



Elsie A. Hastings Elementary School

School Improvement Plan 2024-2025

The Hastings School Council is pleased to present our 2024-2025 School Improvement Plan for review. This plan was created by the Hastings School Council in collaboration with the Hastings staff and our Hastings families. The areas for improvement that we have addressed are aligned to the District's Strategic Plan goals. We are excited to put these goals into action.

2023-2024 Hastings School Council

Joseph Considine	Community Representative
Julia D'Agata	Principal
Michelle LaFleur	Parent Representative
Carolyn Lee	Interim Principal
Kiran Kewalramani	Parent Representative
Jill Murphy	Teacher Representative
Bonnie Ross	Teacher Representative

This plan includes the following sections:

❖ Update from the 2023/2024 School Years

- [Teaching and Learning](#)
- [Wellness and Relationships](#)
- [Communications, Community, and Connection Updates](#)
- [Management and Operations](#)
- [Facilities](#)

❖ Key Initiatives and Goals in the Following Areas for the 2024/2025 School Year:

- [Teaching and Learning](#)
 - [Wellness and Relationships](#)
 - [Communications, Community, and Connection](#)
 - [Management and Operations](#)
 - [Facilities](#)
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Updates from the 2023/2024 School Years:

School Improvement Focus 1 - Teaching and Learning



- Kindergarten, 1st and 2nd Grade Teachers participated in professional development with the literacy coordinator to dig deeper into phonics instruction and implement the Phonics to Reading Program with a UDL lens
- Kindergarten, 1st, and 2nd Grade Teachers worked with the math coordinator on topics including math fluency, Eureka Squared, the workshop model and more with an overarching UDL lens
- 3rd Grade Teachers focused on utilizing book clubs to build student agency to think, talk, and write more deeply about text.
- Each grade level team worked in collaboration with the school librarian and the Science and/or Social Studies curriculum coordinator to design and implement an inquiry based unit that was integrated into the existing curriculum.
- Kindergarten, 1st, 2nd, and 3rd grade teachers were presented with an overview of upcoming writing instructional shifts (including scope/sequence, sample units, etc.) for implementation in the 24-25 school year.
- Kindergarten through 3rd grade teachers and staff participated in professional development focused on co-regulation techniques and strategies to support students and staff.
- Kindergarten through 2nd grade implemented the Updated K-2 District Assessment Plan
- The 3rd Grade had representatives from all three elementary schools help with the exploration of the implementation of an Adaptive Digital Reading Screener in 3rd grade and the decision was made to move forward with the screening in the 24-25 school year.
- Provided opportunities for outdoor hands-on learning experiences for students through our Hastings garden and the development of an outdoor classroom.
- Implemented the digital literacy curriculum with new shifts based on feedback from the previous school year to establish shared consistency of experiences for all students.
- Continued to develop staff skills on SmartBoard technology in classrooms through training opportunities.
- Developed K-3 technology user guidelines and a vision for staff, students, and families that outline core values for 1:1 iPad technology use in the elementary classroom.
- Provided K-3 teachers additional professional development for growing best practices on iPad integration.
- Provided professional development for multiple teams on co-teaching best practices which included significant opportunities for reflection, planning, as well as observations and reflective feedback.

