

**Harrington School Site Council
School Improvement Goals 2015-2016**

End of Year Update



Elaine Mead ~ Principal
Michelle Wright ~ School Nurse
Elizabeth Class ~ Teacher
Shaun Dever ~ Teacher
Jean Kelley ~ Literacy Specialist

Michelle Motta Dardeno ~ Parent
Rucha Londhe ~ Parent
Jennifer Roney ~ Parent
Mai Yang ~ Parent
Mona Potter ~ Community Member

*Harrington HAWKS:
Honesty, Accountability, Work, Kindness, and Self-control.*

To promote a culture of safety, friendliness, and focused learning, we model and teach school-wide expectations. School community expectations are linked to the acronym HAWKS: Honesty, Accountability, Work, Kindness, and Self-control.

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Goal 1: Academic	Implementation	Results
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to refine and implement the workshop model of instruction in literacy and mathematics.</p> <p>Develop in-depth opportunities for instructional coaching and provide coaching to grade level teams as requested to support planning and implementation of differentiated instruction through workshop model.</p> <p>Provide support for peer observations (at Harrington and across the district).</p> <p>Set at least 2 dates for sharing practice through Harrington “unconference” model of professional learning.</p>	<p>Nine Harrington teachers attended Teachers College Institute in Reading Workshop in the summer of 2015. During the school year, Teachers College provided five days of school-based workshops and coaching, including demonstration teaching, observation, and feedback regarding implementation of Writers Workshop. The focus of coaching and planning with teachers was on workshop model of instruction. Resource Room teachers attended a Teachers College writing workshop for special educators.</p> <p>Instructional model was developed with newly hired full time literacy and mathematics coaches. Instructional coaching opportunities for individual and teams were offered. We began the year with a presentation “Everyone Deserves a Coach.” Types of coaching models were introduced and teachers were invited to participate in on-going coaching opportunities. 100% of classroom teachers participated in some level of coaching. Coaching focused on a variety of practices, including classroom discourse, engagement, and questioning strategies within well-structured lessons. Grade levels collaborated with coaches to look at student work and adjust practice to meet diverse needs.</p> <p>Coaches facilitated and provided support for peer observations at Harrington, Bowman, and Estabrook for individual teachers who requested the opportunity. Grade 3 teachers at Harrington worked with literacy coach to develop a “lab site” for co-teaching and team reflections. They followed a thoughtful process in which teachers collaborated to identify student needs, generate teaching points and emphasize best practices within the literacy classroom.</p> <p>“UnConferences” were held on October 15, February 11, March 3, March 24, and April 28. Faculty members generated and posted a variety of topics, based on self-determined areas of</p>

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		<p>need, interest, and expertise, to explore together. Examples included: walkthroughs, lab sites, number talks, strategies to develop executive function, supporting students with anxiety, and Google forms.</p>
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Fully implement Educator Evaluation System.</p> <ul style="list-style-type: none"> • All educators set student learning goals based on data. • All educators engage in reflective practice to improve student learning. • All educators set practice goals to promote professional growth and learning. 	<p>100% of faculty members established student learning and professional practice goals.</p> <p>January faculty meeting was devoted to supporting educators with aligning evidence with DESE Educator Effectiveness Rubric, reflecting on practice, and posting evidence on Baseline Edge (software system for educator evaluation).</p> <p>Principal, assistant principal, and evaluation team supervisor collaborated with department evaluators regarding Educator Evaluation System.</p>
<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Continue to refine Response To Intervention (RTI) model.</p> <ul style="list-style-type: none"> • Expand the analysis of Department of Elementary and Secondary Education (DESE) online performance data with greater access and training for teachers and specialists (Edwin Analytics). • Implement and refine our Data Team process to promote effective monitoring of progress and the development of effective instructional responses based on student data. • Continue to identify effective intervention practices and available resources to support student learning. 	<p>We did not expand the use of Edwin Analytics due to competing priorities.</p> <p>Used Google Docs for Data Team process, recording data, intervention plans, and progress monitoring. School-based teams met formally 3 times during the year. Grade level teams met throughout the year to document student progress. This has improved accessibility to student data and collaboration among educators.</p> <p>Harrington representative served on district RTI Task Force. The task force is publishing common vocabulary and a resource list that can be shared next year. Data teams at Harrington have developed and documented small group and individual interventions on Google docs. Implemented new model utilizing staff from across the school to deliver targeted intervention.</p>

