

EJ Harrington Elementary School

School Improvement Plan

2015-2016

School Improvement Team

Debra Ruggiero, Principal
Christina Colella, Program Specialist
Lissa Bloom, Curriculum and Instruction Teacher/ELA
Patti Mendonca, Curriculum and Instruction Teacher/Math
Becky Freddo, Social Worker
Amy Nerich, Reading/Writing Teacher
Kerri Reilly, Special Education Teacher
Elaine White, Math Teacher
Shannon Monks, ESL Teacher
Jacqui Gallo, Grade 1 Teacher
Natalie Katz, Grade 3 Teacher
Sheila O'Neil, Grade 4 Teacher

School Council Members

Deb Ruggiero, Principal
Christina Colella, Program Specialist
Lissa Bloom, Teacher and School Council Chair
Emily Hatfield, Teacher
Jen Gambill, Teacher
Kerri Boutin, Teacher
Pablo De Leon, Parent
Heidi Rabanales, Parent
Valerie Crisman, Parent
Cynthia Christ, Gregg House Representative

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

The mission of the Harrington Elementary School is to nurture, develop and educate all students from early childhood to early adolescence, from a variety of economic and ethnic backgrounds and ability levels, and to give these students a solid educational foundation with the tools and understanding necessary to be responsible citizens and lifelong learners. We believe that all children can learn. We recognize that the Harrington School has the primary responsibility for providing learning opportunities. We also recognize that parents/guardians are our partners in this process. Ultimately, together, we must develop student learners who are motivated and responsible for their own education. The Harrington Home/School Title 1 Compact reinforces the student / parent / teacher team message that all members must work together for ultimate success.

The goals of our school are in accord with the district-wide goals and summarize the school's perception of its mission: *provide all students at Harrington School with equitable opportunity for optimal achievement in all academic areas"*

Supporting Goals:

- * To foster academic potential in every child
- * To generate a respecting and caring approach to learning
- * To broaden literacy and communication skills
- * To support a student/parent/school partnership
- * To encourage life-long learning

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Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

When Harrington School was declared Level 4 in 2010, the school served approximately 575 students. The population of the school has grown over the last 5 years and Harrington currently serves approximately 690 students. The school is comprised of students ranging from preschool to grade 5. The classrooms include regular education, integrated preschool classes, and four self-contained special education classes. Up until the 2015-2016 school year, Harrington School housed the Sheltered English Immersion program. Although the program was closed at the end of the 2014-2015 school year, Harrington retained 16 level 1 and 2 students in grades 3 and 4. The percentage of students whose First Language is Not English and Economically Disadvantaged are above the percent of those students across the district and state (see chart below). Over half (65%) of Harrington students' first language is not English; 53% are considered economically disadvantaged (See table and chart below) Although some of our students and families struggle, our attendance rate (94.6%) consistently remains in line with the state average of 94.9%.

Student Enrollment

	2013	2014	2015	2015 District
PreK	77	79	87	265
Kindergarten	98	95	97	1,222
Grade 1	121	113	111	1,479
Grade 2	75	102	105	1,379
Grade 3	72	73	104	1,275
Grade 4	85	82	66	1,155
Grade 5	67	79	86	1,086
Total	595	623	656	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	84.6	79.6	79.2	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	6%	8%	13%	7%	6%
26-56	73%	70%	70%	70%	75%
Over 56	21%	22%	17%	23%	19%
Median Yrs Experience	-	-	3	8	-
% ≥ 10 Yrs Experience	-	-	31%	45%	-

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.1	94.6	94.6	94.0	94.9
Absent 10 or more days (%)	29.2	34.4	32.7	38.2	30.4
Chronically Absent (% with < 90%)	14.5	18.0	16.5	19.1	12.3
Student Retention Rate	5.2	2.6	4.0	4.2	1.6
Out-of-School Suspension Rate	9.0	6.4	3.5	12.0	3.9

