

Harrington Elementary School
School Improvement Plan
2007-2009
PROGRESS REPORT
OCTOBER 2009

2008-2009 Harrington School Council

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Rubric for School Improvement Plan Outcomes

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

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Goal	Strategies	Timeline	Evidence /Data	Performance Targets	Level of Achievement	Person Responsible
Goal 1: Literacy Increase student achievement on both formal and informal assessments of literacy skills and knowledge.	1. Build database reflecting students' performance level 2. Analyze student performance data 3. Investigate the use of a literacy block schedule that supports the coordination of literacy services 4. Utilize PLC groups to determine strategies to improve student achievement 5. Set and evaluate performance improvement targets 6. Identify and implement Tier I, Tier II, and Tier III interventions 7. Develop grade level common assessments	2007-2009	<ul style="list-style-type: none"> • MCAS Scores • District Wide Literacy Assessments • Grade level common assessments 	All students will meet or exceed the benchmarks outlined on the Literacy Assessment grid: Scott Foresman unit assessments, DRA scores, fluency goals, and/or proficiency on the MCAS and/or meet IEP Goals	1. Refining 2. Developing 3. Established 4. Established 5. Developing 6. Developing 7. Developing	Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Literacy Coach

2008-2009 Highlights

- Literacy teachers collected benchmark data during the school year, with assessment instruments that varied by grade level. All teachers reviewed MCAS data to document student needs and foci of instruction across the grade levels.
- More work needs to be done in displaying and using data across grade levels for collaborative analysis and instructional planning.
- Students were placed in different tiers based upon the assessment data and informal classroom teacher data collection. Several students moved from Tier IIB to Tier III after special education evaluations concluded that the student was eligible for services. Tier IIIB was initiated through the addition of Special Education Reading Teacher position.
- Kindergarten, Second Grade, Fourth Grade, and Fifth Grade PLC teams focused on literacy, reviewing student work and implementing teaching strategies in response to student need.
- Common assessments were piloted by kindergarten for phonics skill development, by grade four teachers in writing, and by grade five teachers in written response to non-fiction text.
- Literacy working group was established for collegial sharing of best practices across grade-levels. This voluntary group met before school with leadership from the Literacy Specialists and participation of teachers in K-5.

<p>Goal 2: Math</p> <p>Increase student achievement on both formal and informal assessments of math skills and knowledge.</p>	<ol style="list-style-type: none"> 1. Build database reflecting students' performance level 2. Analyze student performance data 3. Create (FY08) & Implement (FY09) block schedule that supports the coordination of math services 4. Utilize PLC groups to determine strategies to improve student achievement 5. Develop grade level common assessments 	<p>2007-2009</p>	<ul style="list-style-type: none"> • MCAS Scores • District Wide Math Assessments • Grade level common assessments 	<p>-All students in grades k-2 will demonstrate proficiency on the Oral Assessments outlined in the Mathematics Core Assessment Grid and/or meet IEP goals.</p> <p>- All students in grades 3-5 will score proficient or higher on the MCAS assessment and end of year EDM assessment and/or meet IEP goals</p>	<ol style="list-style-type: none"> 1. Developing 2. Established 3. Established 4. Established 5. Developing 	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Math Intervention Specialist</p>
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2008-2009 Highlights

- Data collection occurred using district checklists and assessments in the fall and spring. New checklists were completed in June that provided detailed information regarding student performance.
- More work needs to be done in displaying and using data across grade levels for collaborative analysis and instructional planning.
- Staff reviewed MCAS data for grade 3, 4, and 5 and discussed teaching grade level appropriate vocabulary in preparation for the assessments.
- Common instructional blocks for mathematics were established in grades 1-5. Regrouping strategies across classrooms were piloted in response to assessments at grades 3 and grade 5.
- PLC teams focused on mathematics at grades 1 and 3. Teachers in grade one used Kathy Richardson assessments and video technology to give students feedback on number sense skills. Teachers in grade three collaborated with mathematics specialist and special education staff to develop math stations to develop skills in place value and multi-digit subtraction skills.