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<p>Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Use instructional technology to support differentiation within the core instructional program and to provide targeted interventions. This includes SMART technology that is in every classroom 3-5 and the library as well as the use of iPads in K-2 and ELL (English Language Learners).</p> <p>Work with technology integration specialists to understand all the tools that are available for use across the grades.</p> <p>Expand the use of Google Docs as a tool for planning and collaboration.</p>	<p>K-1 iPad applications provide options for differentiated practice in literacy and mathematics. Grade 2 used iPads and laptops to practice mathematics, research biographies, and collaboratively write books in social studies. Grade 3-4 students used FasttMath and Type to Learn. Grade 4-5 used Fraction Nation. Grade 5 students began using Google Docs for collaboration and publishing. Teachers are able to provide support with comments and suggestions. Teachers in Grades 3-5 are using SMART Board technology to create interactive lessons with the use of SMART Notebook. K-5 students used iPads in library centers to practice skills and for literacy projects. We piloted “Dreambox,” an online adapted learning platform, as mathematics intervention with selected students in grades 1-5.</p> <p>Teacher teams are using Google docs for planning and sharing resources. Data teams, Behavior Support Team, Child Protection Team, Special Education teams, and Grade Level teams are actively using Google Docs to share information. Communication and collaboration among all professionals who work with specific children has been enhanced as a result. Technology integration specialist offered sessions at “UnConferences” to expand skills and knowledge of the tools in Google Drive.</p>
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Goal 2: Social/Emotional	Implementation	Results
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Coordinate the work of Counselor and Social Worker to meet the needs of students and families.</p>	<p>School counselor and school social worker responsibilities were differentiated. An initial social worker caseload was identified and a process for transferring students from counselor to social worker was developed and implemented. Counselor and social worker established a weekly consultation time to discuss cases.</p> <p>School Counselor and Social Worker provided individual counseling, group counseling, classroom lessons, teacher/parent consultation and community referrals to meet the needs of students.</p> <p>A Multi-disciplinary Team was established, consisting of Principal, Asst. Principal, School Counselor, School Social Worker, Director of Counseling, Evaluation Team Supervisor and School Nurse in order to discuss and address social/emotional/behavioral needs of students.</p> <p>The faculty has generated questions regarding new counselor/social worker model. Refining referral process will be ongoing work during the 2016-2017 school year. The Counselor and Social Worker are developing a presentation to share with faculty that will help differentiate the roles and referral process for staff during 2016-2017.</p>
	<p>Refine our multi-tiered approach to positive behavior supports and intervention.</p>	<p>With a goal of keeping students in class, we review attendance data, office referral data, and nurse visit data.</p> <p>Monthly office referral data is analyzed and disaggregated by grade level and location. Data is shared with Support Staff to plan interventions in cafeteria and playground. Support Staff collaborate with the assistant principal, teachers and students to solve lunch and recess problems. Data is shared with</p>