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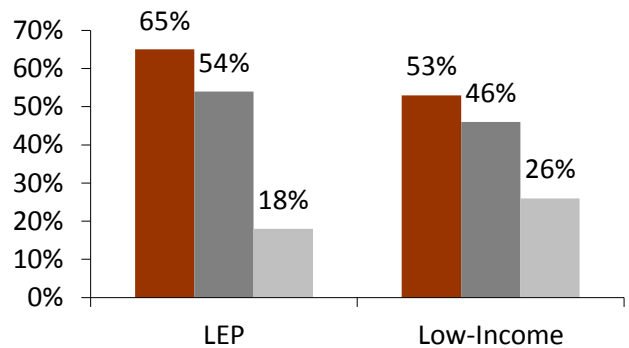
Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	9.7	11.7	11.6	10.7	8.7
Asian	5.7	5.0	5.3	9.2	6.3
Hispanic	68.7	69.5	70.9	56.4	17.9
White	12.4	10.9	8.5	19.6	63.7
Multi-Race	2.7	2.4	3.2	3.8	3.1
Male	54	52	50	53	51
Female	46	48	50	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	65.9	65.3	65.1	54.1	18.5
English Language Learner	28.6	30.8	32.3	18.8	8.5
Special Education	15.8	14.4	12.7	15.4	17.1
Economically Disadvantaged	-	-	53.8	46.2	26.3

The staff of the Harrington School is comprised of 50 educators including 1 Principal, 1 Program Specialist, 46 teachers, 1 Social Worker, and 1 part-time School Adjustment Counselor. All educators are certified and high qualified in their content area. 66% of the educators in the building have professional status. Due to the Union agreement around staffing at the Harrington School, the principal has hiring authority and takes all necessary steps to recruit and hire certified teachers for all open positions.



■ EJ Harrington ■ Lynn District ■ Massachusetts

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

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School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

The EJ Harrington Elementary School has implemented a number of programs as well as interventions to meet the needs of all learners. Teachers are regularly differentiating instruction for all learners for English Language Learners and Students with Disabilities. Curriculum and instruction focuses have included:

- Reading Comprehension strategies are explicitly taught. Teachers have taken professional development as well as participated in observations of mentor lessons. Common language is used across grade levels and provides a connection as students progress through the school. Both new and veteran teachers participate in observations of modeled and guided comprehension lessons during Common Planning Time. The School Support Team meets monthly with new teachers and spends some of their time introducing and educating new teachers on school-wide initiatives.
- Formative Assessment is regularly used in classrooms. Many teachers were trained in using and developing formative assessments. These assessments are used daily to drive day to day instruction. Some of the formative assessments used include tickets to leave, quick sorts, dipsticking.....In addition, teachers work together during Teacher Collaboration Time to write common formative assessments as a grade level.
- An increase of small group instruction was implemented to better address the needs of individual students needs and to address mistakes as they happen. While grades K to 2 have always used small group instruction as a primary instructional practice, all grade levels are now using small group instruction. There are computer stations as well as 5 ipads in each room to support this model and provide intervention through the SuccessMaker/Waterford programs. Classroom teachers regularly work using an inclusive model with support staff including ESL teachers, resource teachers, reading teachers, and math teachers to provide instruction that meets the varied levels of need found in their classrooms.
- Reciprocal Teaching professional development was offered during the 12-13 and 13-14 school years. Teachers have worked to implement the pieces of reciprocal teaching to build student capacity and allow for student led conversation. New teachers are provided opportunities to learn about reciprocal teaching through School Support meetings as well as observations of trained, veteran teachers.
- Various new curriculum tools have been purchased and are being used including: Go Math, Anchor Comprehension, Reach (Grade K-2, 5), Reading A-Z, Strategies for Writers.

In an effort to support the whole child, the EJ Harrington School has focused on engaging parents and supporting the social/emotional/ health needs through the following:

- Morning Meeting is included in the block schedule and teachers received professional development in how to conduct morning meeting as well as trauma sensitive classroom. Morning meeting ideas and routines are discussed during Teacher Collaboration Time, Common Planning Time, and faculty meetings.
- Playworks is a new recess model implemented in the 2014-2015 school year as a result of the issues arising during recess. Teachers were trained in Playworks games, there is a Recess Team member at each grade level, and equipment was purchased. Students are taught games and Playworks procedures during physical education class. Playworks games and locomotion are included on the weekly memo sent to teachers on Friday. The school's Playworks goal is that all students are moving and participating in an activity during this time.
- APTT (Academic Parent Teacher Teams) were begun during the 2013-2014 school year in grades K and 1. This program developed relationships with parents around academics and increasing student achievement through specific goal setting. During the 2014-2015 school year, grade 2 was included. The program will span the entire school for the 2015-2016 school year. Meetings occur 3 times per school year and provide opportunities for parents to see their child's ability in a particular skill, learn an activity to further develop that skill, and set a goal for their child.

