



**HASTINGS
PUBLIC SCHOOLS**

Assuring the essential.
Expanding the possible.

Work Session

Thursday, August 15, 2019 @ 6:00 PM Central
Conference Room, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. Review Board Norms/Goal - Jim Boeve -
5. Leadership Quarterly Update - Jeff Schneider -
6. Budget review - Jeff Schneider -
7. *Approve the YMCA Facility Usage Agreement - Jeff Schneider -
8. *Approve contract for psychologist services to cover a maternity leave - Jeff Schneider -
9. *Approve the addition of a 1.0 FTE Skills paraeducator position at Hawthorne Elementary - David Essink -
10. *Consent Agenda - David Essink -

11. *School Improvement Update and Approve School Improvement Plans - Lawrence Tunks -

12. *Approve Longfellow Change Orders #10 & #11 - Trent Kelly -

13. Wellness Update - Terry Julian/Lawrence Tunks -

14. Reminders - Jim Boeve -

15. Reports, etc., at Board Meeting - Jim Boeve -

16. Executive Session - Jim Boeve -

17. The Board of Education returned to Open Session at p.m. - Jim Boeve -

18. Adjournment - Jim Boeve -

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on an item listed on the board agenda.

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

Hastings Public Schools

Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

General Fund Receipts

	16-17	17-18	18-19 est	19-20 est
local	11,877,346	12,623,848	12,500,000	13,600,000
state aid	19,933,715	20,731,503	19,588,944	19,556,527
sped	3,066,091	3,083,461	3,386,315	3,400,000
state	1,927,501	1,970,024	1,864,389	1,900,000
Fed	2,526,214	1,864,240	2,300,000	2,500,000
	39,330,867	40,273,076	39,639,648	40,956,527

**Budget Update
August 15, 2019**

19-20 Budget

- Local tax revenue: \$13,600,000
- Estimated Income other than local tax: \$27,400,000

Total Estimated General Fund Receipts: \$41,000,000
Total Estimated Expenditures: \$41,000,000

Tax Request

2018-19: General Fund	\$1.05	2019-20: General Fund	\$1.12
QCUF	\$0.052	QCUF	\$0.022
Bond Fund	\$0.24	Bond Fund	\$0.20
Total Levy	\$1.342	Total Levy	\$1.342

Budget Approval for 19-20

- The proposed budget and tax request will be advertised prior to the September Board meeting
- We will hold a budget hearing and tax request hearing at the September 16 Board Meeting
- We will ask the board to approve the budget at the September 16 Board Meeting
- Budget is due to NDE by Sept. 20th, 2019

Estimated Summary of 2018-2019

- General Fund expenses for 18-19 look like they will be 1%-1.5% more than they were in 17-18.
- General Fund receipts will be 1%-1.5% less than they were in 18-19
- The result is a loss of about \$1.5M from the cash reserve

General Fund Expenses

Description	16-17 Actual	17-18 Actual	18-19 Budget	18-19 Est. Actual	19-20 Est. Actual	
Teachers, Paras, Supplies (1100's, 3000's, 6000's 1300's, 1900's, 8000's, 9000')	19,422,066	19,610,963	22,885,828	20,178,700	20,400,000	reductions
Sped teachers, Sped Paras, Supplies (1200's)	7,161,841	7,589,501	8,455,950	7,650,000	7,700,000	
Counselors, Nurses, Library Personnel, Supplies (2120, 2130, 2212, 2222, 2223)	1,290,627	1,352,911	1,579,348	1,393,000	1,435,000	
Administrators, Office personnel, supplies, HR expenses, Board Expenses, Legal Fees, Property Insurance, Textbooks, Computers (2215, 2310, 2320, 2329, 2410, 2510, 2515, 2516)	\$5,290,433	\$5,321,405	\$6,423,333	5,053,000	4,600,000	reductions
Custodians, Supplies & Equipment, Vehicles other than other than busses, utility expenses (2520 & 2610)	\$2,293,243	\$2,379,268	\$2,702,900	2,230,000	2,300,000	
Maintenance personnel, equipment and supplies, (2620)	1,365,181	1,291,308	1,417,700	1,300,000	1,000,000	(coop)
Activity Transportation (2750)	572,132	338,628	599,200	315,000	315,000	
Sped Transportation (2760 & 2765)	484,077	563,270	655,886	460,000	560,000	bus?
Teachers, Paras, and supplies for Federal programs such as Title and Pre-School (4000)	2,070,327	2,251,267	2,925,748	2,500,000	2,700,000	
Total Expenditures	39,949,927	40,698,521		41,079,700	41,010,000	
Total Budgeted	43,530,935	45,803,246	47,645,893	47,645,893		

Date	Cash	Depr	coop	total	
8/31/07	3.7M	1.0 M	0.8M	5.5M	
8/31/08	4.1M	1.0M	0.975M	6.075M	
8/31/09	4.9M	.92M	1.25M	7.07M	
8/31/10	6.3M	1.07M	1.3M	8.67M	
8/31/11	7.4M	.98M	1.2M	9.58M	
8/31/12	6.6M	1.0M	1.25M	8.85M	
8/31/13	6.3M	0.95M	1.46M	8.71M	
8/31/14	6.6M	1.2M	1.37M	9.17M	
8/31/15	7.2M	1.2M	1.1M	9.5M	
8/31/16	7.2M	1.2M	1.5M	9.9M	
8/31/17	6.6M	1.2M	1.6M	9.4M	
8/31/18	6.2M	0.8M	2.5M	9.5M	
8/31/19	5.0M	0.6M	2.4M	8.0M	
8/31/20	3.0M	0.6M	0.9M	4.6M	without budget reductions & override
8/31/20	5.0M	0.6M	1M	6.6M	

Hastings YMCA and Hastings Public Schools Facility Usage Agreement

THIS AGREEMENT is made and entered into the 1st day of August 2019, by and between the Hastings Family YMCA, hereinafter referred to as YMCA and Hastings Public Schools, hereinafter referred to as HPS.

WHEREAS the YMCA owns and operates an indoor swimming pool located at 1430 West 16th Street Hastings, NE, herein after termed "swimming facilities" and the HPS desires to utilize the swimming facilities for the HHS Swim Team and the Life Skills Program.

NOW, THEREFORE, IN CONSIDERATION OF THE PREMISES AND THE MUTUAL COVENANTS AND AGREEMENTS HEREIN CONTAINED, the parties agree as follows:

Section 1. The YMCA agrees that HPS will have use of the pool during interscholastic swimming season for any meets or tournaments involving competition with other schools from the first day of swim practice through the state swim meet as determined by the Nebraska State Activities Association (N.S.A.A.). The YMCA agrees that HPS shall also have the right to practice between the hours of 3:45pm and 6:00pm Monday - Friday. HPS will cooperate with the YMCA and other area organizations for the use of facilities for other activities. HPS will inform the YMCA of its schedule at least one month prior to the official starting date of the competitive swimming season as designated by the N.S.A.A.

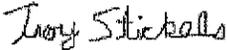
Section 2. The YMCA agrees that HPS and Educational Service Unit #9 will have use of the pool on specific dates to be determined at a later time. These dates shall not exceed 20 days per year. During these predetermined dates, students within the Lifeskills program of HPS and the Educational Service Unit #9 shall have access to the pool, locker rooms, family change rooms and other areas of the facility as agreed upon by the YMCA staff. These groups will have access to the facility at various times throughout the days set forth, however, those times shall not be prior to 8:00AM and shall not be after 3:00PM.

Section 3. HPS shall pay the YMCA the sum of \$15,000.00. This contract will be for HPS swim practice and HPS swim meets. HPS and the YMCA shall give the other party (48) hours notice of any cancellation of the use of the any facilities except when such cancellation is necessitated by adverse weather conditions or acts of God.

Section 4. An advisory committee will be formed to govern this agreement and will meet three times per season as follows: 1. One month prior to the season, 2. Mid-season, 3. End of season summary. This committee will include representatives designated by the YMCA and by HPS.

Section 5. During all times when HPS is using the YMCA facilities, HPS personnel shall be responsible for the supervision of all students. HPS shall indemnify and hold harmless the YMCA from any liability that HPS may incur for any injury or harm arising out of the use of the facilities by HPS, its students, spectators, athletes, and coaches. YMCA agrees to provide safe facilities at all times for use by HPS.

IN WITNESS WHEREOF the parties have caused this Agreement to be executed by the Hastings Family YMCA of Hastings, Nebraska and Hastings Public Schools of Hastings, Nebraska, the day indicated by such signature.

Signed:  Date: 8/1/19
Hastings YMCA Representative

Signed: _____ Date: _____
Hastings Public Schools Representative



Invoice

Jeff Schnelder
 Hastings High School
 1924 West A Street
 Hastings, NE 68901

Hastings Family YMCA
 PO Box 1065
 Hastings, NE 68902

INVOICE NUMBER	INVOICE DESCRIPTION	DUE DATE	PAYMENT TERMS	
Pool 2019/2020	Pool Use for 2019/2020 school year	08/16/2019	Net 15	
ITEM NAME	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Facility Rental HHS	Yearly Rental for HHS 2019/2020	1	15,000.00	15,000.00

SUBTOTAL	\$ 15,000.00
TAX	\$ 0.00
TOTAL	\$ 15,000.00
PAYMENTS/CREDITS	\$ 0.00
BALANCE DUE	\$ 15,000.00

Return this portion with your payment

Please mail payment to:
Hastings Family YMCA
PO Box 1065
Hastings, NE 68902

CUSTOMER #	000000008
INVOICE #	Pool 2019/2020
DATE	08/01/2019
DUE DATE	08/16/2019
TERMS	Net 15
BALANCE DUE	\$ 15,000.00
PAYMENT AMOUNT	

Please make check payable to:
YMCA

SPECIALIST'S CONTRACT

THIS CONTRACT made by and between the Board of Education of Hastings Public Schools and _____, hereinafter referred to as "Specialist".

WITNESSETH: That in accordance with action taken by the Board as recorded in the minutes of the Board meeting held on the 1th day of August, 2019, the Board hereby agrees to employ the Specialist, and the Specialist hereby agrees to accept such employment, subject to the following terms and conditions:

1. **Offer and Acceptance.** The District offers to employ the Specialist pursuant to the terms and conditions of this contract. The Specialist accepts such offer of employment.
2. **Assignments.** The Specialist's assignment is: School Psychologist.
3. **Term of the Contract.**
 - a. **Initial Term:** This contract shall be for a period of one (1) school year, which shall begin on or about August 15, 2019, and end on or about July 31, 2020.
 - b. **Discharge:** The Contract of the Specialist is at will and may be cancelled or amended during the term of the Contract for any reason, with or without cause and with no right to a hearing.
4. **Compensation**
 - a. **Salary:** The salary shall be at the Specialist's NDE approved provider rate in effect as of the time of service.
 - b. **Payments:** The salary shall be paid at the time of the regular payroll upon receipt each month following receipt of the Specialist's billing.
 - c. **Payroll Deductions:** This contract shall conform to the regulations governing deductions from the above stated compensation with reference to withholding tax, Social Security, and retirement. Other deductions may be withheld as agreed to by the parties of this contract.
 - d. **Fringe Benefits:** The Specialist shall not be entitled to receive fringe benefits.

5. Professional Activities and Expenses.

- a. **Professional Activities and Organizations:** The Specialist is encouraged to attend professional meetings at the local and state level. The expenses related to such may be paid by the District (or reimbursed to the Specialist), which includes but is not limited to dues and fees for membership in professional organizations. The Specialist shall secure prior approval of the Superintendent prior to expending any money for such activities or organizations.
- b. **Mileage:** The District may reimburse the Specialist for all reasonable expenses incurred in the performance of her duties. The Specialist shall secure prior approval of the Superintendent before incurring any mileage to be reimbursed. Mileage rate shall be established at a rate equal to that set by the State of Nebraska.

6. Legal Requirements. The Specialist affirms that:

- a. (1) the Specialist holds or will hold a valid and appropriate certificate to act as a School Psychologist in the State of Nebraska throughout the term of this Contract and any extensions of this Contract; (2) the required certificates shall be registered as required by law; and (3) the Specialist is not under contract with another Board of Education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract. It is further agreed that there shall be no penalty for release or resignation by the Specialist from this Contract; provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. This Contract is subject to provisions of the School Employees' Retirement Act.
- b. The Specialist shall enforce the Owner's alcohol-free, drug-free, tobacco-free, harassment-free, and weapon-free policies and zones, and all policies and regulations with regard to criminal background check and sex offender registry notice found on the Owner's website.

7. Performance of Duties.

- a. **Use of Time:** The Specialist shall faithfully perform her duties as prescribed by the laws of the State of Nebraska and by the rules and regulations promulgated by the Board thereunder. The Specialist agrees to devote her full time, skill, labor, and attention to the performance of her duties throughout the term of this Contract.

Regular, dependable attendance is an essential function of the Specialist's duties.

- b. **Specification of Duties:** The duties of the Specialist shall be as prescribed in the Board of Education Policy Manual, which duties are incorporated by reference into this Contract as if set forth verbatim herein. The Specialist shall also abide by all of the directives issued by the Superintendent, Superintendent's designee, and the Specialist's supervisor.

