level PLC's (professional learning communities)                      -Share best practices during RtI (Response to Intervention) Team Meetings</p> <p>2. Work with department heads to refine literacy and math coaching roles as new personnel join the Hastings School staff</p>	<p>1. Year-long                       Oct., Jan., May</p> <p>Four scheduled meetings in 15-16 academic year</p> <p>2. Year-long with</p>	<p>1. Supervision and Evaluation Process, Professional Learning presentations by staff, Unconference topics</p> <p>2. Coaching process in place for new staff members and</p>	<p>1. All deadlines completed, staff reflections translate into improved instructional practices, feedback on Supervision and Evaluation Process by staff</p> <p>2. Supervision and Evaluation process indicates implementation of coaching and suggested strategies to increase</p>	<p>1. All deadlines completed, staff reflections translate into improved instructional practices, as evidenced by student pre-post assessments in ELA, math. feedback on Supervision and Evaluation Process by staff gathered in person and through Climate Survey</p> <p>Unconference held with focus on PBIS</p> <p>Professional Learning Communities PLC goals focused on Reading or Writing, weekly meetings</p> <p>RtI Meetings held October, December,</p>

	<p>3. Implement technology integration in classrooms: additional interactive whiteboards, ipads, laptops.</p> <p>4. Plan “Unconference” professional learning at the school level, increasing collaboration and sharing of best practices by Hastings staff</p> <p>5. Utilize Supervision and Evaluation model to focus on student data in developing teacher goals and professional learning</p>	<p>increased support in the Fall 2015</p> <p>3. Year-long with Fall 2015 release time for professional learning</p> <p>4. Winter 2015-16</p> <p>5. Year-long with focus on goal setting in Fall 2015</p>	<p>subsequently, others in the building</p> <p>3. Technology integration visible through class lessons, student work, communication with families</p> <p>4. Positive teacher feedback through topics to present and follow-up from Unconference</p>	<p>student learning.</p> <p>3. Increased use of Interactive whiteboards in classrooms. Increased use of technology as a tool for learning by students: blogs, research, presentations.</p> <p>4. Unconference topics and feedback in exit slips indicate effective professional learning by staff</p> <p>5. Use of data to inform Interventions, plan units of study and lessons, provide across-class instruction as appropriate.</p>	<p>February, May</p> <p>Hastings hosted Teachers College, included Bridge gr.3-5 in November and April</p> <p>Interactive whiteboards installed and in use in all grade 3, 4, 5 classrooms as well as Music room.</p> <p>PLC Leadership Team developed effective data collection and tracking forms in use for DATA Team/RtI meetings. Placed on Goolge Drive for input and data sharing among all staff</p>
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<p><b>INSTRUCTION</b> <b>Social/Emotional</b> <b>Goal 2:</b></p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ol style="list-style-type: none"> <li>1. Support work of Guidance Department curriculum review</li> <li>2. Establish and implement new model for social worker at elementary level.</li> <li>3. Continue to provide PBIS (Positive Behavior Intervention Support) on school-wide level with Hastings Hero initiative.               <ul style="list-style-type: none"> <li>-Include fifth grade students in planning and decision-making</li> <li>-Provide time for professional learning with Dr. Howard Muscott, pending funding from LEF.</li> <li>-Provide parent education on PBIS.</li> </ul> </li> <li>4. Continue learning and refining Hastings School and District learning in</li> </ol>	<ol style="list-style-type: none"> <li>1. Year-long</li> <li>2. September-December and through the year</li> <li>3. Summer work by PBIS Teacher Team, professional learning during 2015-2016 year</li> </ol>	<ol style="list-style-type: none"> <li>1. New initiatives implemented at the building level</li> <li>2. Students and families connected and supported</li> <li>3. Data collection indicating effectiveness of Hastings PBIS model</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly meetings with Department Head to review implementation and support staff.</li> <li>2. Supervision and informal mentoring of social worker. District-wide assessment of model and implementation.</li> <li>3. Monthly data analysis with leadership team to assess PBIS impact on student behavior and office referrals.</li> </ol>	<p>Mental Health Team meetings held 2X a month with Counseling Department Head, Hastings mental health providers, including METOC social worker</p> <p>Principal, Assistant Principal and ETS reviewed data over the course of the year, sought additional input and provided support to offer interventions where needed</p>

	the area of Cultural Proficiency.	4. Year-long	4. Parent and teacher feedback regarding effective responses to issues of culture, ethnicity, socio-economic status, and other aspects of diversity in our community	4. Teacher and parent feedback after interactions to assess accessibility to Hastings School programs, teacher information and administrators when concerns or questions arise.	
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<p><b>FACILITY</b></p> <p><b>Goal 3:</b></p> <p>If we document facility needs at the Hastings School, then the community will have accurate information about our school building in order to make decisions about future construction projects for our school community</p>	<p>1. Work with DiNisco Partnerships To develop documents for Hastings site</p> <p>2. Collaborate with Town of Lexington and all stakeholders in planning any building project.</p> <p>3. Educate the community at large regarding the Hastings School and its role in meeting elementary school enrollment needs.</p>	<p>1. Summer, Fall 2015</p> <p>2. Summer 2015- completion of project</p> <p>3. Summer 2015-</p>	<p>1. Summit Meeting concludes with plans for Hastings School</p> <p>2. Stakeholders provide feedback regarding the project and voters approve funds</p>	<p>1. Summit Meeting outcome includes planning for new Hastings School.</p> <p>2. Hastings community continues to be involved and valued as the design and various funding possibilities are explored, discussed and presented to the larger Lexington community.</p> <p>3. Lexington voters continue to support building projects to provide equity and enrollment relief across the school system.</p>	<p>Met with MSBA members in September for a Senior Study of Hastings.</p> <p>MSBA invitation into the program in December 2015.</p> <p>Town Meeting appropriation of planning funds, Match 2016.</p> <p>All documents needed to proceed with MSBA process completed as of June, 2016.</p>

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<p><b>SAFETY</b>  <b>Goal 4:</b>            If we increase safety procedures in our school, then social-emotional, psychological and physical wellbeing for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Implement the REMS training and “ALICE” protocol (<u>R</u>eadiness and <u>E</u>mergency <u>M</u>anagement <u>S</u>ystems for Schools – “<u>A</u>lert, <u>L</u>ockdown, <u>I</u>nform, <u>C</u>ounter, <u>E</u>vacuate”</p> <ul style="list-style-type: none"> <li>• All staff and parents are educated in the “ALICE” protocol</li> <li>• A student education and training system will be developed for ongoing implementation</li> </ul>	<p>Year long 2015-2016</p>	<ol style="list-style-type: none"> <li>1. The school-based incident management team reviews the “ALICE” protocol in fall 2015.</li> <li>2. The school-based crisis team develops a timeline for continued school training, community information and practice.</li> <li>3. The school-based crisis team selects a date to lead the “ALICE protocol” for students at least once in the school year. A systematic team de-brief held.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed discussions by school-based and district wide Incident Management Teams</li> <li>2. Completed training of staff in preparation for full school drill. Parent community informed of ALICE protocol at Hastings.</li> <li>3. School wide drill completed with students, debrief with Incident Management Team and staff completed. Next steps developed.</li> </ol>	<p>ALICE protocol reviewed with staff, Ian Dailey, Lexington Police Department, December 2915.</p> <p>Ongoing~ not completed</p> <p>Ongoing~ not completed</p>