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- Beginning in 2010, Harrington School began a Character Counts initiative. Each month a character trait is focused on and students are acknowledged at the end of the month for exhibiting that character trait.
- In addition to a full-time nurse and social worker as well as part-time school adjustment counselor the school houses a Lynn Community Health Center with two behavioral clinicians, a psychiatrist, and part-time nurse practitioner. Each of these personnel work together to address the varied mental, emotional, and health needs of students.

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban setting. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable

Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

Perception data is multiple years old. New data collection will be organized and compiled on the following schedule:

- Teacher Survey- First trimester of SY 2015-16
- Student Survey/Focus Groups- Second trimester SY 2015-16
- Parent Survey- Mid to end of third trimester SY 2015-16

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Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

The E. J. Harrington School moved from Level 4 to Level 1 status in the fall of 2014. The data team has regularly met over the past 5 years to analyze student performance data. In analyzing student performance data the following trends have been identified:

ELA

- Our Former ELL students are the highest performing subgroup in both CPI and SGP.
- Grade 5 CPI has increased consistently since 2013
- There is an increase in the percentage of students scoring advanced
- SGP has remained over 40%

ACCESS

- 2015 ACCESS scores show that all but 24 students moved at least one proficiency level

MATH

- A new math program was adopted for the 14-15 School Year
- Spring 2015 MCAS indicate a 5.5% increase in number of students scoring Advanced and a 3.2% decrease in the number of students scoring Warning
- CPI has increased each year since 2013
- Growth has remained over 50% since 2012

SCIENCE

- The ELL subgroup has the lowest CPI (34.6)
- Spring 2015 MCAS show a 13.0% increase in Advanced and 4.5% decrease in Warning
- Overall CPI has increased since 2013

Based on student performance trends a focus on continuity of instructional practices and strategies are being implemented to allow teachers to go deeper into students learning over their educational career.

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 1									
School Percentile: 21st									
Cumulative PPI (all students) 75									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	68.8	67.8	72.2	4.4	14 th	Improved Below Target	72.8	0.6	Improved Below Target
SGP	56	56	52.5	-3.4	54 th	On Target	48	-4.5	Below Target
% Advanced	2.8	1.0	2.6	1.6	8 th	Met Target	3.3	0.7	Met Target
% Warning	20.9	16.0	19.2	3.2	10 th	Not Meeting Target	16.4	-2.8	Met Target
<u>Math</u>									
CPI	68.2	67.8	68.1	0.3	8 th	Improved Below Target	70.7	2.6	Improved Below Target
SGP	57.5	59	60	1.0	74 th	Above Target	56.5	-3.5	On Target
% Advanced	7.7	6.1	8.8	2.7	7 th	Met Target	14.3	5.5	Met Target
% Warning	21.5	18.8	20.7	1.9	10 th	Not Meeting Target	17.5	-3.2	Met Target
<u>Science</u>									
CPI	55.9	51.3	55.6	4.3	6 th	Improved Below Target	63.6	8.0	Improved Below Target
% Advanced	11.1	0.0	3.0	3.0	10 th	Met Target	6.0	3.0	Met Target
% Warning	29.2	26.8	29.9	3.1	9 th	Not Meeting Target	25.4	-4.5	Met Target

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 4	School Percentile: 19 th %ile	Annual PPI = 75	Cumulative PPI = 91
2013	Level 3	School Percentile: 18 th %ile	Annual PPI = 50	Cumulative PPI = 77
2014	Level 1	School Percentile: 21 st %ile	Annual PPI = 80	Cumulative PPI = 75
2015	Level	School Percentile: %ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	16 (17%)	15 (16%)	High	27 (29%)	276 (24%)
Average	29 (32%)	32 (35%)	Moderate	19 (21%)	221 (19%)
Low Average	12 (13%)	20 (22%)	Typical	13 (14%)	176 (15%)
Below Average	12 (13%)	16 (17%)	Low/Declined	33 (36%)	472 (41%)
Well Below Average	23 (25%)	9 (10%)			
CPI	71.5	78.5	Total	92	1,145