8. **Contract Enforceability**

- a. **Applicable Law:** The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this Contract. This Contract shall be interpreted under the laws of the State of Nebraska.
- b. **Amendments:** This Contract may be modified or amended only by a writing duly authorized and executed by the Specialist and the Board.
- c. **Severability:** If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Contract.

- 8. **Arbitration.** Each party to this Agreement hereby agrees, consents, and affirms that any dispute or claim that arises out of or that relates to the employee's employment, relates to the breach of this employment agreement, or that otherwise arises out of or is based upon the employment relationship (including any wage claim), other than claim arising out of workers' compensation, personal injury based on tort or under the Nebraska Fair Employment Practice Act, shall be resolved exclusively by arbitration in accordance with applicable governing law.

IN WITNESS WHEREOF, the parties have executed this Contract on the dates indicated below:

EXECUTED BY THE BOARD this _____ day of _____, 2019

BOARD OF EDUCATION OF HASTINGS PUBLIC SCHOOL

By: _____
Jim Boeve, President, Board of Education

By: _____

David Essink, Secretary, Board of Education

EXECUTED BY THE SPECIALIST this ____ day of _____, 2019

By: _____
Specialist

THIS CONTRACT CONTAINS AN ARBITRATION PROVISION, WHICH MAY BE ENFORCED BY THE PARTIES.

PERSONNEL

Certificated Staff Transfers – Cathy Breinig, Lauren Gunn, Sara Horstmann, Chloe Onken, Hannah Rodgers, Stacey Stunkel

The administration recommends acceptance of the following Certificated transfer(s):

Cathy Breinig from Alcott Prechool Teacher position to Lincoln Preschool Teacher position. Preschool section is moving locations due to classroom availability. Ms. Breinig's wage and placement will remain the same according to the 2019-2020 certificated salary schedule.

Lauren Gunn from 0.50 Lincoln/0.50 Longfellow Art Teacher to 0.50 Hawthorne/0.50 Longfellow Art Teacher position due to staff needs. Ms. Gunn's wage and placement will remain the same according to the 2019-2020 certificated salary schedule.

Sara Horstman from 0.50 FTE Alcott/0.50 FTE Watson Preschool to 1.0 Alcott Preschool Teacher position due to student needs. Ms. Horstman's wage and placement will remain the same according to the 2019-2020 certificated salary schedule.

Chloe Onken from Special Education float position to Special Education position to replace Becky Gerber who retired. Ms. Onken's wage and placement will remain the same according to the 2019-2020 certificated salary schedule. This position will not be filled.

Hannah Rodgers from Alcott Preschool to 0.50 Watson (Head Start)/0.50 Home-based Preschool due to student needs. Ms. Rodgers' wage and placement will remain the same according to the 2019-2020 certificated salary schedule.

Stacey Stunkel from 0.50 Alcott/0.50 Hawthorne Art Teacher to 0.50 Alcott/0.50 Lincoln Art Teacher due to staff needs. Ms. Stunkel's wage and placement will remain the same according to the 2019-2020 certificated salary schedule.

Extra Standard Resignations – Anthony Julian, Chelsey Mangers

The administration recommends the following Extra Standard appointment(s):

Anthony Julian resigned from Assistant Boys Soccer at Senior High effective immediately.

Chelsey Mangers resigned from Problem Solvers sponsor at Longfellow effective immediately.

Extra Standard Appointments – Jeff Bittfield, Elizabeth Creech, Naomy Gomez, Kayla Johnson, Jill Kinley, Chelby Schlichtman

The administration recommends the following Extra Standard appointment(s):

Jeff Bittfield to Learning Team Liaison (Secondary Counselors) to replace Patt McConnaughay who retired the end of the 2018-2019 school year. Mr. Bittfield will be paid the Learning Team Liaison stipend of \$861.65 according to the 2019-2020 extra standard salary schedule.

Elizabeth Creech to Problem Solvers position at Longfellow to replace Chelsey Mangers who resigned. Ms. Creech will be paid the Problem Solvers stipend of \$1,723.30 at Category I, Level 1 according to the 2019-2020 extra standard salary schedule.

Naomy Gomez to Assistant Volleyball at Senior High to replace Nick Drake who resigned. Ms. Gomez will be paid the SH Assistant Volleyball stipend of \$3,101.94 at Category III, Level 1 according to the 2019-2020 extra standard salary schedule.

Kayla Johnson to Learning Team Liaison (1/2 split Preschool) position. Ms. Johnson will be paid the ½ split Learning Team Liaison stipend of \$430.83 according to the 2019-2020 extra standard salary schedule.

Jill Kinley to newly-created Pre School Coordinator position. Ms. Kinley will have a 20-day extended assignment and will be paid according to the 2019-2020 certificated salary schedule.

Chelby Schlichtman to Assistant Volleyball at Senior High to replace Nick Drake who resigned. Ms. Schlichtman will be paid the SH Assistant Volleyball stipend of \$3,101.94 at Category III, Level 1 according to the 2019-2020 extra standard salary schedule.

Classified Staff Releases/Resignations/Retirements – Madjil Clark, Amy Kennedy, Matthew Ulrich

The administration recommends acceptance of the following classified retirement(s)/resignation(s):

Madjil Clark resigned from School Nurse position at Longfellow effective immediately.

Amy Kennedy resigned from Special Education Skills 3 Paraeducator position at Watson effective immediately.

Matthew Ulrich resigned from Diagnostic Para position effective the end of the 2018-19 school year.

Classified Staff Transfer(s) – Kara Adams, Tina Clark, Kevin Gerdes, Amy Hamburger, Andrea Ishii, Hector Jimenez-Valdez, Joyce Schmidt, Colleen Todd, Sharon Weidt, Ann Wolf

The administration recommends acceptance of the following Classified transfer(s):

Kara Adams from Alcott Prechool Paraeducator to Lincoln Preschool Paraeducator position. Preschool section is moving locations due to classroom availability. Ms. Adams' wage will remain the same according to the 2019-2020 classified salary schedule.

Tina Clark from Special Education Skills 3 Paraeducator at Watson to Elementary Secretary at Hawthorne to replace Jill Hilgendorf who transferred to another position. Ms. Clark's wage will be adjusted for the new position according to the 2019-2020 classified salary schedule.

Kevin Gerdes from Instructional Paraeducator to Special Education Paraeducator at Hawthorne to replace Becky Spielman who was released. Mr. Gerdes' wage will be adjusted for the new position according to the 2019-2020 classified salary schedule.

Amy Hamburger from Special Education Paraeducator position at Middle School to Special Education Skills 3 Paraeducator position at Watson to replace Amy Kennedy who resigned. Ms. Hamburger's wage will be adjusted for the new position according to the 2019-2020 classified salary schedule.

Andrea Ishii from Special Education Paraeducator to Preschool Paraeducator at Hawthorne to replace Anahi Chacon who resigned. Ms. Ishii's wage will remain the same according to the 2019-2020 classified salary schedule.

Hector Jimenez-Valdez from Head Night Custodian at Middle School to Night Custodian at Watson/Middle School to replace Barbara Curtis who was released. Mr. Valdez' wage will be adjusted for the new position.

Joyce Schmidt from Office Paraeducator to Elementary Secretary at Alcott to replace Lisa Worley who was released. Ms. Schmidt's wage will be adjusted for the new position according to the 2019-2020 classified salary schedule. This position will not be filled.

Colleen Todd from Preschool Paraeducator to Special Education Paraeducator at Hawthorne to replace Ann Wolf who transferred to another position. Ms. Todd's wage will remain the same according to the 2019-2020 classified salary schedule.

Sharon Weidt from Title Paraeducator to Preschool Paraeducator at Hawthorne to replace Colleen Todd who transferred to another position. Ms. Weidt's wage will remain the same according to the 2019-20 classified salary schedule. This position will not be filled.

Ann Wolf from Special Education Paraeducator to Special Education Skills 3 Paraeducator position at Hawthorne to replace Katlyn Harms who resigned. Ms. Wolf's wage will remain the same according to the 2019-20 classified salary schedule.

Classified Staff Appointment(s) – Terry Boutin, Jay Hoffman, Marilyn Hubl, Dora Leyva, Katie Millar, Deanna Platt, Angelica Riley, Sarah Roberts, Hayley Schake, Destiny Thompson

The administration recommends the following classified staff appointment(s):

Terry Boutin to new 9-month Bus Monitor position. Mr. Boutin will be paid the starting wage for Bus Monitor according to the 2019-20 classified salary schedule. Information about Mr. Boutin is attached.

Jay Hoffman to Night Custodian position at Middle School to replace Hector Jimenez-Valdez who transferred to another position. Mr. Hoffman will be paid the starting wage for Custodian according to the 2019-20 classified salary schedule. Information about Mr. Hoffman is attached.

Marilyn Hubl to Office Paraeducator position at Hawthorne to replace Autumn Julian who resigned. Ms. Hubl will be paid the starting wage for Paraeducator according to the 2019-20 classified salary schedule. Information about Ms. Hubl is attached.

Dora Leyva to Preschool Paraeducator position at Hawthorne to replace Tracy Brooks who resigned. Ms. Leyva will be paid the starting wage for Paraeducator according to the 2019-20 classified salary schedule. Information about Ms. Leyva is attached,

Katie Millar re-hired to Special Education Skills 3 Paraeducator position at Watson to replace Tina Clark who transferred to another position. Ms. Millar will be paid the starting wage for Paraeducator according to the 2019-2020 classified salary schedule.

Deanna Platt to new 0.75 FTE Bus Driver/0.25 FTE Maintenance position. Ms. Platt will be paid the starting wage for bus driver according to the 2019-2020 classified salary schedule, with adjustments for education and experience. Information about Ms. Platt is attached.

Angelica Riley to Special Education-BD Paraeducator position at Lincoln to replace Madison Pleak who resigned. Ms. Riley will be paid the starting wage for Special Education-BD Paraeducator according to the 2019-20 classified salary schedule. Information about Ms. Riley is attached.

Sarah Roberts to Special Education Skills 3 Paraeducator position at Hawthorne to replace Shanley Confer who resigned. Ms. Roberts will be paid the starting wage for Special Education Skills 3 Paraeducator according to the 2019-20 classified salary schedule. Information about Ms. Roberts is attached.

Hayley Schake re-hired to Special Education Paraeducator position at Middle School to replace Amy Hamburger who transferred to another position. Ms. Schake will be paid the starting wage for Paraeducator according to the 2019-2020 classified salary schedule.

Destiny Thompson to Special Education Paraeducator position at Hawthorne to replace Amanda Dvoracek who resigned. Ms. Thompson will be paid the starting wage to Paraeducator according to the 2019-2020 classified salary schedule. Information about Ms. Thompson is attached.

Alcott School Action Plan

Hastings Public Schools

Target Area for Improvement: Rigor and Relevance in all curricular areas (as defined by ICLE)

Improvement Goal: We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

Expectations for student learning: Increased rigor and relevance and college/career readiness for all students.

Intervention: Increase and build capacity of staff to improve student learning. This increase will focus on further embedding the PLC culture and explicit instruction into best practice.

Timeframe for Implementation: June 2018-June 2022 (4 years); Year 0 (2018-2019): Strengthening the Core K-1, PLC

Actions	Schedule	Responsibilities	Monitoring
Year 0 (2018-19):			
Strengthening the Core	Summer 2018 and	Kindergarten and 1st grade teachers are trained	Staff attend
PLC Institute	Fall 2018	Principal, Instructional Coach, and a teacher leader will attend the PLC institute to further increase our vision and use of professional learning community ideas to improve professional practice and student learning.	Staff attend reflection, fe planning
Train and implement using of learning goals, tracking student progress, and celebrating success. (Ch. 1)	Spring 2019	Prinicipal and Instructional Coach will provide training for using learning goals to increase student learning. (Essential learning, referring to goal, tracking progress toward goal, and celebrating success).	Principal will ass learning through using Marzano's Protocol. Track s progress monthl meetings and SF

Train and implement using scales with students to measure progress towards the learning goal. (Ch. 1)	Spring 2019	Principal will provide training and time for teachers to create a fist to five type scale. Instructional coach and Principal will help in implementation.	Principal will ass learning through using Marzano's Protocol. Track s progress monthl meetings and SF
PLC Training-The 15 Day Challenge	Spring 2019	Send 1st and 3rd grade teams to PLC Training. Develop a plan to implement deeper PLC culture.	Principal will ass developing a pla after training.
Year 1: 2019 - 20			
Strengthen the Core	Summer 2019 and	2nd and 3rd grade teachers are trained in Explicit	Staff attenda
PLC Institute	Summer 2019	Send 4th and 5th grade teachers/administrator to	Staff attenda
Model Schools Conference	Summer 2019	Principal, Counselor, and Title Instructor will attend the Model Schools Conference to gain ideas and better understand Rigor, Relevance, and Relationship concepts.	Staff attenda reflection
Outlining up to 10 power essentials for one subject (reading or math).	Fall 2019	PLC Leadership group will train staff in identifying these and tracking progress towards the identified essentials.	Principal and Instructional monitor prog
Rigor, Relevance, and Relationships knowledge building	Throughout 2019-2020	Model Schools Leadership Team will provide PD and training in these areas	Principal, Titl and Counselo

