

Hastings Elementary School School Improvement Plan 2008-2009

Hastings School Council

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The attached update is respectfully submitted by Louise P. Lipsitz on behalf of the Hastings School community.

Rubric for School Improvement Plan Outcomes

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated
INITIATED	Strategies in this category are in the beginning stages of implementation. Beginning implementation includes some completed professional development, pilot initiatives planned, products in beginning stages, plan for next steps in process (e.g. understanding of the uses of a database, and preliminary collection of data are accomplished, but systematic data collection, warehousing and analysis is not complete)
DEVELOPING	Strategies in this category have basic professional development completed, continuing professional development planned, initial data from target areas collected, pilot projects initiated, teams/systems functioning effectively in some areas (e.g. grade level PLCs have set and evaluated improvement targets <i>in some areas</i> and are working with data around targets)
ESTABLISHED	Strategies in this category have an established on-going professional development plan, have completed initial professional development, have completed at least one cycle of data collection and revision (if appropriate), have established comprehensive school based teams, have seen formal or informal growth in areas toward academic achievement goal
REFINING	Strategies in this category have completed original SIP goal fully, but are in the revisit and extension stage. Work at this level includes expansion of successful practices to other grade levels or subjects, advanced professional development work in related areas, or enhanced capacity building in finely targeted areas(e.g. extended PD to deepen teachers understanding of a strategy or concept; advanced team work to deepen instructional power of interventions)

**Hastings Elementary School
Lexington Public Schools
2008-2009 School Improvement Plan
Update: September 2009**

Goal	Strategies	Timeline	Evidence /Data	Performance Targets	Level of Achievement	Person Responsible
<p>Goal 1: Literacy</p> <p>Increase student achievement on both formal and informal assessments of literacy skills and knowledge.</p>	<ul style="list-style-type: none"> • Build database reflecting students' performance level • Analyze student performance data • Investigate the use of a literacy block schedule that supports the coordination of literacy services • Utilize PLC groups to determine strategies to improve student achievement • Set and evaluate performance improvement targets • Identify and implement Tier I, Tier II, and Tier III interventions • Develop grade level common assessments • Continue focus on non-fiction writing 	2007-2009	<ul style="list-style-type: none"> • MCAS Scores • District Wide Literacy Assessments • Grade level common assessments 	All students will meet or exceed the benchmarks outlined on the Literacy Assessment grid: Scott Foresman unit assessments, DRA scores, fluency goals, and/or proficiency on the MCAS and/or meet IEP Goals	REFINING DEVELOPING ESTABLISHED ESTABLISHED DEVELOPING DEVELOPING DEVELOPING DEVELOPING	Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Literacy Coach

2008-2009 Highlights

- Data were collected by literacy teachers at various times throughout the school year. A variety of assessment instruments were used, which varied by grade level. All staff reviewed MCAS data to document student needs and foci of instruction across the grade levels.
- Students were placed in different tiers based upon the literacy assessment data as well as classroom data collection. Several students moved from Tier IIB to Tier III after the student failed to make adequate progress with literacy support 1:1. Subsequent special education evaluations concluded that the students were eligible for services.
- Literacy instruction blocks were instituted across the grade levels with literacy or special education teachers entering the classrooms to provide support.
- Several PLC teams focused on literacy, reviewed student work, and implemented teaching strategies in response to student need.
- Common assessments were piloted by kindergarten for phonics skill development, and by grade one teachers in the area of spelling. Other teams utilized summative data: DRA, DIBELS. More work needs to be completed in this area.
- Non-fiction writing was a focus in several grades: 3, 4, and 5 specifically. More work needs to be done in this area as students read more non-fiction texts and write across content areas.

<p>Goal 2: Math</p> <p>Increase student achievement on both formal and informal assessments of math skills and knowledge.</p>	<ul style="list-style-type: none"> • Build database reflecting students' performance level • Analyze student performance data • Create block schedule that supports the coordination of math services • Utilize PLC groups to determine strategies to improve student achievement • Develop grade level common assessments • Track achievement for students who meet or exceed grade level benchmarks • Host parent meetings focused on mathematics • Focus on mathematics vocabulary • Increase use of parent volunteers for mathematics practice 	<p>2007-2009</p>	<ul style="list-style-type: none"> • MCAS Scores • District Wide Math Assessments • Grade level common assessments 	<p>-All students in grades k-2 will demonstrate proficiency on the Oral Assessments outlined in the Mathematics Core Assessment Grid and/or meet IEP goals.</p> <p>- All students in grades 3-5 will score proficient or higher on the MCAS assessment and end of year EDM assessment and/or meet IEP goals</p>	<ul style="list-style-type: none"> • DEVELOPING • ESTABLISHED • ESTABLISHED • ESTABLISHED • DEVELOPING • DEVELOPING • DEVELOPING • DEVELOPING 	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Math Intervention Specialist</p>
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2008-2009 Highlights