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	10 (11%)	8 (8%)	High	6 (6%)	144 (11%)
Average	23 (25%)	21 (23%)	Moderate	14 (15%)	299 (22%)
Low Average	14 (15%)	17 (18%)	Typical	37 (40%)	487 (36%)
Below Average	25 (27%)	23 (25%)	Low/Declined	36 (39%)	439 (32%)
Well Below Average	21 (23%)	24 (26%)			
CPI	65.9	63.7	Total	93	1,369

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	13 (15%)	17 (20%)	High	14 (16%)	236 (19%)
Average	28 (33%)	29 (34%)	Moderate	19 (22%)	264 (21%)
Low Average	9 (10%)	10 (12%)	Typical	25 (29%)	367 (29%)
Below Average	22 (26%)	14 (16%)	Low/Declined	28 (33%)	379 (30%)
Well Below Average	14 (16%)	16 (19%)			
CPI	72.4	75.0	Total	86	1,246

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	10 (10%)	12 (12%)	High	18 (17%)	124 (12%)
Average	23 (22%)	33 (32%)	Moderate	26 (25%)	250 (24%)
Low Average	21 (20%)	20 (19%)	Typical	25 (24%)	289 (28%)
Below Average	23 (22%)	17 (16%)	Low/Declined	35 (34%)	383 (37%)
Well Below Average	27 (26%)	22 (21%)			
CPI	64.4	71.2	Total	104	1,046

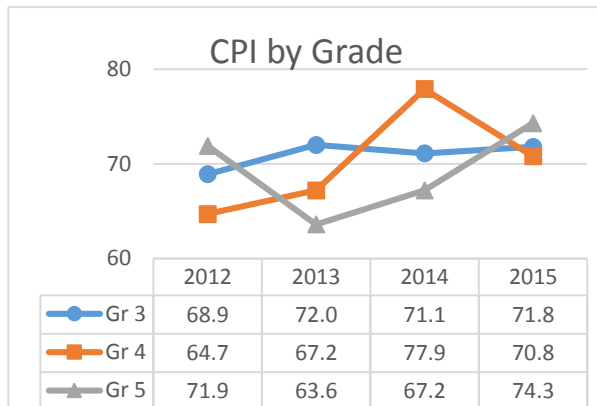
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ENGLISH LANGUAGE ARTS

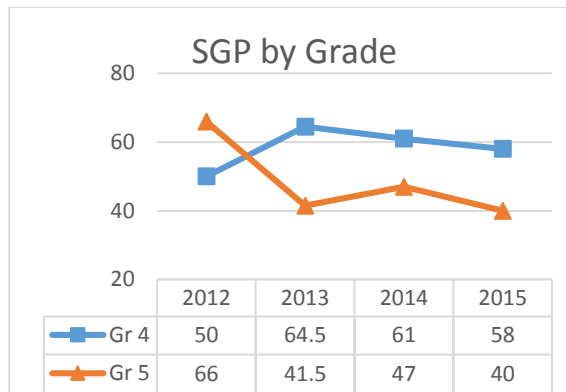
Multi -Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	211	3	32	42	23	68.8	56
School 2013	200	1	30	51	19	67.8	56
School 2014	193	3	37	38	23	72.2	52.5
School 2015	223	3	35	41	21	72.8	44
District 2015	7,227	8	44	33	15	79.0	46
State 2015							

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	223	3	35	41	21	72.8	44
Students with Disabilities	31	0	13	39	48	69.4	-
ELL	73	1	19	40	40	54.8	-
Former ELL	31	0	45	42	12	78.0	54
Economically Disadvantaged	137	2	33	40	25	69.2	44
African American /Black	23	0	35	39	26	67.4	-
Asian	10	10	40	20	30	70.0	-
Hispanic	166	1	36	43	20	71.4	51
White	17	18	35	35	12	83.8	
Male	104	3	28	43	26	68.8	39
Female	119	3	42	39	16	76.3	50