Year 2: 2020 - 21

Strengthen the Core	Summer 2020 and throughout 2020-2021	4th and 5th grade teachers are trained in Explicit Instruction (EI) practices, and supported by Instructional Facilitators and building principals. A partnership with UNL will facilitate this work. Kindergarten through 3rd grade teachers will expand their EI skills into other curricular areas.	Staff attenda implementat for strengthe core
Strengthen the Core	Summer 2020 and throughout 2020-2021	K-3 booster training and expectations for EI skills.	Principal and Instructional
Outlining up to 10 power essentials for either reading or math, whichever one was not completed in Year 1.	Fall 2020	PLC Leadership group will train staff in identifying these and tracking progress towards these.	Principal and Instructional monitor prog
Rigor, Relevance, and Relationships knowledge building	Throughout 2020-2021	Model Schools Leadership Team will provide PD and training in these areas	Principal, Titl and Counselo
PLC Institute	Summer 2020	Send team(s) of grades K, 2 to PLC institute to further increase our vision and use of professional learning community ideas to improve professional practice and student learning.	Staff attenda reflection, fe planning

Year 3: 2021 - 22

Strengthen the Core	Summer 2021 and throughout the school year 2021-2022	K-5 booster training and expectations for EI skills.	Principal and Instructional
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Outlining up to 10 power essentials for an additional subject (Writing or Science)	Fall 2021	PLC Leadership group will train staff in identifying these and tracking progress towards these.	Principal and Instructional monitor prog
Rigor, Relevance, and Relationships knowledge building	Throughout 2021-2022	Model Schools Leadership Team will provide PD and training in these areas	Principal, Title and Counselor
PLC Institute	Summer 2021	Send team(s) of SPED/EL to PLC institute to further increase our vision and use of professional learning community ideas to improve professional practice and student learning.	Staff attend reflection, feedback planning

Targeted Participants: All students including Special Education, EL, Free and Reduced lunch, Hispanic.	
Evaluation: TBD	
Institute; Year 1 (2019-	
	Resources
ince,	PEAK,
ince, edback and	Title IIA, Planning and Reflection Form, Feedback Form
ess new i walk-throughs Observation student y at grade-level RTs.	"The Art and Science of Teaching." Marzano's 9 Essentials.

ess new walk-throughs Observation student y at grade-level RTs.	Examples of scales and tracking sheets using "The Art and Science of Teaching."
ist in in with teams	Maria Nielsen, "The 15-Day Challenge."
ince,	PEAK,
ince,	Title IIA,
ince and	Title IVA Grant, Reflection
Coach will ress.	Maria Nielsen "The 15-Day Challenge."
le Teacher, or	Model Schools Conference

ince, ion of plan ening the	PEAK, Designated dates for training and coaching
Facilitator	PEAK, Designated dates for training and coaching
Coach will ress.	Maria Nielsen "The 15-Day Challenge."
le Teacher, or	Model Schools Conference
ince, edback and	Title IIA, Planning and Reflection Form, Feedback Form
Facilitator	PEAK, Designated dates for training and coaching

Coach will press.	Maria Nielsen "The 15-Day Challenge."
le Teacher, or	Model Schools Conference
ince, edback and	Title IIA, Planning and Reflection Form, Feedback Form

?????? School Action Plan

Hastings Public Schools

Target Area for Improvement:

Improvement Goal:	Expectations for student learning:
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Intervention:

Timeframe for Implementation:

Actions	Schedule	Responsibilities	Monitoring
Year 1:			

Year 2:			

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Targeted Participants:

Evaluation:

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	Resources
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?????? School Action Plan

Hastings Public Schools

Target Area for Improvement:

Improvement Goal:	Expectations for student learning:
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Intervention:

Timeframe for Implementation:

Actions	Schedule	Responsibilities	Monitoring
Year 1:			

Year 2:			

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Targeted Participants:

Evaluation:

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	Resources
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Reading Action Plan: Hawthorne Elementary School - Hastings Public Schools

Target Area for Improvement: Reading Comprehension				
Improvement Goal: Students will improve reading comprehension in all subject areas.	Expectations for student learning: Students will improve Reading Comprehension- K-2 decoding and fluency 3-5 understanding written text			Targeted Participants: All students, including students receiving services from ELL program, Reading Rocks (intervention) program, and Special Education.
Interventions Curriculum: Identify opportunities in all curricula areas to reinforce development of comprehension strategies. Professional Development: Convene building learning teams to identify teaching and assessment methods that promote the development of comprehension strategies. Assessment: Measure reading comprehension in classroom formative assessments. Class Size Reduction: Convene a faculty study group to explore possible ways to maximize available certificated staff for use when teaching reading comprehension strategies.				Evaluation: Per Grade Level SMART Goals TBD
Timeframe for Implementation: Summer preceding Year 1 - Year 4				
3 Strands of Professional Development: (1) Instructional Framework - Marzano (2) Explicit Instruction Strategies: Ne. Dept of Education (3) Engagement Strategies: Archer/Knight/Marzano				
Actions	Schedule	Responsibilities	Monitoring	Resources
Year 1:				
1. Train staff - Explicit Instruction	June and August Staff Dev.	Staff will attend training sessions. In walkthroughs teachers will be observed using the instructional cards.	Principal will assess new learning through walk-throughs using Marzano's Observational Protocol. Principal will report results on a monthly basis.	Building Staff Development/Building Team Meetings exploring The Art and Science of Teaching - Marzano's Instructional Framework.
2. Investigate and understand the BIG SIX comprehension strategies (schema, inferring, questioning, determining importance, visualizing, synthesizing)	Monthly Grade level team meetings (Review)	Principal/SRT leaders conduct building staff development training during grade level team meetings.	Principal will assess new learning through walk-throughs using Marzano's Observational Protocol. Principal will report results on a monthly basis.	Staff Development Meetings exploring Comprehension, Cloze Reading, and Strategic Reading
3. Implement staff development that review grading practices and Positive Behavior Interventions and Supports.	Monthly building PLC	Principal/Subject-area team leaders conduct building staff development training sessions implementing grading practices and positive behavior strategies.	Principal will assess new learning through walk-throughs using Marzano's Observational Protocol. Principal will report results on a monthly basis.	Building Team Meetings
4. Identify how grading and behavior strategies could be integrated into Physical Education, Music, Art, and Social Skills (counseling) areas in grades K-5	First Semester of Year 1	Principal/Subject-area team leaders conduct building staff development training sessions implementing grading practices and positive behavior strategies including GBG.	Principal will assess new learning through walk-throughs using Marzano's Observational Protocol. Principal will report results on a monthly basis.	Staff Development Meetings exploring and implementing Grading, Behavior(GBG) and Comprehension.
5. Develop common grade-level classroom assessments that incorporate knowledge and application of The Big Six comprehension skills. (Grades 3-5 will develop assessments specific to NSCAS results.) (Learning Cycle)	Quarterly Cycles	Each grade level will develop a SMART Goal in the area of reading comprehension. Building team leaders conduct planning sessions to develop common grade level assessments in the area of reading comprehension using the learning cycle.	Grade-level assessments (Learning Cycle)	Building Team Meetings NSCAS ELA Data (Grades 3-5)
6. Train all teachers to administer and implement DIBELS progress monitoring and student progress graphing.	By End September	Following preservice training of DIBELS, classroom teachers will progress monitor Tier I students and probe benchmark students during intervention progress monitoring days. Interventionists will monitor Tier 2 and Tier 3 students.	DIBELS progress monitoring materials for grades K-5 and student graphing charts	PreService training session with review trainings as needed.
7. Train all staff - Design Question 5: "What will I do to engage students?"	Second Semester of Year 1	Principal/Subject-area team leaders conduct building staff development training sessions on Design Question 5: "What will I do to engage students?"	Principal will assess new learning through walk-throughs using Student Engagement checklists. Building team members will observe each other's	Building Staff Development/Building Team Meetings - (Anita Archer - Explicit Instruction, Jim Knight - Unmistakable Impact, Marzano - Art and Science of Teaching)
8. Students will communicate their comprehension graphing results with parents through student led conferences, parent conferences, or curriculum nights.	Spring Conferences	Each building PLC team will identify vehicle to facilitate student to parent communication of goals, data, and results.	Student graphs, student led conferencing strategies, and parent conferences.	Building Team Meetings and Building Staff Development
Actions	Schedule	Responsibilities	Monitoring	Resources
Year 2:				
1. Implement student lessons that teach comprehension strategies (schema, inferring, questioning, determining importance, visualizing, synthesizing) across the curriculum/content/arts.	Year 2: September - May	Building grade-level PLC members work together to refine curriculum, instruction, and assessments within designated units. All teachers will work to incorporate best practice for teaching comprehension.	Instruction and assessment modifications as directed by student performance results	Building Team Meetings implement comprehension strategies during lesson planning.
2. Continue implementation of engagement strategies. (academic games, response rates, physical movement, pacing,partners, etc.)	Year 2: September - May	Teacher works with principal to process walkthrough suggestions and apply engagement strategies to instruction.	Principal completes walk-throughs using Student Engagement checklists. Building team members will observe each other's classrooms and/or use videos to assess student engagement.	Anita Archer - Explicit Instruction, Jim Knight - Unmistakable Impact, Marzano - Art and Science of Teaching
3. Train all staff - Design Question 1: "What will I Do to Establish and Communicate Learning Goals, Track Student Progress, and Celebrate Success?"	Years 1 and 2	Principal/Subject-area team leaders conduct building staff development training sessions on Design Question 1 "What will I Do to Establish and Communicate Learning Goals, Track Student Progress, and Celebrate Success?"	Principal will assess new learning through walk-throughs using Marzano's Observational Protocol. Principal will report results on a monthly basis.	Building Staff Development/Building Team Meetings exploring The Art and Science of Teaching - Marzano's Instructional Framework - Question One

4. Using Marzano Design Question 1-(#1) Teachers will choose a comprehension smart goal for their PQ2 work that will incorporate the use of scales and/or progress monitoring to gather and track data.	Year 2	Teachers work in grade-level SRT groups to refine curriculum, instruction, and assessments to address smart goal.	Grade-level assessments (Learning Cycle)	Building Staff Development/Building Team Meetings exploring The Art and Science of Teaching - Marzano's Instructional Framework Question One
5. Using Marzano Design Question 1-(#2) Teacher facilitates tracking of student progress for and with students. (Dibels/DAZE)	Year 2	Teachers facilitate classroom graphing and conference with individual students to display their own data and evaluate results .	15 day challenge	Building Staff Development/Building Team Meetings exploring The Art and Science of Teaching - Marzano's Instructional Framework - Question One
6. Using Marzano Design Question 1-(#3) Teachers will implement a variety of ways to celebrate learning success including student communication of smart goal results with parents.	Year 2	Teachers work in grade-level PLC groups to identify ways to celebrate learning success and plan strategies to communicate results with parents at conferences.	Parent Conferences/Planned Celebrations	Building Staff Development/Building Team Meetings exploring The Art and Science of Teaching - Marzano's Instructional Framework - Question One
7. Grades 3-5 analyze NSCAS data and continue to use appropriate measures to track student progress in areas needing growth.	Year 2	Teachers work in grade-level SRT groups to identify areas in NeSA that need emphasis during reading instruction and add to curriculum maps.	Grade-level assessments (Learning Cycle)	NSCAS Results Curriculum Maps
8. Maintain the use of DIBELS progress monitoring and implement teacher administration of benchmark testing and validation checks.	Year 1 and 2	Classroom teachers will benchmark and progress monitor students during designated flight school days. Interventionists will monitor Tier 2 and Tier 3 students as assigned.	DIBELS benchmark and progress monitoring materials for grades K-5 and student graphing charts	Review training as needed.
9. Continue to Identify on-line computer programs and ipad apps that utilize comprehension strategy practice and implement during classroom instruction and summer school.	Year 2	Continue use of select reading comprehension programs for use during computer time and emphasizing comprehension strategies.	Progress on individual student performance monitored by computer site and reported to classroom teacher by classroom and summer school	Computer lab and training sessions
10. Continue to explore strategies to create class-size reduction and/or decrease student-teacher ratios when teaching reading comprehension.	Year 2	School improvement team along with principal continue strategies to create class size reduction and/or decrease student-teacher ratio using differentiation.	Enrollment audit of students attending Hawthorne - Creative grouping strategies.	Enrollment records

Year 3:

Examine Data to standard indicator level to determine areas of strength and weakness.	Year 3	Teachers work in grade-level SRT groups to identify areas in student performance data that need emphasis during reading instruction.	Classroom and Individual Progress Monitoring	Schultz Training-ESU9 support
Develop strategies to address weakest areas	Year 3	Teachers in cross grade level teams will further define the skill subsets for achieving success with tstandards/indicators. Teachers in SRT teams analyze data and curriculum maps to determine where and when to place emphasis on these subset skills.		online resources
Grade level teams determine smart goals in alignment with our building level goal and district wide goals.	Year 3	Grade level teams look at dibels data to determine goals for furthing reading comprehension or the subset skills for developing comprehension in grades K-2. SRT teams will provide input for additional strategies for meeting those goals.	Monthly classroom summaries	monthly meeting time
DQ1: Communicate goals to Hawthorne community.	Year 3	Staff will engage in discussion and implement ways to communicate our goals to students, parents and the larger school community.	School Improvement team, administration and IF	newsletters, social media and website
Track Progress and celebrate successes	Year 3	Monthly goal progression tracked on graphs and posted, daily announcements of learning ATB.	Progress on individual student performance monitored by computer site and reported to	IF planning, intercom system
Utilize assessment tools to analyze student progress toward goals and implement instruction toward achieving all goals.	Year 3	Teachers work in grade-level SRT groups to refine curriculum, instruction, and assessments to address smart goal(k-2 and 3-5).	Instruction and assessment modifications as directed by student	