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		<p>classroom teachers and Behavior Support Team in order to monitor progress. Individualized intervention plans are developed to promote student success in non-instructional settings.</p> <p>Pro-Social data from report cards is summarized and shared with teachers and specialists. As a result, additional PE lessons were added in grade 3-5 to promote trust and cooperation. Grade level teams and individual teachers developed lessons to teach specific skills and strategies to support student success. Grade 5 teachers and specialists taught lessons to promote student accountability. Grade four teachers taught specific lessons regarding lunch/recess and joined support staff at lunch/recess in September.</p> <p>Opportunities for positive student leadership were promoted through All-HAWKS meetings, Kindness Challenge, Poetry Month, and ACES (All Children Exercising Simultaneously). Behavior Support Team created All-HAWKS assembly agendas with a focus on the development of positive pro-social interactions. All-HAWKS meetings celebrated community, and communicated common goals and expectations. Expanded student leadership opportunities in Grade 5 through HAWKS Council, so all interested students could participate. The assistant principal worked with student leaders in Grade 5 to develop common expectations and responsibilities in the cafeteria.</p> <p>As a result of collaborative work among special educators, technology specialists, and general education teachers, a collection of resources was developed to teach lessons on “understanding differences.” Lessons were piloted in some classrooms this year. This work will be expanded in the summer of 2016 with a plan to expand the pilot. With faculty member support and guidance “Linked Up Junior” was started to promote connection among students.</p>
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		<p>Counseling lessons are implemented in all K-5 classrooms with counselor and classroom teachers. Teachers continue to be trained in Responsive Classroom.</p>
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Conduct Student Survey to determine student perspective on stress and well-being. The survey will ask about student's feelings of connectedness with peers and adults at school. We will seek student perspective on recess and bullying prevention efforts.</p>	<p>Student Survey was developed by School Council and administered to students in Grades 3-5. The School Council collaborated to develop question that were age appropriate and provided feedback regarding their experience at school. The survey was developed to provide students with a stronger voice within the school community. Following a model similar to the parent survey administered in the past, students were provided time and directions to complete the survey with anonymity. The School Council reviewed the data and discussed implications for future school improvement efforts. Results to be shared with faculty and students in June. An opportunity to discuss results with parents is also planned in June.</p>
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Implement playground improvements. With funding from PTA and LEF, we will improve the playground. This will include HAWKS signage, additional play areas, and repainting areas of the blacktop.</p> <p>Teach recess safety taught in physical education classes during the first month of school.</p>	<p>A volunteer landscape designer, Holly Samuels, has worked with PTA, DPW, and principal to develop a long-range plan for playground improvements. Defined play spaces, plantings, and equipment additions have been drafted. Ms. Samuels is working with vendors to get cost estimates on first phase. PTA funds and LEF Community Grant funds have been set aside for this purpose.</p> <p>Recess curriculum taught to all students during physical education classes with a focus on sportsmanship, empathy, and positive behaviors.</p> <p>Billion Mile Race was initiated to provide students with a choice that promoted exercise and community at recess.</p>

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<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Refine Behavior Response and Referral process to improve pro-social and approach to learning behaviors and to prevent behaviors that interfere with teaching and learning. This will include developing student rights and responsibilities. Update Staff Handbook and Website. Communicate in writing to all families with sign-off.</p>	<p>New office notification forms and HAWKS Think Sheets have been piloted. New forms focus on behaviors that disrupt learning and compromise safety.</p> <p>We were unable to develop student rights and responsibilities due to other priorities and as a result we did not develop a sign-off for parents. This work will be continued into the 2016-2017 school year.</p>
<p>Goal 2: If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Refine and expand the consistent pro-social teaching and response in specialist areas (Art, Library, Music, Physical Education).</p>	<p>Consistent transition procedures were developed and taught to all students. This included strategies for waiting, entering, and exiting specialist areas. Established routines for voice volume, calming strategies, visualization, and “rest and return.” Specialists developed alternatives to an office referral through alternate work and reflection regarding behavior to maintain engagement in the specialist areas.</p>

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Goal 3: Parent Education & Collaborative Engagement	Implementation	Results
<p>Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Continue the Let's Chat parent dialogues. Topics for the year may include (subject to change if other topics are deemed a higher priority):</p> <ul style="list-style-type: none"> • Safety • Report Card • Mathematics Differentiation • Standardized Testing • Technology <p>Develop resource library for parents/families with books regarding child development, parenting strategies.</p>	<p>Over 70 parents have attended at least one Let's Chat event so far this year (June data is not yet available) The following dates and topics were held: October 26 – Social Emotional Learning November 19 - Evening with Dr. Czajkowski January 29 – Social Emotional Learning – Part 2 February 26 – Mathematics March 7 – Safety with Chief Corr (Violent Intruder Protocol) June 10- Student Survey Results</p> <p>Parenting resources are available in the school library and through the counselor. We will promote this resource to parents next year.</p>
<p>Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Continue to monitor and refine communication with parent community with a particular focus on our international community.</p> <p>Develop strategies to communicate effectively with families with diverse backgrounds and identities.</p>	<p>As a result of collaboration between the PTA and the assistant principal, a "Welcome to Harrington" program was offered on September 9, 2015 with translation in Mandarin, Korean, and Russian.</p> <p>Launch the use of Blackboard Connect as a communication tool that includes translation functions. Messages from school can be sent by email and voice. In emergencies, we have the capacity to send texts.</p>
<p>Goal 3: If we increase parent education & collaboration among faculty and parents, then student academic performance and well-being will improve.</p>	<p>Expand the use of and share teacher best practices of classroom websites. Provide training for faculty regarding website options.</p>	<p>25 Harrington faculty members have established websites.</p> <p>District-wide professional learning session was offered to teachers to explore website options. Technology specialist assisted teachers in website development.</p>

