

Harrington Elementary School FY09 School Improvement Plan and FY08 PROGRESS REPORT

The Lexington Public School Elementary Principals, in keeping with a system-wide focus on improving school achievement, have collaborated in developing common goals and expectations that support the 2008-2009 system goals to:

1. Ensure that the academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences.
 2. Ensure that faculty and staff are of high quality and are enabled and supported to perform at the highest possible professional level.
- This plan is linked to our system-wide goals, and in addition, articulates our individual school efforts to strengthen overall school effectiveness.

2008 Harrington School Council

Elaine Mead, Principal

Grant Smith, Teacher/AP

Denise Omobono, Teacher

Lisa Manzelli, Teacher

Edie Lipinski, Teacher

Shelley Isaacson, Parent

Claire Sheth, Parent

Amy Zaslów, Parent

Jacqy Fiore, Parent

Karen Petersen, Community

Rubric for School Improvement Plan Outcomes

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated.
INITIATED	Strategies in this category are in the beginning stages of implementation. Beginning 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).

**Harrington Elementary School
FY09 School Improvement Plan and FY08 Progress Report**

Bold underline = NEW FY09 Goal

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.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Established 2. Developing 3. Developing 4. Established 5. Developing 6. Developing 7. Initiated 	Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Literacy Coach
Goal 2: Math Increase student achievement on both formal and informal assessments of math skills and knowledge.	<ol style="list-style-type: none"> 1. Build database reflecting students' performance level 2. Analyze student performance data 3. Create (FY08) & <u>Implement (FY09)</u> 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 	2007-2009	<ul style="list-style-type: none"> • MCAS Scores • District Wide Math Assessments • Grade level common assessments 	-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. - 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	<ol style="list-style-type: none"> 1. Initiated 2. Developing 3. Established 4. Established 5. Initiated 	Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Math Intervention Specialist

Goal	Strategies	Timeline	Evidence /Data	Performance Targets	Level of Achievement	Person responsible
Goal 3: Strengthen Overall School Effectiveness (Factors Identified from Research the Influence Achievement – Robert Marzano, 2003) <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. Use Open Circle Concepts as a guide to the School-wide Mural Project. 6. Continue to educate new parents about Open Circle. 7. Develop survey to determine areas for school improvement based on factors outlined by Robert Marzano research. 	2007-2009	<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. • <u>Evidence of Formative Assessments</u> • <u>Evidence of Planning Team and Faculty Meeting Agendas</u> 	All Grade Level Teachers & Specialists will develop collaborative teams, which will focus on student learning. Teams will utilize Team Meeting Feedback Forms to document progress on: <ul style="list-style-type: none"> • Developing common assessments • Analyzing data • Sharing and creating lessons and strategies to improve student learning <u>Faculty will establish school wide behavior expectations & consequences.</u>	<ol style="list-style-type: none"> 1. Developing 2. Established 3. Developing 4. Developing 5. Established (Mural complete) 6. Developing 7. Initiated 	Administration, Faculty, School Council, PTA

	<p>8. <u>Provide professional development in Formative Assessments</u></p> <p>9. <u>Develop shared leadership among veteran faculty to orient, mentor, and involve new teachers in the professional work of the school</u></p> <p>10. <u>Develop a school culture that fosters respect and acceptance of differences among students</u></p> <p>11. <u>Pilot new diversity curriculum: Windows & Mirrors</u></p> <p>12. <u>Work with PTA to provide enrichment programs, which heighten students' awareness and understanding of differences</u></p> <p>13. <u>Use the book by Stan Davis, Schools Where Everyone Belongs, as a catalyst for discussion and implementation of consistent school-wide behavioral expectations</u></p> <p>14. <u>Explore and implement strategies for outreach, inclusion, and differentiation to promote learning and friendship for students with special needs and English Language Learners (ELL)</u></p> <p>15. <u>Initiate collaborative projects, including the use of technology, which will promote sharing and the exchange of professional knowledge</u></p> <p>16. <u>Train new teachers in Open Circle.</u></p> <p>17. <u>Implement a common Open Circle time in all classrooms to teach core social competency skills and promote effective problem solving skills</u></p>		<ul style="list-style-type: none"> • <u>Evidence of School Council Meeting Discussions</u> • <u>Evidence from Windows and Mirrors Pilot feedback sheets</u> • <u>Evidence of all school enrichment programs</u> • <u>Evidence of student discipline referrals, guidance data, teacher feedback</u> 	<p><u>Students with Special Needs and ELL students will meet standards of proficiency on MCAS and benchmarks on common assessments.</u></p>		
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Goal 1: Literacy

Links to System-Wide Goals:

- 1C. Continue to expand the district's capacity to use data to assess programs and student work.
- 2A. Support teacher professional development
- focus on development of professional learning communities
 - provide embedded professional development
- 2C. Expand the capacity of the school system to deliver services
- increase collaboration among all educators in order to provide coordinated delivery of instruction and learning opportunities
 - continue to review and expand service delivery models

Goal 2: Math

Links to System-Wide Goals:

- 1A. Conduct Year 2 of the K-12 curriculum review of Mathematics
- plan sustained professional development
 - provide lesson-modeling, coaching and mentoring opportunities for teachers
 - identify ways that teachers and students can effectively use new technology
 - meet with grade-level teams and curriculum specialists to share best practices
- 1C. Continue to expand the district's capacity to use data to assess programs and student work
- 2A. Support teacher professional development
- focus on development of professional learning communities
 - provide embedded professional development
- 2C. Expand the capacity of the school system to deliver services
- increase collaboration among all educators in order to provide coordinated delivery of instruction and learning opportunities
 - continue to review and expand service delivery models

Goal 3: Strengthen Overall School Effectiveness

Links to System-Wide Goals:

- 1C. Expand the use of Professional Learning Communities
- 1D. Continue to improve the safety programs in all schools
- 2A. Support teacher professional development
- focus on development of professional learning communities
 - provide embedded professional development