Year 4:

Examine Data to standard indicator level to determine areas of strength and weakness.	Year 4-Fall	Teachers work in grade-level SRT groups to identify areas in student performance data that need emphasis during reading instruction.	Classroom and Individual Progress Monitoring	Schultz Training-ESU9 support
Relearn, Learn, Unlearn	Year 4-Monthly	Utilize Instructional Framework Design Questions and Elements to continue to develop strategies that would best enhance our weakest areas.	Principal will assess new learning through walk-throughs using Marzano's Observational Protocol. Principal will report results on a monthly basis.	Monthly Building Level Staff development utilizing online resources
Grade level teams determine SMART goals in alignment with our building level goal and district wide goals.	Year 4-Monthly	Grade level teams look at DIBELS data to determine goals for furthered reading comprehension or the subset skills for developing comprehension in grades K-2. SRT teams will provide input for additional strategies for meeting those goals.	Monthly classroom summaries	bi-weekly meeting time- DIBELS Progress Monitoring
Track Progress and celebrate successes	Year 4-bi-weekly	Monthly goal progression tracked on graphs and posted, daily announcements of learning ATB.	Progress on individual student performance monitored by DIBELS site and reported to classroom teacher by classroom, tutoring, and school staff.	IF planning, intercom system
Individualize Instructional Framework Elements	Year 4 -Monthly	Staff Development planning based on student results and walkthrough data.	Improvement Committee	Monthly Building Level Staff development

15. GOAL: PBIS Year Two Implementation

Revised June 2019

16 NEEDS (Service Gaps)	17 OBJECTIVES (Observable Measurable)	18 ACTIVITIES (Strategies)	19 TIMELINE	20 METHOD OF EVALUATION	21
		<p>A. With all staff edit review and define the following:</p> <ol style="list-style-type: none"> 1. Implement staff development timeline 2. Establish a minimum of 10 monthly 3. Complete the TIPS form at each meeting. 4. Review PBIS Implementation and Action Plan progress 5. Share PBIS Power overview monthly; seek 6. Submit meeting minutes to assigned <p>B. With all staff develop: School wide:</p> <ol style="list-style-type: none"> 1. An understanding of the PBIS process beginning with forging relationships(Parade of Classrooms) 2. Mission (Purpose) Statement 3. School-wide umbrella expectations 4. School Wide Behavior matrices 5. Staff and student reinforcement system 6. Behavior Reporting System (SWIS behavior definitions, flow chart, incident form) 	<p>A. Progress Monitoring</p> <ol style="list-style-type: none"> 1. June 2. June 3. Ongoing 4. Ongoing 5. Ongoing 6. Monthly <p>B. Development</p> <ol style="list-style-type: none"> 1. August – May 2. August –September 3. August 4. August 5. August 		

<p>On a 2019 staff assessment survey 50% reports that options exist to allow classroom instruction to continue when problem behaviors occur.</p>	<p>With input from all staff, develop and implement a consistent process for responding to behavior (PBIS).</p>	<p>Classroom- 7. Lesson Plans for teaching expectations NOV</p> <p>a. Lesson plans piloted will b. Lesson teaching timeline will be implemented 2019-20-with observation(perh</p> <p>8. Timeline for teaching/re-teaching behavior expectations (i.e. expectations stations, weekly focus expectations, or targeted expectations)</p> <p>C. Development of PBiS in the classroom:</p> <p>1. Teaching behavior expectations</p> <p>2. Teaching the reinforcement system</p> <p>3. Monitoring SWIS data at least monthly</p>	<p>6. Sept 28? – February</p> <p>7. Nov. 2019 PLC-PD</p> <p>8. March-May</p> <p>C. Implementation</p> <p>1. Fall 2019</p> <p>2. Fall 2019</p> <p>3. Nov. 2019</p>	<p>On a 2020 staff assessment survey 80% will report that options exist to allow classroom instruction to continue when problem behaviors occurs.</p>	
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a) Share data with staff at least monthly

b) Use data to identify areas for teaching/re-

c) Share expected behaviors being developed a positive array of responses to enhance the development of
d) Share with each teacher

D. Share the PBIS process, goals, and implementation with parents and community members- with report cards

?????? School Action Plan
Hastings Public Schools

Target Area for Improvement:				
Improvement Goal:		Expectations for student learning:		Targeted Participants:
Intervention:				Evaluation:
Timeframe for Implementation:				
Actions	Schedule	Responsibilities	Monitoring	Resources
Year 1:				
Year 2:				

Lincoln School Action Plan

Hastings Public Schools

Target Area for Improvement: Reading-Phonics and Comprehension			
Improvement Goal: Long-term: At least 80% of K-5 students will score at or above benchmark on DIBELs. Grades 3-5 students will score On Track or above on NSCAS by May 2022. Short-term: At least 80% of K-5 students will score at or above benchmark on Building common formative assessments by December 2021.	Expectations for student learning: K-5 students will improve their phonics and comprehension skills.	Targeted Population: Students	
Intervention: Staff will change the grouping and delivery during small group instruction. Staff will also change the method of instruction to include cooperative learning strategies. Staff will include differentiation strategies and close reading to small group instruction.			Evaluation:
Timeframe for Implementation: 1-3 years (2019-2022)			
Actions	Schedule	Responsibilities	Monitoring
Year 1: 2019-2020			
1. By the end of the year, 100% of staff will deliver small group reading instruction to all students 3-5 days a week.	Year 1	During Building Professional Development, staff will review small group reading strategies.	Walkthrough observations by the Instructional Facilitators and Principal, Instructional Rounds with the Instructional Facilitators, Lesson Plans

2. By the end of the year, 100% of grade level teams will identify quarterly common formative assessments.	Year 1	Grade level teams will identify and document quarterly common formative assessments during common plan time or similar responsibility team PLCs.	PLC-Data Analysis Protocol
3. By the end of the year, core school improvement team will be trained on using close reading in small group instruction.	Year 1	Core school improvement team/Instructional Facilitators will research and select resources for training on close reading.	Core team meetings
4. By the end of the year, 100% of the staff will include cooperative learning strategies during reading instruction.	Year 1-3	During Building Professional Development, Instructional Facilitators will review cooperative learning structures with staff. Staff will video tape cooperative learning structures to reflect throughout the year.	Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans
5. Teachers will utilize previously learned instructional strategies: Engagement, Celebrating Success, Learning Goals, Tracking Progress, and Building Effective Relationships	Every Year	Principal will conduct monthly walkthroughs. Staff will complete Classroom Management Plan. Staff will regularly reflect on practice.	Walkthroughs, Professional Growth Plans

Year 2: 2020-2021

1. By the end of the year, 100% of staff will adjust their small group instruction to include differentiation strategies.	Year 2	Core school improvement team/Instructional Facilitators will review differentiation strategies during professional development.	Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans
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2. By the end of the year, 100% of the staff will be trained on using close reading in small group instruction.	Year 2	Core school improvement team/Instructional Facilitators will train staff on using close reading strategies during small group instruction.	Lesson plans, walkthrough observations by the Instructional Facilitators and Principal
3. Teachers will utilize previously learned cooperative learning strategies during reading instruction.	Year 1-3	During Building Professional Development, staff will review cooperative learning structures.	Walkthrough observations done by the Instructional Facilitators and Principal, Instructional Rounds with the Instructional Facilitators, Lesson Plans
4. Teachers will maintain previously learned instructional strategies: Engagement, Celebrating Success, Learning Goals, Tracking Progress, and Building Effective Relationships.	Every Year	Principal will conduct monthly walkthroughs. Staff will complete Classroom Management Plan. Staff will regularly reflect on practice.	Walkthroughs, Professional Growth Plans
Year 3: 2021-2022			
1. Teachers will utilize previously learned differentiation strategies during small group instruction.	Year 3	Teachers will reflect on effective differentiation strategies during PLC.	Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans

<p>2. By the end of the year, 100% of the staff will implement close reading in small group instruction.</p>	<p>Year 3</p>	<p>Staff will implement close reading for small group instruction.</p>	<p>Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans</p>
<p>3. Teachers will utilize previously learned cooperative learning strategies during reading instruction.</p>	<p>Year 1-3</p>	<p>During Building Professional Development, staff will review cooperative learning structures.</p>	<p>Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans</p>
<p>4. Teachers will maintain previously learned instructional strategies: Engagement, Celebrating Success, Learning Goals, Tracking Progress, and Building Effective Relationships.</p>	<p>Every Year</p>	<p>Principal will conduct monthly walkthroughs. Staff will complete Classroom Management Plan. Staff will regularly reflect on practice.</p>	<p>Walkthroughs, Professional Growth Plans</p>

Participants: Grade K-5

DIBELs Reading & NSCAS

Resources

PLC-Team Feedback Sheets, NE
Sate Standards, monthly
building PD., explicit
instruction, Saxon Phonics,
Journeys

PLC-Data Analysis Protocol

ESU 9, close reading materials

Kagan Cooperative Learning
Book, Video observation
reflection form

Daily plan period, classroom
management plan

PLC-Team Feedback Sheets,
PLC Data Analysis Protocols, NE
State Standards

ESU 9, close reading materials,
PLCs

Kagan Cooperative Learning
Book

Daily plan period, classroom
management plan

PLC-Team Feedback Sheets,
PLC Data Analysis Protocols, NE
State Standards

ESU 9, close reading materials,
PLCs

Kagan Cooperative Learning
Book

Daily plan period, classroom
management plan

Lincoln School Action Plan

Hastings Public Schools

Target Area for Improvement: Math - Number Sense			
Improvement Goal: Long-term: At least 80% of K-5 students will be at or above benchmark on DIBELS math composite. 3-5 students will score at or above benchmark on NSCAS by May 2022.	Expectations for student learning: Students will improve their math number sense.		Targeted Population: Students
Intervention: Staff will implement a fact fluency practice. Staff will continue to use DIBELS Math to monitor progress (formative), determine results (summative), and make comparisons (overall, disaggregated, benchmarking).			Evaluation: assessment
Timeframe for Implementation: 1-3 years (2019-2022)			
Actions	Schedule	Responsibilities	Monitoring
Year 1: 2019-2020			
1. By the end of the year, 100% of grade level teams will begin implementation of fact fluency practice.	Year 1	Grade level teams will research, gather and share resources needed to implement explicit instruction during common planning time or similar responsibility team PLCs.	PLC Team Feedback Sheets
2. By the end of the year, 100% of staff will identify differentiation strategies to use during math instruction.	Year 1	Grade level teams will identify differentiation strategies and resources during similar responsibility team PLCs and professional development with Instructional facilitators.	PLC Team Feedback Sheets

3. By the end of the year 100% of staff will assess students using a formative approach at least once per month.	Year 1-3	Instructional Facilitator will aid teachers in reflecting on data during common plan time 1x/month.	Class data posted in classrooms, and grade level data posted in principal's office.
4. By the end of the year, 100% of the staff will include cooperative learning strategies during math instruction.	Year 1-3	During Building Professional Development, staff will review cooperative learning structures. Staff will video tape cooperative learning structures to reflect throughout the year.	Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans
5. By the end of the year 100% of the staff will have students use math drawings and models in combination with Math Talk to justify reasoning during daily math lessons.	Year 1-3	Classroom teachers will video tape students once a quarter and reflect on how students are utilizing math drawings and models in combination with Math Talk to justify reasoning.	Walk through done by Instructional Facilitators and Principal, Instructional rounds led by Instructional Facilitators, Lesson plans
Year 2: 2020-2021			
1. By the end of the year, 100% of staff will implement fact fluency practice.	Year 2	Staff will implement fact fluency practice.	Lesson Plans
2. By the end of the year, 100% of staff will implement differentiation strategies to use during math instruction.	Year 2	Staff will implement differentiation strategies and collaborate best practices during similar responsibility team PLCs and professional development with Instructional Facilitators.	PLC Team Feedback Sheets, Lesson plans

3. By the end of the year 100% of staff will assess students using a formative approach at least once per month.	Year 1-3	Instructional Facilitator will aid teachers in reflecting on data during common plan time 1x/month.	Class data posted in classrooms, and grade level data posted in principal's office.
4. By the end of the year, 100% of the staff will include cooperative learning strategies during math instruction.	Year 1-3	During Building Professional Development, staff will review cooperative learning structures. Staff will video tape cooperative learning structures to reflect throughout the year.	Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans
5. By the end of the year 100% of the staff will have students use math drawings and models in combination with Math Talk to justify reasoning during daily math lessons.	Year 1-3	Classroom will video tape students once a quarter and reflect on how students are utilizing math drawings and models in combination with Math Talk to justify reasoning.	Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans
Year 3: 2021-2022			
1. By the end of the year, 100% of grade level teams will implement fact fluency practice for mastery.	Year 3	Staff will implement fact fluency practice for mastery.	Lesson Plans
2. By the end of the year, 100% of staff will maintain differentiation strategies during math instruction.	Year 3	Staff will maintain differentiation strategies and collaborate best practices during similar responsibility team PLCs and professional development with Instructional Facilitators.	PLC Team Feedback Sheets, Lesson Plans