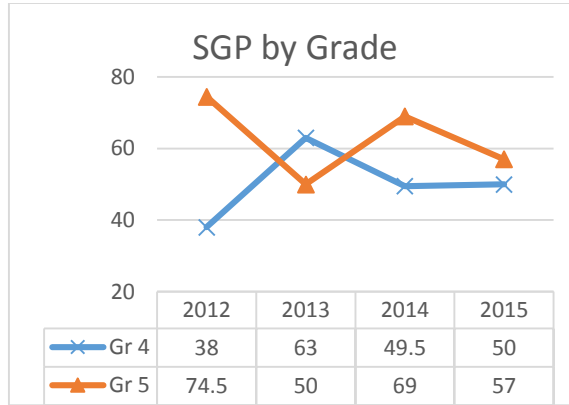
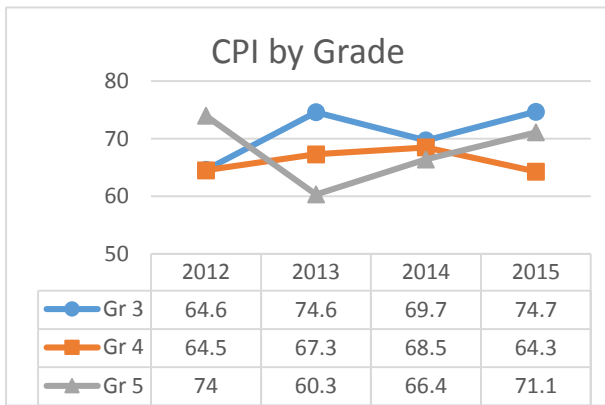
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MATHEMATICS

Multi-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	209	8	27	42	24	67.8	57.5
School 2013	197	6	26	47	21	67.8	59
School 2014	193	9	29	38	24	68.1	60
School 2015	223	14	26	39	22	70.7	56.5
District 2015	7,312	15	28	32	24	71.4	45
State 2015							

Multi -Year MCAS MATH CPI Results by GRADE Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	223	14	26	39	22	70.7	56.5
Students with Disabilities	33	0	9	33	58	62.1	-
ELL	74	5	16	41	38	53.4	-
Former ELL	32	6	28	50	16	68.8	56
Economically Disadvantaged	137	10	25	39	26	67.2	55
African American /Black	23	13	17	48	22	67.4	-
Asian	10	50	10	20	20	75.0	-
Hispanic	166	10	27	42	22	68.7	56
White	17	29	24	24	24	82.4	-
Male	104	13	26	38	23	72.6	57
Female	119	14	25	39	21	69.1	56

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	72	11	22	35	32	63.5
School 2013	56	0	7	63	30	51.3
School 2014	67	3	12	54	31	55.6
School 2015	70	6	17	47	30	63.6
District 2015 (5 th Grade)	1,064	8	32	43	17	74.8
State 2015 (5 th Grade)						

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	70	6	17	47	30	63.6
Students with Disabilities	10	0	0	40	60	67.5
ELL	13	0	8	15	77	34.6
Former ELL	19	0	0	58	42	50.0
Economically Disadvantaged	45	4	18	47	31	65.0
African American /Black	7	-	-	-	-	-
Asian	3	-	-	-	-	-
Hispanic	51	0	18	53	29	61.3
White	6	-	-	-	-	-
Male	36	11	14	36	39	63.2
Female	34	0	21	59	21	64.0

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ACCESS for ELLs 2014 Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	28	23%	44	23%	52	23%
Emerging	24	20%	35	18%	57	25%
Developing	43	35%	65	34%	59	26%
Expanding	25	20%	27	14%	40	18%
Bridging	1	1%	18	9%	15	7%
Reaching	1	1%	5	3%	2	1%
Total	122		194		225	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	36	33%	22	20%	52	47%
2015	45	37%	31	26%	45	37%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	4 (10%)	21 (54%)	13 (33%)	1 (3%)	-	-
Emerging	1 (4%)	7 (26%)	16 (59%)	3 (11%)	-	-
Developing	-	-	16 (32%)	30 (60%)	4 (8%)	-
Expanding	-	-	-	3 (20%)	10 (67%)	2 (13%)
Bridging						
Reaching						
Total (131)	5	28	45	37	14	2