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Goal 4: Safety	Implementation	Results
<p>Goal 4: If we increase safety procedures in our school, then social-emotional, psychological, and physical well-being for students, staff, and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Emergency Response: Work with district leaders, police and fire to implement further steps to increase safety if there is a potentially dangerous intruder or major hazardous event. Conduct training sessions in June and Fall 2015 with faculty and staff regarding “ALICE” protocol. (<u>A</u>lert, <u>L</u>ockdown, <u>I</u>nform, <u>C</u>ounter, <u>E</u>vacuate).</p> <p>Practice non-traditional evacuation drills – block exits and alternate gathering location.</p> <p>Review various scenarios outlined in the Emergency Procedures book by talking through response plan at faculty meetings throughout the year.</p>	<p>June 2015 – Initial ALICE training with Harrington & Lexington Children’s Place (LCP) faculty.</p> <p>December 3, 2015 – Joint training - LCP and Harrington faculty review safety protocols, plan for unexpected classroom evacuations, plan alternate evacuation exits, and review ALICE protocol.</p> <p>March 2016 – Parent education and dialogue was held with LCP and Harrington REMS (Readiness & Emergency Management for Schools) Team members, Chief Corr, and Ian Dailey.</p> <p>May 12, 2016 – Conducted violent intruder live training with faculty and staff of Harrington and LCP. Coordinated training with police to experience 3 scenarios and debrief protocols. Informed parents of training and Lextended Day provided an off-site program during the training.</p> <p>REMS team meetings were held on 10/22, 2/4, & 3/31 to review safety protocols and plan trainings.</p> <p>REMS team will make plans to practice non-traditional evacuation drills – block exits and alternate gathering location during the 2016-2017 school year. Faculty will continue to review various scenarios outlined in the Emergency Procedures book by talking through response plan at faculty meetings throughout the year.</p>

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Goal 5: Leadership Transition	Implementation	Results
<p>Goal 5: If we build a shared vision for our professional community, our collaboration with new leadership at the district and school level will support continuous growth and improvement of students and staff.</p>	<p>Continue to develop a shared vision for professional norms to strengthen and improve our professional culture.</p> <p>Develop capacity to give, receive, and understand feedback to support professional growth and student learning.</p>	<p>Time to build the professional culture will be needed during 2016-2017 school year. The new principal, assistant principal, and new faculty members will work with returning staff to develop a shared vision for the future.</p> <p>Teacher leaders and coaches have collaborated as noted in Goal 1 to improve teaching and learning through peer observation, reflection, and feedback. Mentor teachers have collaborated with new teachers to support professional growth and student learning.</p>
<p>Goal 5: If we build a shared vision for our professional community, our collaboration with new leadership at the district and school level will support continuous growth and improvement of students and staff.</p>	<p>Support the new superintendent's entry into Lexington in 2015. Extend an invitation to meet with faculty and staff to welcome her to Lexington and help her understand the Harrington School community.</p> <p>Provide input and assist in the selection process and a smooth transition plan for a new Evaluation Team Supervisor (ETS) in 2015 and a new Principal in 2016.</p> <p>Provide a structure to allow new leaders to meet with small groups of faculty to discuss building needs.</p>	<p>Dr. Czajkowski met with Harrington parents in November to discuss topics of interest. She attended a fifth grade chorus concert. She met with faculty in the fall regarding the hiring of a new principal. She attended the ALICE training in May.</p> <p>Special Education faculty members were included in the selection process for the new ETS. Transition support was provided to the new ETS by the Special Education Department, principal and assistant principal.</p> <p>ETS regularly met with Special Education team, Data Teams, and Child Protection Team. Targeted focus groups to discuss other building needs were not established due to other priorities.</p>