<p>3. By the end of the year 100% of staff will assess students using a formative approach at least once per month.</p>	<p>Year 1-3</p>	<p>Instructional Facilitator will aid teachers in reflecting on data during common plan time 1x/month.</p>	<p>Class data posted in classrooms, and grade level data posted in principal's office.</p>
<p>4. By the end of the year, 100% of the staff will include cooperative learning strategies during math instruction.</p>	<p>Year 1-3</p>	<p>During Building Professional Development, staff will review cooperative learning structures.</p>	<p>Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans</p>
<p>5. By the end of the year 100% of the staff will have students use math drawings and models in combination with Math Talk to justify reasoning during daily math lessons.</p>	<p>Year 1-3</p>	<p>Classroom will video tape students once a quarter and reflect on how students are utilizing math drawings and models in combination with Math Talk to justify reasoning.</p>	<p>Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans</p>

Participants: Grade K-5

**Building Common formative
assessments, Dibels Math and NSCAS.**

Resources

PLC, Nebraska State Standards

PLC-Team Feedback Sheets, NE
State Standards, Expressions,
Think Central

DIBELs math, class graphs

Kagan Cooperative Learning
Book

Expressions, Video observation
reflection form

Nebraska State Standards, Fact
Fluency Materials, Expressions,
Think Central

PLC-Team Feedback Sheets, NE
State Standards, Expressions,
Think Central, Instructional
Facilitators

DIBELS math, class graphs

Kagan Cooperative Learning
Book, Video observation
reflection form

Expressions, Video observation
reflection form

Nebraska State Standards, Fact
Fluency Materials, Expressions,
Think Central

PLC-Team Feedback Sheets, NE
State Standards, Expressions,
Think Central, Instructional
Facilitators

DIBELs math, class graphs

Kagan Cooperative Learning
Book

Expressions, Video observation
reflection form

Lincoln School Action Plan

Hastings Public Schools

Target Area for Improvement:			
Improvement Goal:		Expectations for student learning:	
Intervention:			
Timeframe for Implementation:			
Actions	Schedule	Responsibilities	Monitoring
Year 1:			

Year 2:			

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Targeted Participants:

Evaluation:

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	Resources
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Longfellow School Action Plan

Hastings Public Schools

Target Area for Improvement: Reading-Phonics and Comprehension			
Improvement Goal: Long-term: At least 85% of K-5 students will score at or above benchmark on DIBELs by 2022. Short-term: At least 80% of K-5 students will score at or above benchmark on DIBELs. Grades 3-5 students will score On Track or above on NSCAS by May 2022.	Expectations for student learning: K-5 students will improve their fluency and comprehension skills.	Targeted Population: Students	
Intervention: Through positive relationship building with staff and students teachers will be able to work effectively in PLC teams and utilize the MTSS process to increase student reading fluency and comprehension.			Evaluation:
Timeframe for Implementation: 1-3 years (2019-2022)			
Actions	Schedule	Responsibilities	Monitoring
Year 1: 2019-2020			
1. Introduce School Improvement Plan during opening days. Ensure that staff understand the "why" of the plan.	Year 1	During the opening schedule, the principal and the SIP team will introduce the plan.	Observations by SIP team during discussions

<p>2. By the end of October 2019, staff will be presented with and will begin utilizing relationship building strategies to increase trust and improve student engagement. Review at the end of March, 2020.</p>	<p>Year 1</p>	<p>SIP team will present and review strategies for building relationships. Staff will teach relationship building strategies in the classroom.</p>	<p>Walkthroughs and observations completed by principal, Instructional Facilitators.</p>
<p>3. By the end of October 2019, staff will identify power standards in reading and will begin planning units that align with these selected standards.</p>	<p>Year 1</p>	<p>SIP team will facilitate PLC teams in identifying power standards. PLC teams will create and teach a unit based on power standards.</p>	<p>Document in which selected power standards are vertically aligned.</p>
<p>4. By September 1, Longfellow MTSS team will read Causes and Cures in the Classroom by Margaret Searle to lead staff in MTSS fidelity.</p>	<p>Year 1</p>	<p>The school improvement team will read Causes and Cures to better assist teachers through the MTSS process. If questions about strategies arise, SIP leaders can reference appropriate cures found in the book.</p>	<p>Walkthrough observations done by Instructional Facilitators and Principal, Instructional Rounds led by Instructional Facilitators, Lesson Plans</p>
<p>5. By the end of 2019-2020, staff will read Causes and Cures in the Classroom by Margaret Searle to improve the MTSS process at Longfellow.</p>	<p>Year 1</p>	<p>During selected staff meetings and building PLC Wednesdays, staff will be lead through reading portions of Causes and Cures. Staff will be working collaboratively on enacting plans to put the new learning into practice with their PLC teams.</p>	<p>Walkthroughs, Professional Growth Plans</p>

Year 2: 2020-2021

1. Staff will continue implementing relationship building strategies to increase trust and improve student engagement.	Year 2-3	SIP team will review strategies for building relationships. Staff will teach relationship building strategies in the classroom.	Walkthrough observations done by Instructional Facilitators and Principal.
2. Teachers will review power standards and continue work on unit creation.	Year 2-3	PLC teams will review power standards. SIP team will create a perception survey in which teachers will reflect on their comfort level power standards and unit creation.	Perception survey on power standards.
3. Teachers will create common formative assessments that are tied to power standards.	Year 2	PLC teams will create common assessments. Principal will monitor through PowerSchool.	Gradebook
4. Teachers will follow the MTSS process to address the needs of students who struggle academically and behaviorally.	Year 2	MTSS team will guide teachers in creating and implementing plans for struggling students. Teachers will implement the plans.	MTSS meetings with notes. MTSS student plans. Data based on power standards.
5. Staff will review Causes and Cures to assist the needs of students for the year.	Year 2-3	Staff will discuss collaboratively and may re-read content depending on staff needs.	Monitor staff in meetings. Ask for input from staff for specific or general needs.
6. SIP will review DIBELS data to track student improvement.	Year 2-3	SIP will meet and discuss DIBELS scores. The focus is on comprehension through retell.	Monitor DIBELS

Year 3: 2021-2022

1. Staff will continue implementing relationship building strategies to increase trust and improve student engagement.	Year 2-3	SIP team will review strategies for building relationships. Staff will teach relationship building strategies in the classroom.	Walkthrough observations done by Instructional Facilitators and Principal.
2. Teachers will review power standards and continue work on unit creation.	Year 2-3	PLC teams will review power standards. SIP team will create a perception survey in which teachers will reflect on their comfort level power standards and unit creation.	Perception survey on power standards.
3. Teachers will review and create common formative assessments that are tied to power standards.	Year 3	PLC teams will review and create common assessments. Principal will monitor through PowerSchool.	Gradebook
4. Teachers will continue to follow the MTSS process to address the needs of students who struggle academically and behaviorally.	Year 3	MTSS team will guide teachers in creating and implementing plans for struggling students. Teachers will implement the plans.	MTSS meetings with notes. MTSS student plans. Data based on power standards.
5. Staff will review Causes and Cures to assist the needs of students for the year.	Year 2-3	Staff will discuss collaboratively and may re-read content depending on staff needs.	Monitor staff in meetings. Ask for input from staff for specific or general needs.
6. SIP will review DIBELS and NSCAS data to track student improvement.	Year 2-3	SIP will meet and discuss DIBELS scores. The focus is on comprehension through retell.	Monitor DIBELS

Participants: Grade K-5

DIBELs Reading & NSCAS

Resources

Causes and Cures in the Classroom by Margaret Searle
Literacy Essentials: Engagement, Excellence, and Equity for ALL Learners by Regie Routman
DIBELs
NSCAS

*Literacy Essentials:
Engagement, Excellence, and
Equity for ALL Learners* by
Regie Routman

State Standards, HPS
Essentials, Journeys

*Causes and Cures in the
Classroom* by Margaret Searle

Staff Meetings, Building PLC
meetings, *Causes and Cures in
the Classroom* by Margaret
Searle

Building PLC meetings,
Classroom Time Allotment (10
Minutes), *Literacy Essentials:
Engagement, Excellence, and
Equity for ALL Learners*

PLC meetings

PowerSchool, PLC Meetings,

*Causes and Cures in the
Classroom* by Margaret Searle,
PLC meeting

*Caues and Curse in the
Classroom* by Margeret Searle,
PLC meeting

SIP Meeting, DIBELS
asesment scores, NSCAS
assessment data

Building PLC meetings,
Classroom Time Allotment (10
Minutes), *Literacy Essentials:
Engagement, Excellence, and
Equity for ALL Learners* by
Reggie Routman

PLC meetings

PowerSchool, PLC Meetings,
Plan time

*Causes and Cures in the
Classroom* by Margaret Searle,
PLC meeting

*Caues and Curse in the
Classroom* by Margeret Searle,
PLC meeting

SIP Meeting, DIBELS
asesment scores, NSCAS
assessment data

Longfellow School Action Plan

Hastings Public Schools

Target Area for Improvement:			
Improvement Goal: Long-term:			Targeted Percentage of Students
Intervention:			Evaluation:
Timeframe for Implementation: 1-3 years (2019-2022)			
Actions	Schedule	Responsibilities	Monitoring
Year 1: 2019-2020			
	Year 1		
	Year 1		

	Year 1		
	Year 1		
	Year 1		
Year 2: 2020-2021			
	Year 2		
	Year 2		

	Year 1-3		
	Year 1-3		
	Year 1-3		
Year 3: 2021-2022			
	Year 3		

	Year 1-3		
	Year 1-3		
	Year 1-3		

Participants: Grade K-5

Resources

Hastings Public Schools Updated 4/19/18

Target Area for Improvement: Positive Growth Mindset

Improvement Goal: All Watson Students will develop a positive mind set to help them be successful in the areas of reading, math and social/emotional wellness.	Expectations for student learning: Students will make continuous growth throughout the school year.	Targeted Participants: All Watson students
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Intervention: Staff will implement District curriculum with fidelity. Targeted interventions will be provided for students not meeting benchmark. Evaluation: Reading: DIBELS, Rigbys, District

Timeframe for Implementation: 2018-19

Actions	Schedule	Responsibilities	Monitoring	Resources
Year 1:				
Provide professional development on growth mindset.	August, 2018	Math Committee		District-wide training
Provide professional development in Reasoning and Problem Solving	September, 2018	Math Committee		District-wide training
Provide professional development in Reasoning and Problem Solving	February, 2019	Math Committee		District-wide training
understanding of how to implement math curriculum.	Quarterly	Math Committee	Facilitators	
phonics, phonemic awareness, high frequency words, leveled readers.	September-May	and Title I staff.	Conferencing with students, Grade-	PLC, Intervention trainings and fidelity checks
comprehension to promote lifelong learning.	September-May	and Title I staff.	Facilitators	videos, Poetry, Readers' Theatre
Promote the celebration of learning success.	September-May	and Title I staff.	Facilitators	celebrations, AR Dog Tag program
Provide reading intervention for students not meeting benchmark.	September-April	All Staff	1 staff	Corrective Reading, Phonics for Reading
fidelity.	2018-2019	All Staff	School Improvement Team	Expressions -Professional Development - Learning
Explore ways to use support staff to provide intervention in Math.	Fall, 2018	Committee	1 staff	
Provide Family Math and Literacy Nights	Fall, 2018 Spring 2019	All Staff	1 staff	Hastings College students
Provide Direct Instruction for Social Skills in Homeroom meetings.	Weekly	Home room teachers, SLP	Teacher observation	Social Skills handouts
Counselor sessions with classrooms	Two times/month	Counselor	Counselor	Counseling curriculum
Whole staff input on Character Ed	May	Wellness Committee	Wellness Committee	Staff Survey
Wellness opportunities for students and staff	Monthly	Wellness Committee	Wellness Committee	PTO, Community members

Timeframe for Implementation: 2019-20

Actions	Schedule	Responsibilities	Monitoring	Resources
Year 2:				
Promote the celebration of learning success.	September-May	and Title I staff.	Principal, Instructional Facilitators	celebrations, AR Dog Tag program
Whole staff input on Character Ed	May	Wellness Committee	Wellness Committee	Staff Survey
Wellness opportunities for students and staff	Monthly	Wellness Committee	Wellness Committee	PTO, Community members
Provide professional development on growth mindset.	August, 2018	Watson Staff	School Improvement Survey, Profes	Watson Professional Development
understanding of how to implement math curriculum.	September-May	facilitators	Principal, Instructional facilitators	Classroom
comprehension to promote lifelong learning.	September-May	Instructional Facilitators/Title I	Classroom Teachers	videos, Poetry, Readers' Theatre
instruction in the areas of phonics, high frequency words & or	September-May	and Instructional Facilitators/Title I	Conferencing with students, Grade-	PLC, Intervention trainings and fidelity checks
awareness, high frequency words and leveled readers utilizing explicit	September-May	and Instructional Facilitators/Title I	Conferencing with students, Grade-	PLC, Intervention trainings and fidelity checks
Provide reading intervention for students not meeting benchmark.	September-April	All Staff	1 staff	Corrective Reading, Phonics for Reading
Provide Family Math and Literacy Nights	Fall 2019	All Staff	1 staff	Hastings College students
Provide Direct Instruction for Social Skills in Homeroom meetings.	Weekly	Home room teachers, SLP	SWIS Data	Social Skills handouts
Whole staff input on Character Ed	May	Wellness Committee	Wellness Committee	Staff Survey
independent learners	September-May	and Title I staff.	Classroom Teachers	Development, Peer Observation, Video/Swivl