- Data were collected using district checklists and assessments in the fall and spring. New checklists were completed in June that provided detailed information regarding student performance.
- Staff reviewed MCAS data for grade 3, 4, and 5 and discussed teaching grade level appropriate vocabulary K-5 in preparation for the assessments.
- The math specialist collected data at three times during the year, using it to assess student need. More specific assessment data needs to be collected and analyzed at the classroom level in mathematics.
- Blocks of time were established at grade levels for mathematics instruction. At grades 3 and 4, students were grouped according to instructional need on a weekly basis with the math specialist joining the classroom teachers for the teaching block.
- PLC teams focused on mathematics at grades 2, 3, 4, and 5. Teachers analyzed student work and developed goals for improved learning. They tracked student progress in their goal area and collected data over time to assess learning.
- Data indicated whether students met benchmarks, but more information must be collected to indicate actual skill level beyond grade level expectations.
- Common assessments were developed by some, while others used the *Math Boxes* in the Everyday Math Program. More work needs to be completed in this area.
- Some classes hosted parent math shares: more communication regarding mathematics instruction needs to occur.
- Two Hastings teachers provided training to parent volunteers who subsequently facilitated math game stations once a week in Grade three. This program was highly successful in engaging parents in mathematics classes and providing both additional practice and extended learning in Grade three.

<p>Goal 3: Community-Building</p> <ul style="list-style-type: none"> Strengthen the sense of partnership, belonging and safety in the school by expanding communication between school and community. Support staff in acquiring the skills and knowledge necessary to dovetail the new Hastings technology with the curriculum at each grade level, in order to enhance student learning. 	<ul style="list-style-type: none"> Support Professional Learning Communities <ul style="list-style-type: none"> Develop Teams Develop SMART Goals Focused on Student Achievement in Math or Language Arts Provide professional development for all classroom staff in Common, Formative Assessments Utilize PTA as a resource to create new forums that connect parents and teachers and foster parent-teacher collaboration Continue Open Circle Committee <ul style="list-style-type: none"> Common meeting time once a week Parent education provided by Guidance Counselor Review Arrival and dismissal procedures <ul style="list-style-type: none"> Work collaboratively with the Methodist Church staff to alleviate parking concerns Provide professional development for staff 	<p>2007-2009</p> <p>2007-2009</p>	<ul style="list-style-type: none"> Evidence of Team Smart Goals Evidence of implementation of Formative Assessments Evidence of expanded resources for parents Increased participation in PTA events New parent-teacher generated initiatives to support student learning Evidence of decreased behavior incidents at recess, lunch Improved parking plan for Hastings families Evidence of technology being utilized to enhance student learning. 		<p>ESTABLISHED</p> <p>ESTABLISHED</p> <p>DEVELOPING</p> <p>ESTABLISHED</p> <p>REFINING</p> <p>DEVELOPING</p>	<p>Faculty, Administration, Central Office Administration, Consultants</p> <p>Hastings Staff, PTO, Parents & Administration</p> <p>Site Council members, PTA leadership and members, staff, Methodist Church staff and community</p> <p>Technology Staff, Hastings Staff</p>
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2008-2009 Highlights

- Professional Development activities focused on developing common formative assessments. Teachers used their PLC teams to look at assessments they used and refine them so that the teams could better analyze student work.
- PLC teams met regularly at Hastings, developed SMART goals and gained increased understanding of the importance of collecting and analyzing student work as a team. Staff provided summaries of their work at two faculty meetings in May 2009, and posted all PLC work on the district's website for colleagues across the system to share.
- PTA meetings were planned in order to increase parent knowledge of the educational program at Hastings and offer forums for open communication. In November, parents and interested teachers read a portion of a book and discussed it at the PTA meeting. At PTA cafes on Friday mornings, parents had an opportunity to hear from many members of the Hastings staff and learn about specific aspects of the school program. In March, parents and staff viewed the film *Including Samuel* and discussed issues related to including students with significant disabilities.
- While the Open Circle curriculum was used throughout the school, the school-wide committee did not meet this year. Going forward, we will look at ways to share social competency teaching in school-wide settings: including All School Meeting.
- Beginning in the summer of 2008, communication was established with the Methodist Church and parents were informed of the changes in parking policies there. Throughout the year articles in the weekly Bulletin reminded parents of the need to maintain a respectful relationship with the church community. Additional staff members parked in the allotted spaces at the church, enabling more parking spaces in the school parking lot.
- The Site Council conducted an extensive survey regarding arrival and dismissal procedures at the school and used the results to maintain communication about the procedures. The arrival and dismissal data indicated that parent respondents did not want to change their decisions regarding transporting their children to school: carpooling and "walkpooling" were not embraced as ways to decrease traffic on school property.
- The second community survey indicated that parents are very interested in more specific feedback about their children's academic performance. This information will guide goals for the up-coming School Improvement Plan.