School Improvement Focus 2 - Wellness and Relationships



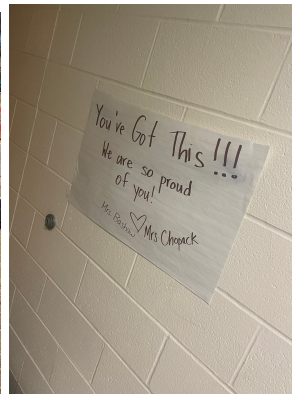
- Provided district based course offerings for staff to explore their own cultural proficiency and equity work and deepen their toolbox to have meaningful conversations with students around identity, race, and anti-bias.
- Created a shared definition of hate speech, reviewed our approach to hate speech, and identified areas for improvement and developed our ARISE protocol.
- Communicated with all families about the ARISE protocol and provided training for all staff on the ARISE protocol.
- Designed and implemented a district-wide Newcomers' Transitional Program that supported students that were struggling significantly in their transition into school and had a need for additional support in the following areas: Language Proficiency, Academic Performance, and Social Emotional Needs.
- Provided instruction for our students focused on the importance of treating each other with kindness and respect which included a focus on accepting that we are all different and the importance of valuing and celebrating our differences.
- Continued the work of diversifying literature in the classroom and library selections to carry a robust selection of diverse literature.
- Continue the implementation of a DEI school based council to assess our school practices and develop opportunities for staff and families to explore and discuss diversity, equity, and inclusion (i.e. storyteller performances, book of the month program, etc.)
- Continue our Hastings HEART Code of Character Education focusing on the values of honesty, empathy, acceptance, responsibility, and teamwork and put them into our daily practice as citizens of our school and the greater Westborough community .
- Continued to focus as a faculty and staff on Inclusive Practices/Teaching All Students, with an emphasis on refining our understanding and implementation of (UDL) Universal Design for Learning to better meet the needs of all learners.
- Continue to utilize Student Difficulties Questionnaire data and other measures to develop skill based Social Emotional Learning groups for students in Tier II & III.
- Provided wellness opportunities for staff before and after school promoting staff connection, socialization, and wellness
- Met bi-weekly with a student concern team (school psychologist, school counselor, school nurse, and principal) to make sure all students were supported. Created a system for teachers to submit concerns for the team to problem solve and support.
- Worked with the parent group to build a staff appreciation committee to host events such as breakfasts, coffee hours, a love lunch, and more.
- Implemented grade level monthly music opportunities to bring students together in song and dance with the music teacher.

School Improvement Focus 3 - Communication, Community, and Connections:



- Implemented the use of ParentSquare the District's new communication system. This was implemented at the building level for all communications such as the Weekly News and Notes, transportation updates and more. Some classroom teachers explored the tool during the year.
- Utilized our character program "Hastings has HEART" to connect with the community and provide opportunities for students to partner with and give back to the senior residents as well as town organizations such as Westborough's Kindness Week and the Westborough Food Pantry.
- Partnered with a High School Community Service representative to lead Hastings HEART lessons for students and highlight the importance and value of community service.
- Celebrated the character program with HEART day where students gave back to the community in creative ways.
- Lead food drives to collect food for the local food pantry.
- Developed and implemented a new website in collaboration with the district and all schools.
- Implemented the new kindergarten through 3rd grade conference and report card schedule which provided two report cards and two conferences per school year.
- Continued to provide daily morning announcements, grade level character education lessons, and acknowledgement of students practicing core values highlighting our Hastings Code of Character as well as our Second Step curriculum.
- Continued to provide the "Weekly News and Notes" which shares important information and dates with families.
- Continued to provide the "Weekly Memo" and "Daily Bulletin" for Hastings staff which shares important information and dates with staff.
- Continued to translate all written communications in the needed languages and utilize translation applications and translators to make information (verbal and written) accessible for all.
- Participated in community events such as Kindness Week, The Wizards Basketball Game, Arts in Common, K-12 Art Show, Grade 1 Strega Nona, Grade 3 Strings performance, Grade 2 Goin' Buggy Performance, Grade 3 Graduation, and more.
- Invited all new families to tour the school building and meet with school staff before starting their school journey in Westborough.
- Hosted many family events in collaboration with the parent group including: Fall Festival, Bingo Night, All School Dance, Fun Run, and more!
- Supported students transition to Hastings throughout the summer by offering a story hour, popsicle meet and greet, Kindergarten Orientation, and Open Door Day.
- Visited neighborhood assisted living and nursing homes to spread cheer and send well wishes.

School Improvement Focus 4 - Management and Operations:



- Provided additional monthly meeting times for grade levels to collaborate during character education lessons and monthly music lessons. These lessons are provided by the principal and music teacher.
- Utilized the health and safety committee, DEI council, SEL committee, and technology council to meet monthly to assess current practices and build on new initiatives for the school.
- Continued to implement the Targeted Support Team (TST) process by having bi-weekly TST meetings to discuss students and brainstorm interventions for continued growth in all areas. Utilized faculty meeting time to provide common growth and understanding of the TST process and its direct impact on student advancement.
- Utilized weekly communication with both staff and families regarding the happenings of the school and larger Westborough community.
- Integrated and held regular school-based team meetings for collaboration and planning (i.e. grade level team meetings, reading team meeting, specialist meeting, ESL team meeting, etc.)
- Implemented ESL co-teaching planning time to grow our ESL co-teaching model and instructional practices.