Watson School Action Plan

Hastings Public Schools Update

Target Area for Improvement: Reading		
Improvement Goal: All K-2 Watson students will master and/or improve their phonological skills with automaticity. All Watson 3-5 students will improve their reading comprehension by recognizing that reading is thinking and acquiring skills through various materials and approaches.	Expectations for Student Learning: Students will be able to read and understand what is taught.	
Intervention: Direct, explicit instruction of phonics and high-frequency words. Pairing high-frequency words, Research-based interventions (EIR, Sound Partners, Phonics for Reading), differentiated reading groups by skill, leveled readers, phonics, Kindergarten skills groups, Conferences with students		
Timeframe for Implementation: 2017-18		
Actions	Schedule	Responsibility
Year 1:		
Kindergarten-2nd grade small groups will focus on	September-April	Classroom teachers
Reading instruction in grades 3-5 will focus on	September-April	Classroom teachers
Match instructional levels to technology to promote	September-April	Classroom teachers
Provide a variety of reading opportunities.	September-April	Classroom teachers
Promote the celebration of success	September-April	Classroom teachers
Provide reading intervention for students not	September-April	Classroom teachers

Plan 2018-19

dated 4/12/18

<p>Students will apply the skills</p>	<p>Targeted Participants: All Watson students</p>
<p>Using pictures with high-reading), Small leveled planning and goal setting</p>	<p>Evaluation: DIBELS, classroom observation, Grade-level benchmark, High-Frequency Checklist</p>

Assess	Monitoring	Resources
<p>ers, EL, SPED, ers, EL, SPED, ers, EL, SPED, ers, EL, SPED, ers, EL, SPED,</p>	<p>DIBELS data analysis, DIBELS benchmark and progress</p>	<p>Journeys, Grade-level meetings, High interest/leveled reading Technology--Tumblebooks, Readers' Theatre, Poetry, Show Celebration of Learning Corrective Reading, Phonics for</p>

Watson School Action Plan

Hastings Public Schools Update

Target Area for Improvement: Math		
Improvement Goal: All Watson students will increase their math reasoning and math fluency skills.	Expectations for student learning: All students will increase their math fluency and will actively participate in class to develop math concepts.	
Intervention:		
Timeframe for Implementation: 2017-18		
Actions	Schedule	Responsibilities
Year 1:		
Expressions curriculum with fidelity.		
comfort level and vocabulary while using Math Talk.	September-April	Classroom teachers
Math Talk.		
trying new strategies.		
the Math Expressions curriculum and Math Talk.		Facilitator, Math C
Explore Math interventions		Committee
Survey students to obtain baseline fact standard	Quarterly	Grade-level team
Provide Family Math Night activities	April	All Staff

Plan 2017-18

dated 6/12/17

<p>Teachers will develop math fact classroom Math Talk activities</p>	<p>Targeted Participants: All Watson students</p>
	<p>Evaluation: Expressions Quick Quizzes and Unit Tests, NSCAS (Grades 3-5), Grade-level Benchmark assessments. Math IC Map</p>

<p>Assessments</p>	<p>Monitoring</p>	<p>Resources</p>
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Students with EL, SPED,

Math Expressions curriculum,

Curriculum Committee

Teachers will provide feedback

Students

meet quarterly.

Students go home

Hastings College students

Watson School Action Plan

Hastings Public Schools Update

Target Area for Improvement: Whole Child Wellness		
Improvement Goal: To improve the social/emotional wellness of all Watson children by promoting life long healthy habits.	Expectations for student learning:	
Intervention:		
Timeframe for Implementation: 2017-18		
Actions	Schedule	Responsibility
Year 1:		
"Family" Dinners	3 times/year	All Staff
Homeroom meetings.	Weekly	Home room teachers
Bi-Monthly counselor sessions with classrooms	Two times/month	Counselor, _____
Research Growth Mindset	September-April	Committee
Provide Staff PD	September-April	
Whole staff input on Character Ed		
Parent relationship building (parent training)		
Wellness opportunities for students	Quarterly	Wellness Committee
Promote good nutrition		
Promote an active lifestyle		
Provide Social Wellness Learning activity	Weekly	
Provide support for Watson family wellness		

Plan 2017-18

dated 6/12/17

	Targeted Participants: All Watson students
	Evaluation:

es	Monitoring	Resources
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ers, SLP	Teacher observation	Committee
	Mr. Cafferty, Counselor	Social Skills handouts
		Counseling curriculum
		Research, ASCA
		Books by Ruby Pain, Ross Green
.tee		PTO, Community members
		Snack program, Wellness Snack
		Lunch
		Engagement
		Connect families with outside

Target Area for Improvement: Positive Growth Mindset

<p>All Watson Students will develop a positive mind set to help them be successful in the areas of reading, math and social/emotional wellness.</p>	<p>Expectations for student learning: Students will make continuous growth throughout the school year.</p>	<p>Targeted Participants: All Watson students</p>
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<p>Intervention: Direct, explicit instruction of phonics and high-frequency words. Pairing pictures with high-frequency words, Research-based interventions (EIR, Sound Partners, Phonics for Reading), Small leveled reading groups by skill, leveled readers, phonics, Kindergarten skills groups, Conferencing and goal setting with students. Math interventions:</p>	<p>Evaluation: Reading: DIBELS, Rigbys, District Assessments, N.S.C.A.S. Math: District Benchmark Unit Assessments, N.S.C.A.S. Whole Child: Gallup Survey, Office Referrals, Parent Climate Survey</p>
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Timeframe for Implementation: 2017-18

Actions	Schedule	Responsibilities	Monitoring	Resources
Year 1:				

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

SIP Goal, Rationale, and Strategies

Learning Goal 1: Use research-based strategies to build the capacity of teaching staff in the organization to improve student learning. This development of capacity will be based upon curricular clarification, standards-based planning/teaching using data to make instructional changes, differentiation within the classroom, re-teaching strategies, and teaming with the highest level of emphasis being on high quality instruction.

School Improvement Goal:

By the end of 2022, 85% of students will meet projected growth in the areas of Math, Reading, and Science based on NWEA MAP data.

Category of Action	Support Data: Rationale for School Improvement Goal
<p>Teachers:</p> <ol style="list-style-type: none">1. Meet in collaborative teams (including professional learning communities), regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.2. Engage in collaborative standards-based planning and instructional practices that align with Marzano's standard based instruction3. Use learning targets that are a progression of learning towards the standard and students demonstrating evidence to track student progress towards the standard, set goals, and differentiate instruction. <p>By the end of 2022, all students will achieve academic growth in <u>all</u> subject areas.</p>	<p>In 2018-19, 43% of students demonstrated proficiency in ELA, 74% in Science, and 50% in Math.</p> <p>Target Sweep data as a baseline</p>
Improvement Strategies:	Research supporting the strategies
<ul style="list-style-type: none">• PLC's plan standards-based units that include specialized instructional strategies aligned with Marzano's planning strategies for standards-based instruction.• PLC's use data to identify and monitor and adjust to student learning needs and create intervention or extension lessons/activities targeted to that need through the use of PLC's.	<ul style="list-style-type: none">• "A school's social capital -- the connections between educators and the extent to which they exchange and build on each other's knowledge -- is just as powerful a predictor of student achievement as raw human capital -- the skills of individual teachers" (p. 10).• PLCs are an effective way to share tacit knowledge (the kind of knowledge is difficult to transfer to another person by means of writing it down or verbalizing it).• PLCs provide a shared purpose and a unique, school-wide perspective on pedagogy which ties to our research-based instructional strategies.

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

<ul style="list-style-type: none"> Use learning targets that are a progression of learning towards the standard, monitoring each student’s progress towards the standard, and engaging students in demonstrating evidence to track their progress towards the standard, set goals, and differentiate instruction. 	<ul style="list-style-type: none"> “Research shows that providing clear learning targets is associated with a 41 percentile gain in student achievement. The higher percentile gain is associated with providing goals with levels of performance.” (p.39) “Research has shown that previewing techniques such as advanced organizers and cues (direct links between previous and new content) are associated with a 3-32 percentile gain in student achievement” (p.42) “Learning can be enhanced to the degree that students share the challenging goals of learning, adopt self-assessment and evaluation strategies, and develop error detection procedures and heightened self-efficacy to tackle more challenging tasks leading to mastery and understanding of lessons” (p11).
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2019-2020 School Improvement Action Plan - Hastings Middle School

Implementation Plan

Actions	Person (s) Accountable	Point Person(s)	Measurable Indicators	Resources	Date Review
<p>ive teams), regularly o address common issues um, assessment, he achievement of all</p> <p>strategies (PLC’s) staff into meaningful</p> <p>teams with time to te</p> <p>supportive structures that ups become teams</p>	HMS Staff	Admin Team	<p>Evidence, (measurable indicators):</p> <ul style="list-style-type: none"> Digital folders that contain artifacts and celebrations of artifacts of outstanding practice Collaborative SRTs meet weekly and spend 90 percent of their meeting time discussing and working on curriculum, instruction, and assessment. The school designs its schedule to allow for collaborative time within the contractual work day. The school makes available or displays copies of 		

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

<p>teamwork and provide and support as needed ally audit collaborative collecting work and (copies of common ents, learning progressions, assessment results, ion plans, or team-created nal plans, etc.)</p>			<p>schoolwide norms and department team norms</p> <ul style="list-style-type: none"> The school makes available copies of common assessments created by collaborative SRTs. The school outlines a specific collaborative process to guide departments and SRTs in their work. The school uses data walls to monitor student achievement by grade level, subject area, and even team. <p>Quick Data</p> <ul style="list-style-type: none"> Staff meetings, SRTs give a thirty-second update that includes the specific content they have focused on, the results of any formative assessments they have given, or any intervention strategies they have used. When asked, teachers describe the specific collaborative work occurring in their SRT's at any given time. Common assessment results are available upon request. Teachers describe specific academic intervention strategies their SRT's implement based on student data. The school uses data walls to continually monitor student progress by grade level, SRT, and even teacher. 		
<p>to continually enhance skills with job-embedded development on Marzano to standards based . teachers in setting growth based on elements that standards based teaching. teachers with ongoing and support on individual e school progress towards y related to standards anning/teaching. s prioritize standards and</p>	<p>Admin Team</p> <p>Instructional</p> <p>Facilitator Teachers</p>	<p>Pfeifer</p>	<p>Evidence (measurable indicators):</p> <p>Quick Data</p> <ul style="list-style-type: none"> Observation feedback in iObservation When asked, teachers can identify their specific pedagogical growth goals and progress toward standards based planning/teaching. When asked, teachers can describe specific practices they are trying as a result of feedback and support. Instructional coaches can identify the specific strategies they use to grow individual teacher practice in coordination with teachers' growth goals. Trend data shows increased percentage of teachers with clear learning goals which demonstrate a progression of learning toward the standard. iObservation data shows increased percentage of teachers 	<p>iObservation</p> <p><u>The New Art and Science of Teaching Strategies</u></p> <p><i>Designing and Teaching Learning Goals and Objectives Marzano¹</i></p>	

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

<p>em into units s start unit plans by g the priority standards into ming progressions. s post daily mastery targets t the learning progressions standards. nomy of the targets are at the taxonomy of the . s constantly monitor l student's progress toward ts based on standards regularly monitor their own ward the target (standard) provide evidence of their set goals for their next he progression of learning</p>			<p>with clear learning goals which demonstrate a progression of learning toward the standard.</p> <ul style="list-style-type: none">• Trend data and iObservation data demonstrate increased taxonomy of learning goals and student tasks.• When asked, students can explain their progress towards targets, provide evidence, and articulate goals based on academic standards.		
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Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

<p>opportunities to observe effective teaching. /or virtual <u>instructional</u> to observe standards anning/teaching teacher growth goal with regularly practicing es that fit regarding is based y/teaching..</p>	<p>Admin Team Teachers Instructional Facilitator</p>	<p>Michaela Gorecke</p>	<p>Evidence (measurable indicators)</p> <ul style="list-style-type: none">• Digital instructional rounds calendar that identifies different days each month for conducting rounds• Teachers sign up on a first-come first-serve basis• Admin use the digital tool to quantify and analyze the frequency of rounds and criterion scores would focus on the percentage of teachers who participate in rounds.• Teachers have opportunities to engage in instructional rounds• Teachers have opportunities to view and discuss video-based examples of exemplary teaching.• Teachers have regular times to meet and discuss effective instructional practices (for example, lesson studies). <p>Quick Data</p> <ul style="list-style-type: none">• Sticky notes on chart paper for instructional elements observed• When asked, teachers can describe ideas they have tried on their own practice as a result of rounds• Leaders make information available regarding teacher participation in instructional rounds.• Instructional rounds leaders provide brief summaries of teacher discussion points following instructional rounds.		
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SIP Goal, Rationale, and Strategies

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

Learning Goal 2 Increased percentage of students with a high level of school connectedness and commitment to learning.