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	Level of Achievement	Person Responsible
<p>Goal 3: Strengthen Overall School Effectiveness</p> <p>(Factors Identified from Research the Influence Achievement – Robert Marzano, 2003)</p> <ul style="list-style-type: none"> • Challenging goals & effective feedback • Parent & community involvement • Safe & orderly environment • Staff collegiality & professionalism • Classroom management • Motivation 	<ol style="list-style-type: none"> 1. Initiate and support Professional Learning Communities <ol style="list-style-type: none"> a. Develop Teams b. Develop Goals Focused on Student Achievement in Math or Language Arts c. Provide Professional Development for staff on the development of PLCs 2. Establish a Professional Planning and Communication Team to develop shared leadership for school improvement. 3. Continue to build staff knowledge and skills in implementing the Open Circle program with all students K-5. 4. Use Open Circle concepts as a foundation for building effective school climate. 5. Provide professional development in Formative Assessments 6. Develop shared leadership among veteran faculty to orient, mentor, and involve new teachers in the professional work of the school 	<p>2007-2009</p>	<ul style="list-style-type: none"> • Evidence of Team Smart Goals • Evidence of Team Feedback Forms • Evidence of implementation of common assessments • Evidence of sharing of Best Practices • Open Circle Implementation • Mural Completion • Establish base line data regarding school climate and overall effectiveness. • Evidence of Formative Assessments • Evidence of Planning Team and Faculty Meeting Agendas • Evidence of School Council Meeting Discussions • Evidence from Windows and Mirrors Pilot feedback sheets 	<p>All Grade Level Teachers & Specialists will develop collaborative teams, which will focus on student learning.</p> <p>Teams will utilize Team Meeting Feedback Forms to document progress on:</p> <ul style="list-style-type: none"> • Developing common assessments • Analyzing data • Sharing and creating lessons and strategies to improve student learning <p>Faculty will establish school wide behavior expectations & consequences.</p>	<ol style="list-style-type: none"> 1. Established 2. Established 3. Established 4. Established 5. Developing 6. Established 	<p>Administration, Faculty, School Council, PTA</p>

	<p>7. Develop a school culture that fosters respect and acceptance of differences among students</p> <p>8. Pilot new diversity curriculum: Windows & Mirrors</p> <p>9. Work with PTA to provide enrichment programs, which heighten students' awareness and understanding of differences</p> <p>10. Develop and implementation of consistent school-wide behavioral expectations</p> <p>11. Explore and implement strategies for outreach, inclusion, and differentiation to promote learning and friendship for students with special needs and English Language Learners (ELL)</p> <p>12. Initiate collaborative projects, including the use of technology, which will promote sharing and the exchange of professional knowledge</p> <p>13. Train new teachers in Open Circle.</p> <p>14. Implement a common Open Circle time to teach core social competency skills and promote effective problem solving skills</p>		<ul style="list-style-type: none"> • Evidence of all school enrichment programs • Evidence of student discipline referrals, guidance data, teacher feedback 		<p>7. Developing</p> <p>8. Established</p> <p>9. Established</p> <p>10. Established</p> <p>11. Developing</p> <p>12. Developing</p> <p>13. Established</p> <p>14. Established</p>	
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2008-2009 Highlights

- PLC teams met regularly at Harrington, developed SMART goals in literacy and/or mathematics.
- Professional development focused on developing and using formative assessment. Teams implemented strategies to use formative assessment and provide feedback to students in the classroom. This work will be refined and further developed in the improvement efforts moving forward.
- Harrington teachers formed a technology committee and conducted a survey of staff to determine areas of expertise and areas of need. As a result teachers provided workshops for colleagues on a variety of software applications.
- A grant was written and funded by LEF for student response devices.
- Through PTA funding, special programs were provided to promote an appreciation of diversity: Ruby Bridges and Dancing Wheels.
- Open Circle training was provided for all new teachers. All classrooms implemented the program with one session in common for all classrooms.