School Improvement Focus 5 - Facilities



- Continue the composting and recycling program for students through direct instruction and improving lunchroom practices in the cafeteria.
- Introduced the Trex Recycling Program to students and the greater Fales community through shared videos and in-person lessons for students.
- Actively participated in the District-wide Green Team and implemented initiatives such as the Trex Recycling Program and engaged families to support the program through volunteering opportunities.
- Assessed the need for a new roof and worked with appropriate stakeholders to plan a roofing project for summer 2024.
- Met with architects and design teams to map out ADA compliance work for the building.
- Partnered with the DPW and other town organizations to build an outdoor learning space and classroom.

Goals and Action Steps for the 2024/2025 School Year:

Elsie A. Hastings Elementary School Improvement Plan

School Improvement

Focus #1:

Teaching and Learning

Hastings Elementary School Vision



Key Initiatives	Goals	Action Team
<i>Professional Development: Social Emotional Learning</i>	*Kindergarten-3rd Grade staff will participate in Responsive Classroom professional development with a UDL lens.	Clinical Director, Clinical Team, Principal, Faculty & Staff
<i>Inquiry Research Projects</i>	*Continue the collaboration between grade level teams, the school librarian and the Science/SS curriculum coordinator to refine and enhance the implementation of our inquiry based units that are linked to existing curriculum.	Science and SS Curriculum Coordinators, Principal, Grade Level Teams, School Librarian
<i>Literacy Instruction</i>	*Kindergarten, 1st, 2nd, and 3rd Grade teachers will participate in PD with the literacy coordinator to dig deeper into the new writing workshop units with a UDL lens.	Literacy Curriculum Coordinator, Principal, Faculty & Staff
<i>Reading Assessment Overview</i>	*Continue to Refine & Implement the Updated K-3 District Assessment Plan. *Implement the use of iReady which is a Digital Reading Screener in 3rd Grade and the Literacy Footprints assessment for K-2nd Grade.	Literacy Curriculum Coordinator, Classroom Teachers
<i>Digital Literacy Instruction</i>	*Continue to implement the digital literacy curriculum with new shifts based on feedback from the previous school year to establish shared consistency of experiences for all students.	Principal, School Librarian, Classroom Teachers
<i>Makerspace Exploration</i>	*Continue to explore and develop Maker Space Innovation through the K-3 district MakerSpace committee chaired by	Science Curriculum Coordinator,

	the Science Curriculum Coordinator. Continue to define our philosophy for MakerSpace Exploration at K-3 and find ways to meaningfully integrate this work into the student's school experience.	Principal, Faculty & Staff
<i>Outdoor Learning Experiences</i>	*Continue and enhance the collaboration of the Science Coordinator and Hastings Staff to design outdoor hands-on learning experiences for students embedded with grade level curriculum in our school garden. *Design and explore opportunities for staff to use our new outdoor learning space.	Science Curriculum Coordinator, Principal, Faculty & Staff
<i>SmartBoard Technology</i>	*Continue to develop staff skills on SmartBoard technology in classrooms through training.	Principal, Technology Staff, School Technology Council, Faculty & Staff
<i>iPad Technology and Use</i>	*Continue to review and focus on our K-3 technology user guidelines/ vision that outline our core values for 1:1 iPad and technology use in the elementary classroom when designing and implementing instruction across the curriculum. *Continue to offer K-3 teachers additional professional development for growing best practices with iPad integration.	Principal, Director of Technology, Assistant Superintendent, School Technology Council, Faculty & Staff
<i>ESL Professional Development</i>	*All staff will participate in professional development focused on developing awareness of appropriate ESL practices with a focus on improving student growth and support. *Provide additional ESL professional development to specific teams of teachers to further develop practices and strategies and allow for ongoing collaboration and consultation to enhance student growth and support. *Provide ESL teachers with specific ESL writing professional development relating to the new writing curriculum and scaffolding it accordingly to support language learners.	Principal, Assistant Superintendent, English Language Education Director, ESL Teachers, Classroom Teachers
<i>Co-Teaching Practices</i>	*Continue to focus on co-teaching best practices through professional development for co-teaching teams, increased collaboration time, and opportunities for observations.	Principal, Assistant Superintendent, K-3 Literacy Coordinator, Student Service Coordinator, Co-Teaching Teams

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School Improvement

Focus 2:

Wellness and Relationships



Key Initiatives	Goals	Action Team
<i>ARISE Protocol Training & Implementation</i>	*Continue to provide communication, training, instruction, and seek feedback on the ARISE protocol to refine our implementation of the protocol and to maintain our focus on this critical work with each other as a community in an effort to support the development of our students' skills as aware, caring and actively engaged citizens.	Principal, Faculty & Staff, District Leadership, Families, and Students
<i>Diversity, Equity, and Inclusion (DEI)</i>	*Continue district based course offerings for staff to explore their own cultural proficiency and equity work and deepen their toolbox to have meaningful conversations with students around identity, race, and anti-bias. *Continue the implementation of a DEI school based council to assess our school practices and develop opportunities for staff and families to explore and discuss diversity, equity, and inclusion (i.e. community festival, staff book study, etc.)	Principal, District Leadership Team, Curriculum Coordinators, DEI Council, Faculty & Staff
<i>Social Emotional Learning</i>	*Continue our Hastings HEART Code of Character Education and focus on the values of HEART (Honesty, Empathy, Acceptance, Responsibility, and Teamwork) and ensure those values are incorporated into our daily practice as citizens of our school and the greater Westborough community. *Maintain regular student support meetings at K-3 building level with school counselor, school psychologist, principal, and school nurse to review student progress and support student needs.	Principal, Student Service Coordinator, School Counselor & Psychologist, and School Nurse,
<i>Staff Wellness and Connection</i>	*Embed wellness opportunities for staff before and after school promoting staff connection, socialization, and wellness.	P.E. Team, Principal, SEL Committee

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School Improvement Focus 3: Communication, Community and Connection



Key Initiatives	Goals	Action Team
<i>Hastings Has HEART</i>	*Utilize the character program "Hastings has HEART" to connect with the community and provide opportunities for students to partner with and give back to senior residences, town organizations, and town business. *Increase awareness and knowledge around the acronym HEART and continue to build meaningful ways to connect the whole school to this work	Principal, SEL Committee, Faculty & Staff
<i>Parent Square Communication</i>	*Implement Parent Square as the platform for all school wide communications, newsletters, reminders, and updates as well as whole class communications from the teacher to families.	Principal, Administrative Assistants
<i>Website</i>	*Utilize the new website to provide families with meaningful updates about Hastings School	Principal, Technology Staff

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School Improvement Focus 4: Management & Operations



Key Initiatives	Goals	Action Team
<i>Schedules</i>	*Implement and refine master schedule that provides structure and consistent time for instruction and ensures time for students to receive	Principal, Faculty & Staff

	consistent small group instruction, services and interventions.	
<i>Targeted Support Team Process</i>	*Continue to refine and provide feedback on our implementation of our Targeted Support Team process. This will include assessing the members of the TST team and increasing interventions and data collection methods available for staff to utilize and implement as a result of TST meetings.	Principal, Clinical Support Team, Faculty & Staff
<i>Collaboration</i>	*Implement an AM/PM team time model for grade levels and specialists (ESL, reading, SpED) to collaborate together as needed. *Meet monthly with different in-school departments including specialists, reading, and ESL to collaborate. *Provide teams additional collaboration time through grade level character lessons and monthly music opportunities. *Create opportunities for co-teaching ESL teams to have dedicated time to work together to design meaningful, inclusive instruction.	Principal, Student Services Coordinator, Faculty & Staff
<i>Committees</i>	*Utilize our school council, team leader group, health and safety committee, DEI council, SEL committee, and technology council to meet monthly to assess current practices and build on new initiatives for the school.	Principal, Committee Participants

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School Improvement Focus 5: **Facilities**



Key Initiatives	Goals	Action Team
<i>Outdoor Learning</i>	*Enhance the outdoor learning space	Science Curriculum Coordinator, Principal, Faculty & Staff
<i>Building Improvements</i>	*Assess the capability to redo building murals. *Add Hastings HEART banners and photographs to	Maintenance Team, Principal

	showcase school wide character work. *Assess ways to redo floors across all building spaces *Paint classroom and hallway spaces	
<i>ADA Project</i>	*Attend regular meetings with the project team to plan construction schedules, select colors and hardware, and implement improvements.	Principal, Superintendent, Finance Director, Director of Grounds
<i>Playground</i>	*Discuss the development of a new playground for students.	Principal, Superintendent, Finance Director, Director of Grounds
<i>Composting and Recycling</i>	*Continue the composting and recycling program for students through direct instruction and improving lunchroom practices in the Cafeteria.	Principal, Cafeteria Team, Custodial Team, Faculty & Staff