Improvement Goal: Increased percentage of students consistently demonstrating behaviors that are demonstrating characteristics associated with respect, ownership, involvement, resourcefulness (ROAR) as measured by BMS, referral, and survey data.

Goals:

1. Create a shared mission and collective responsibilities for all stakeholders
2. Create a safe, supportive and orderly school environment
3. Engage family and community partnerships
4. Provide transparency and communication about implementation of best practices in the school
5. Acknowledge the success of the whole school as well as individuals within the school

As a result, students will feel more school connectedness and exhibit safe, responsible and respectful, and their attitudes and behaviors toward learning.

We will insert behavior and survey data here

Improvement Strategies:

Research supporting this strategy

Engage staff, students and parents with formal ways to provide input on the optimal functioning of the school.

*"The implementation of schoolwide PBIS is associated with decreases in office discipline referrals and instances of problem behavior, decreases in both in-school and out-of-school suspensions, and increases in feelings of school safety from both students and staff" (p. 8).

Develop a schoolwide PBIS system to increase proactive teaching of positive behaviors.

*"Students participating in effective SEL programs reflected an 11 percentile-point gain in achievement", (Dymnicki, Taylor, and Scheffler, 2011).

Provide for the social, emotional, and developmental needs of our middle school students.

*"Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student" (p. 120).

Reduce problem behaviors associated with providing a safe, positive, collaborative environment for all stakeholders.

*"Thinking and reasoning are most effective when distributed across a system or group, rather than confined to an individual" (p. 8).

Establish formal and informal ways to celebrate success of both individuals and the school as a whole.

*"Research has shown that reinforcing students' effort is associated with a 21-48%ile gain in student achievement" (p38).

Use multiple forms of communication to be transparent about implementation of best practices to all stakeholders.

Actions	Person (s) Accountable	Point Person(s)	Evidence Measurable Indicators	Resources	Date(s) Reviewed
Districtwide Collective Commitments and Group			Norm review documents		

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

Building, Department, Same Responsibility Teams, etc.)					
implement school-wide procedures, routines, and enforcement structure (The Tiger Way)			<p>PBIS Documents and protocols developed</p> <p>Dates that PBIS team members met with all staff to share and gather input</p> <p>Roll out plan is created to share with staff with dates/timeline</p>		
Lessons to reinforce relationships, social-emotional the Tiger Way			<p>Lessons are created and available to staff</p> <p>When asked, students can describe the lessons and what they learned</p> <p>Observation data shows implementation</p>	<p>Choose Love</p> <p>PBIS</p> <p>8 Keys</p>	
Identify student list based on survey data and teacher intervention with interventions to help the students feel more school			<p>Survey data</p> <p>Student list for targeted interventions</p>	2 X 10 Strategy	
Targeted relationship intervention plan.			<p>Intervention plans are documented and reviewed regularly by teams</p>	2 X 10 Strategy	
Researched proactive strategies including making eye positively greeting students at the door to pre-establish a positive climate	All staff			<p>18 proactive strategies</p> <p>Pent.gov</p>	

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

<p>opportunities that vary in time of day for parents to come</p>			<ul style="list-style-type: none"> • New 6th grade parent night-- sneak peek • Night of Excellence • Open House • Schedule/Picture day • Conferences • Concerts • Sporting Events • Science Fair • Reality Store • Bingo Night • Garden Night • Glow Run • Family Dinner (7/8) • Book Fair • Team Advisory Board planned activities • Fundraiser • Artist in Residence • Surveys • Academic Quiz Bowl • Award Ceremonies • 8th Promotion Ceremony 		
<p>communication with parents and community through a variety of methods, (ie. twitter, instagram, facebook, remind101, email, webpage, etc.)</p>			<p>Social media is used frequently to provide information and promote bright spots</p> <p>Parent survey</p>		
<p>consistent and meaningful input protocols for parents, staff</p>			<p>Protocols are developed and shared with all stakeholders</p>		
<p>recognition committee for staff and student recognition of students once a week</p>		<p>Courtesy Committee (sunshine club)</p>	<p>When asked, staff and students can describe specific examples of celebrations</p> <ul style="list-style-type: none"> • Students of the Week • Tigers of the Month • Difference Makers • Birthday Celebrations • Teacher Recognition 		

Status of Progress: List the status that applies

No evidence of progress observed (RED)

Some evidence of progress observed (YELLOW)

On track to meet the goal (GREEN)

Intended outcome has been achieved; evidence observed/received (BLUE)

Not applicable at this time (ORANGE)

Highlight evidence indicators that support rating

students, and parents with formal ways to provide optimal functioning of the school			Team leader meeting notes, Parent and student survey data, Team meeting notes, SIP agendas and notes		
participate in YMHFA training during preservice			Training Roster		
Level 2 Behavior Intervention Check in Checkout			CICO data spreadsheets are up to date	Check In Check Out Info	

References:

- Carbaugh, Beverly G., and Robert J. Marzano. *School Leadership for Results: a Focused Model*. Learning Sciences International, 2018.
- Harlacher, Jason E., and Billie Jo Rodriguez. *An Educator's Guide to Schoolwide Positive Behavioral Interventions and Supports: Integrating All Three Tiers*. Marzano Research, 2018.
- Marzano, Robert J., et al. *Coaching Classroom Instruction*. Marzano Research Laboratory, 2013.
- Marzano, Robert J. *Designing & Teaching Learning Goals & Objectives*. Bloomington, IN: Marzano Research Laboratory, 2009. Print.
- Moore, Carla, Libby H. Garst, Robert J. Marzano, Elizabeth Kennedy, and Deana Senn. *Creating & Using Learning Targets & Performance Scales: How Teachers Make Better Instructional Decisions*. N.p.: n.p., n.d. Print.

Target Area for Improvement: Increase Hastings Senior High School's

<p>Improvement Goal: To improve the graduation rate from 82.37% in the 2017-2018 school year to 85% for the class of 2020, 87.5% for the class of 2021, and 90% for the class of 2022.</p>	<p>Expectations for student learning: 1 years.</p>
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Intervention: Develop universal screening for freshmen to identify "at risk" students and implement RTI. Include formal career education curriculum to ensure all students are prepared for post-secondary education.

Timeframe for Implementation: Start August of 2018

Actions	Schedule	Responsible Party
Year 1:		
<p>Clearly define positive behaviors (effort, attendance, social behaviors) that we want all students to demonstrate through PBIS.</p>	<p>On going through year 1</p>	<p>Classroom teachers and Administrative</p>
<p>Create a plan to teach, reward, and support academic and social behavior expectations for the 2018-19 school year.</p>	<p>On going through year 1</p>	<p>PBIS</p>
<p>Create a system to identify students who need additional academic and social behavior support. (Primary focus of year one is missing assignments.)</p>	<p>on going through year 1</p>	<p>PBIS, Tier 2</p>
<p>Teacher teams identify power standards essentials by course.</p>	<p>On going through year 1</p>	<p>Classroom teachers</p>

Create a way to measure student progress toward meeting power essentials.	On going through year 1	SRT teacher
Create academic interventions for failed learners.	on going through year 1	SRT teacher
Evaluate Tier 1 instruction results to find and promote best practices.	on going through year 1	SRT teacher
Year 2:		
Reevaluate positive behaviors (effort, attendance, social behaviors) that we want all students to demonstrate through PBIS and look at focus areas.	Summer 2019	PBIS, Admini
Create a plan to teach, reward, and support academic and social behavior expectations for the 2019-20 school year.	Summer 2019	PBIS, Admini
Improve our system to identify students who need additional academic and social behavior support. (Primary focus of year two based upon areas of most need.)	Summer 2019	PBIS, Tier 2
Teacher teams reevaluate power essentials by course.	On going through year 2	Teacher Tear

Hastings Senior High School Action Plan

Hastings Public Schools

graduation rate.

Each student is on track to graduate within 4	Targeted Participants: Classes of 2020, 2021, and 2
at risk of dropping out" students and a sense of purpose for each student.	Evaluation: Monitoring attendance, failures, GPA, and

Activities	Monitoring
Teachers, Counseling staff, and	PBIS Committee
Intervention teams	Measure student progress toward meeting behavior expectations.
Teachers	

teams	Create a system to identify students who need additional academic help after core instruction.
teams, SIT team	Create a system to track success of interventions. Structure T3 time.
teams	
istration	PBIS Committee
istration	Measure student progress toward meeting behavior expectations.
intervention teams	
ns	

022.
and other on track indicators.
Resources
Direction from PBIS committee
Direction from PBIS committee, RTI
Teachers and staff, Tier 2 intervention teams, and counseling staff
Power essential charts

Graduating Class	2011	2012
State 4 year Grad rate	86.12%	87.63%
State 5 year Grad rate	88.62%	90.28%
State 6 year Grad rate	89.65%	91.10%

Graduating Class	2011	2012
HHS 4 year Grad rate	80.71%	83.74%
HHS 5 year Grad rate	85.83%	88.75%
HHS 6 year Grad rate	87.04%	90.46%

Data:

Freshmen Failure Rate
RFA

D & F Lists

SRT teacher teams, Student Learning Tracking Charts, Common Assessment Team Protocol

Teachers and staff, Student Learning Tracking Charts, Edificancy

Teachers and staff, Common Assessment Team Protocol

SWIS data

Direction from PBIS committee, RTI

Teachers and staff, Tier 2 intervention teams, and counseling staff, data from previous year interventions.

Pre-ACT data, ACT data, Course failures, GPA, State Standards, ACT Standards

2013	2014	2015	2016	2017	2018
88.49%	89.66%	88.89%	89.27%	89.11%	88.66%
91.02%	91.83%	91.59%	91.32%	91.50%	
92.12%	92.78%	92.47%	92.28%		

2013	2014	2015	2016	2017	2018
88.01%	91.38%	89.43%	87.69%	85.44%	82.37%
91.08%	93.10%	94.33%	90.70%	87.79%	
92.57%	93.97%	94.76%	91.86%		

Hastings Senior High School Action Plan

Hastings Public Schools

Target Area for Improvement: Increase Hastings Senior High School's composite ACT score.		
Improvement Goal: Between the baseline data from the Pre-ACT and the data from the state ACT test our goals include: To improve the percentage of students in the top three quartiles of rank. To improve the number of students at or above the ACT College Readiness Benchmarks for each subject matter.	Expectations for student learning: Each student is on track to be successful in his/her chosen career area.	
Intervention: Determine which students reported that they do not plan to finish high school, or have no post-high school education; Determine which students earned a PreACT composite score of 16 or higher, but reported they have no plans to attend college. A second intervention: Determine which students reported that they plan to attend college, but earned a PreACT composite score of 15 or lower, or do not plan to take college coursework. = Intervention: Work with individual students to make sure they have a plan, are enrolled in core courses, and are working on Naviance Test Prep.		
Timeframe for Implementation:		
Actions	Schedule	Responsibilities
Year 1:		
Review PreACT scores and data	Fall, 2018	Counselors
Review Naviance assessment data/Course registration data on plans	Fall, 2018	Counselors/Classroom Teachers
Registration of students in necessary core classes	Spring, 2019	Counselors
ACT test prep for junior test	Spring, 2019	Classroom teachers/Counselors
Year 2:		
Clearly define areas of need for individual students.	Fall, 2019	Counselors
Clearly define areas within subject matter tests that are difficult for	Fall, 2019	Classroom Teachers
Individualized test prep	2019-2020	Counselors/Classroom Teachers
Compare power essential charts with ACT College & Career Readiness	2019-2020	Classroom Teachers
Year 3:		
Reward students with improved scores	Fall, 2020	Staff
Continue to monitor student progress based on individual career plan.	2020-2021	Counselors

successful in	Targeted Participants: 2019 sophomores
al plans. ND, Determine e college core rking with	Evaluation: Individual student ACT scores improve.

Monitoring	Resources
	Reports, Early Intervention
career options based on	Naviance
registration for junior classes.	registration handbook, instructor
	Naviance Test Prep
	Report
	Rosters/ACT College & Career
to students.	Naviance Test Prep
Club, improved scores	Pre-ACT data, NE state ACT data

YEAR	STUDENTS
2011-2012	237
2012-2013	210
2013-2014	224
2014-2015	234
2015-2016	225
2016-2017	257
2017-2018	235

YEAR	STUDENTS
2011-2012	
2012-2013	
2013-2014	
2014-2015	
2015-2016	
2016-2017	21,647
2017-2018	21,949

FIVE YEAR + TR	
YEAR	STUDENTS
2011-2012	237
2012-2013	210
2013-2014	224
2014-2015	234
2015-2016	225
2016-2017	257
2017-2018	235

FIVE YEAR + TRE	
YEAR	STUDENTS
2011-2012	

2012-2013	
2013-2014	
2014-2015	
2015-2016	
2016-2017	21647
2017-2018	21,949

HHS FIVE YEAR + TRENDS - AVERAGE ACT SCORE				
ENGLISH HHS	HHS	SCORE READING	SCIENCE HHS	COMPOSITE HHS
17.5	18.7	18.2	18.6	18.3
18.3	18.3	19.1	18.7	18.7
16.6	17.7	18.4	18.4	17.9
17	18.2	18.4	18.1	18.1
17.8	18.7	19	19.1	18.8
17.7	18.9	19	18.7	18.7
17.6	18.6	18.9	19	18.6

STATE FIVE YEAR + TRENDS - AVERAGE ACT SCORE				
ENGLISH STATE	STATE	SCORE READING	SCIENCE STATE	STATE
18.4	19.4	19.5	19.5	19.3
18.4	19.3	19.5	19.7	19.4

ENDS OF HHS STUDENTS WHO MET COLLEGE READINESS BENCHMARKS				
ENGLISH HHS	HHS	READING HHS	SCIENCE HHS	MET ALL FOUR
43	25	34	19	14
54	27	37	19	14
39	19	23	23	11
45	21	24	21	14
48	27	32	24	14
45	24	33	25	17
43	26	34	28	17

ENDS OF STATE STUDENTS WHO MET COLLEGE READINESS BENCHMARKS				
ENGLISH STATE	STATE	READING STATE	SCIENCE STATE	MET ALL FOUR

50	31	34	30	19
50	31	35	29	18

Hastings Senior High School Action Plan

Hastings Public Schools

Target Area for Improvement: Decrease Hastings Senior High School's skipping and truancy rates.			
Improvement Goal: Decrease unexcused skipping and truancy totals for the 2019-2020 school year by 10% of the total skipping and truancy totals from the 2018-2019 school year.	Expectations for student learning: Every student at Hastings Senior High School will know and understand the importance of regular attending school.		Targeted Pa chronic skip attendance
STARS Tiers of Intervention			Evaluation: will be ente be monitore Skipping an compared a semester ai
Timeframe for Implementation: Begin Thursday, August 16, 2019.			
Actions	Schedule	Responsibilities	Monitoring
Year 1:			
1) Meet with Hastings Middle School administration to discuss incoming freshmen that have attendance issues and concerns.	July or August of the upcoming school year.	Gather data and information from the middle school administration regarding incoming freshmen with attendance issues.	Hastings Senior High School assistant principals.
2) Contact the school(s) from which each new/transfer student to Hastings Senior High School last attended.	July or August of the upcoming school year.	Gather data and information from the previous school(s) regarding transfer student attendance issues.	Hastings Senior High School assistant principals.

3) Attendance entered in PowerSchool.	Attendance will be entered every class period by the teacher.	Attendance will be entered within the first 15 minutes of every class period.		Teachers and assistant principals.	
4) Morning attendance automated call for all students with an unexcused absence(s).	11:00:00 am every school day.	Ensure that an automated call goes out to every parent/guardian of a student with an unexcused absence(s).		HHS principal.	
5) Create an unexcused absence report.	Every school day after school.	Run a unexcused absent report in PowerSchool. This data is then given to the HHS attendance coordinator.		HHS attendance secretary & HHS attendance coordinator.	
6) Evening attendance automated call for all students with an unexcused absence(s).	6:30 pm every school day.	Ensure that an automated call goes out to every parent/guardian of a student with an unexcused absence(s).		HHS principal.	
7) Attendance secretary provides Amy Swayze an unexcused absence sheet everyday.					

7) Give due process on unexcused absence(s).	Every School day.	Meet with each student that has an unexcused absence(s). Attempt to get absence(s) cleared. Assign consequences for unexcused absence(s). Write behavior referrals for unexcused absence(s).	HHS attendance coordinator.
8) Multi-day attendance count report.	Every week & three (3) weeks.	Communicate data and findings to HHS attendance coordinator, Tier 2 Intervention Team, and STARS Project Director.	HHS principal.

Year 2:

1) Evaluate all data, policy, and procedures from the 2020-2021 school year to determine overall effectiveness. Revise goals, policy, and procedures to better serve all students.	July or August of the upcoming school year.	Gather data, policy, and procedures.	HHS administrators, HHS attendance coordinator, and STARS personnel.
2) Meet with Hastings Middle School administration to discuss incoming freshmen that have attendance issues and concerns.	July or August of the upcoming school year.	Gather data and information from the middle school administration regarding incoming freshmen with attendance issues.	Hastings Senior High School assistant principals.
3) Contact the school(s) from which each new/transfer student to Hastings Senior High School last attended.	July or August of the upcoming school year.	Gather data and information from the previous school(s) regarding transfer student attendance issues.	Hastings Senior High School assistant principals.

4) Attendance entered in PowerSchool.	Attendance will be entered every class period by the teacher.	Attendance will be entered within the first 15 minutes of every class period.	Teachers and assistant principals.
5) Morning attendance automated call for all students with an unexcused absence(s).	11:00:00 am every school day.	Ensure that an automated call goes out to every parent/guardian of a student with an unexcused absence(s).	HHS principal.
6) Create an unexcused absence report.	Every school day after school.	Run a unexcused absent report in PowerSchool. This data is then given to the HHS attendance coordinator.	HHS attendance secretary & HHS attendance coordinator.
7) Evening attendance automated call for all students with an unexcused absence(s).	6:30 pm every school day.	Ensure that an automated call goes out to every parent/guardian of a student with an unexcused absence(s).	HHS principal.
8) Give due process on unexcused absence(s).	Every School day.	Meet with each student that has an unexcused absence(s). Attempt to get absence(s) cleared. Assign consequences for unexcused absence(s). Write behavior referrals for unexcused absence(s).	HHS attendance coordinator.

9) Multi-day attendance count report.	Every three (3) weeks.	Communicate data and findings to HHS attendance coordinator, Tier 2 Intervention Team, and STARS Project Director.	HHS principal.
Year 3:			
1) Evaluate all data, policy, and procedures from the 2021-2022 school year to determine overall effectiveness. Revise goals, policy, and procedures to better serve all students.	July or August of the upcoming school year.	Gather data, policy, and procedures.	HHS administrators, HHS attendance coordinator, and STARS personnel.
2) Meet with Hastings Middle School administration to discuss incoming freshmen that have attendance issues and concerns.	July or August of the upcoming school year.	Gather data and information from the middle school administration regarding incoming freshmen with attendance issues.	Hastings Senior High School assistant principals.
3) Contact the school(s) from which each new/transfer student to Hastings Senior High School last attended.	July or August of the upcoming school year.	Gather data and information from the previous school(s) regarding transfer student attendance issues.	Hastings Senior High School assistant principals.
4) Attendance entered in PowerSchool.	Attendance will be entered every class period by the teacher.	Attendance will be entered within the first 15 minutes of every class period.	Teachers and assistant principals.
5) Morning attendance automated call for all students with an unexcused absence(s).	11:00:00 am every school day.	Ensure that an automated call goes out to every parent/guardian of a student with an unexcused absence(s).	HHS principal.

6) Create an unexcused absence report.	Every school day after school.	Run a unexcused absent report in PowerSchool. This data is then given to the HHS attendance coordinator.	HHS attendance secretary & HHS attendance coordinator.
7) Evening attendance automated call for all students with an unexcused absence(s).	6:30 pm every school day.	Ensure that an automated call goes out to every parent/guardian of a student with an unexcused absence(s).	HHS principal.
8) Give due process on unexcused absence(s).	Every School day.	Meet with each student that has an unexcused absence(s). Attempt to get absence(s) cleared. Assign consequences for unexcused absence(s). Write behavior referrals for unexcused absence(s).	HHS attendance coordinator.
9) Multi-day attendance count report.	Every three (3) weeks.	Communicate data and findings to HHS	HHS principal.

Participants: Students with skipping and truancy school issues.

Skipping and truancy data are reported in S.W.I.S. This data will be reported every three (3) weeks. Truancy data will be reported and contrasted to previous and yearly data.

Resources

Time to meet.

None

	School Year					
Behavior	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
Skipping	2869	2782	2329	2184	1149	
Truancy	1112	1754	1643	2563	1125	
Totals	3981	4536	3972	4747	2274	

Computer and PowerSchool.

Computer and School
Messenger.

Computer and PowerSchool.

Computer and School
Messenger.

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Computer and PowerSchool.

Computer and PowerSchool.

Time to meet and data

Time to meet.

None

Computer and PowerSchool.

Computer and School
Messenger.

Computer and PowerSchool.

Computer and School
Messenger.

Computer and PowerSchool.

Computer and PowerSchool.

Time to meet and data

Time to meet.

None

Computer and PowerSchool.

Computer and School
Messenger.

Computer and PowerSchool.

Computer and School
Messenger.

Computer and PowerSchool.

Computer and PowerSchool.

2020-2021	2021-2022



Add Order

10

From: Farris Construction Co., Inc.
 P.O. Box 2046
 Hastings, NE, 68902
 Phone: 402-462-8732 Fax: 402-462-8801

Number: GI-14103 #2
Project: Hastings Public Schools
 Longfellow Elementary School

To: Cannon Moss Brygger Architects
 208 N. Pine Street, Suite 301
 Grand Island, NE 68801

Description Of Proposed Change(s):

We hereby agree to make the addition(s) specified below:

- Level and repour concrete floor at room #113, approximate area 8' x 24'
 Labor demo 16 mhrs @ \$19/hr=\$304
 Haul debris \$50
 Concrete 3 cy @ \$95=\$285
 Pour and finish 192 sq ft @ \$1.80=\$346
 Lb \$364

Material	\$442
Farris Labor	\$1337
Total Add	\$1779

- Remove and replace existing flooring in rooms 120, 121 and 119. Replace with a combination of concrete and wood framing.

Material	\$497
Farris Labor	\$1690
Total Add	\$2187

Note: This Change Order becomes part of and in conformance with the existing contract.

<i>WE AGREE hereby to make the change(s) specified above at this price.</i>	Add	\$3,966	00
<i>Date</i>	<i>PRECIOUS CONTRACT AMOUNT</i>	\$	
July 23, 2019	<i>REVISED CONTRACT TOTAL</i>	\$	
<i>Authorized Signature Contractor</i> 			

ACCEPTED -- The above prices and specifications of this CHANGE Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Date of acceptance _____

Signature _____

04-01-2015



Add Order

#11

From: Farris Construction Co., Inc
 P.O. Box 2046
 Hastings, NE, 68902
 Phone: 402-462-8732 Fax: 402-462-8801

Number: GI-14103 #4
 Project: Hastings Public Schools
 Longfellow Elementary School

To: Cannon Moss Brygger Architects
 208 N. Pine Street, Suite 301
 Grand Island, NE 68801

Description Of Proposed Change(s)

We hereby agree to make the addition(s) specified below:

- 1) Install 40" x 40" opening in CMV wall at kitchen 152. Opening would receive 1/2" thick lintel plate with vertical stiffener, install stainless steel jamb covers. Sill would receive a cement plaster thin coat finish.

Total Add \$1984.00

- 2) Add 8" I beams to support roof loads at wall removals at office 155, freezer 154, and intervention 151 per design furnished by Chris Spilnek with Olsson & Associates.

Material \$ 857.00
 Farris Labor \$2,465.00
 Total Add \$3,322.00

Note: This Change Order becomes part of and in conformance with the existing contract.

WE AGREE hereby to make the change(s) specified above at this price		Add	\$5,306	00
Date		PRECIOUS CONTRACT AMOUNT	\$	
July 23, 2019		REVISED CONTRACT TOTAL	\$	
 <small>Authorized Signature Contractor</small>				

ACCEPTED - The above prices and specifications of this CHANGE Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Date of acceptance _____

Signature _____

04-01-2015

Wellness Update August 2019

What we did last year

- Whole School, Whole Community, Whole Child (WSCC) Grant
 - School Health Index (SHI)-completed by each school
 - District-wide 3 Part [Action Plan](#)
 - Met with PE teachers
 - Talked with school wellness teams about SHI responses and diversification of wellness teams, also about ideas to get parents involved
- Presented on building a district wellness program at SHAPE Nebraska
- [Good Healthy Life](#) 15:17
- Wellness clubs at Watson, Alcott, Lincoln, Hawthorne, and Longfellow
- Presented to High School PE classes about employee wellness programs and Senior High wellness team and led physical activities
- Middle School Garden Club
- Promoted staff wellness in all buildings
- Hit the Ground Running Fun Run/Walk
- Wellness celebration

Plans for this year

- Establish a stronger, more diverse District Wellness team and make school wellness about the whole child.
- Add to our District Wellness team
 - Amy Swayze and Melissa Pedroza- home-school liasons
 - Susan Lindblad- AWARE Grant Coordinator
- Add as representatives at our WSCC meetings
 - Susan Lindblad- Mental Health
 - Susan Gracey- Lunchtime Solutions
- Encourage diversification of school wellness teams
- Be purposeful in having schools set and record goals for 19/20 school year
- Ask each school for 2 representatives for the district wellness team
- Continue to work with PE teachers to build wellness collaboration and support them in building a curriculum

- Continue to work with wellness teams, UNL Extension, the health department and other community resources to build a culture around wellness
- Support the development of HMS wellness club(s)
- Continue supporting schools with the SHI and utilizing data to create Action Plans