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency (Lesson progressions through Teacher Collaboration Time-TCT notes)
- The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. (Grade-level lesson plans with integration between content areas)
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans)
- Instructional staff engages in regular discussions of student learning expectations horizontally (with colleagues in their grades or subjects-Teacher Collaboration Time 1 hour 20 minutes/Staff meetings)
- Instructional materials (Go Math!, Reading A to Z, Anchor, Reach) and technologies (computers in every classroom, Ipads, SmartBoards, computer lab) that align to curriculum maps are available in all classrooms

Areas of Need:

- MPIs (Development of to modify curriculum/expectations)
- Science (Map, scope and sequence, explicit standards based integration into ELA curriculum, vertical alignment)
- Vertical alignment (across the curriculum)
- Instructional materials and technologies that align to curriculum maps are available in all classrooms but not consistently utilized

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Instructional practices of high quality: small group instruction, explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor charts, higher order questioning, accountable talk
- Staff has a common understanding of high-quality evidence-based instruction as evidenced by School Initiative Binder and Classroom Observations.
- Systems for monitoring instructional practice: reading comprehension observations

Areas of Need:

- Develop criteria for success across grade levels and vertically
- Ongoing staff development for new staff on school initiatives
- Further development of small group instruction in math
- Regularly modeled Reading Comprehension lessons
- Higher order questioning
- Accountable Talk

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> • Formative assessments used regularly to drive small group instruction, reteach, tiered instruction, • Data Team meeting monthly to look at local and state data, MASS TELLS, student data (academic, social emotional) • Sharing Data Team meeting findings with staff during Faculty Meetings • Tracking intervention students • Student profiles provided to teachers at the beginning of the school year
<p>Areas of need:</p> <ul style="list-style-type: none"> • Criteria for success • MPis • Analysis of data from Test Wiz • Writing rubrics • Vertical alignment of assessments

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> • PD is embedded as an integral part of daily routines (mentors, coaching, staff meetings, and/or collaborative time). • Teacher survey to determine needs and implement professional development opportunities that reflect the initiatives of the school (for SY 15-16) • Monitor implementation of previous Professional Development • Peer Observations/Learning Walks • PD evolved and built upon previous PD
<p>Areas of need:</p> <ul style="list-style-type: none"> • Regular use of learning walks with a targeted focus based on School Improvement Plan priorities • Professional learning/support around morning meeting/trauma sensitive classroom • Training new staff in previous school-wide professional development

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Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- Common Planning Time (1 x 40 minutes a week)-Administrative driven with a focus on data, professional development, and school processes.
- Teacher Collaboration Time (1 hour 20 minutes every other week) –Teacher driven opportunities to meet among grade level teams with support staff to develop lessons and assessments, data analysis, learning progressions
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives

Areas of need:

- Vertical alignment (more opportunities)

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- Block schedule
- Common Prep Times
- Support staff push in with minimal pull-out
- Mainstreaming into least restrictive environment
- Resources and technology
- Process to determine supports needed
- Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied.
- A progress-monitoring system is in place, and data from this system drive instructional decisions throughout the tiered process.
- The system of interventions allows students to move along a continuum of services and change placements according to identified progress or needs.
- Flexible tiers of research-based interventions supplement, enhance, and provide access to the core curriculum for high need subgroups requiring additional support.
- Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks.
- Staff utilizes resources to support students with a range of academic needs.
- Contractual extra-help used to support high needs students (before and after school)

Areas of need:

- Increased opportunities for before and after school support for Tier 2 and 3.

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Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations (Morning Meeting, Code of Conduct, Morning Announcements, Second Step, Character Traits)
- All classrooms create predictable environments, and a climate that supports learning (Block Schedule)
- Staff identifies issues arising in the lives of students (for example, academic/behavioral struggles, poverty, mobility, family dynamics) and work to address them to minimize their impact on learning (Student Study Team, Social Work Referral Form, Social Emotional Checklist, Office Referral Form, Cradles to Crayons backpacks and coats)
- Students are supported in taking responsibility for their own learning and behavior (Effective Effort Initiative, Code of Conduct, Fine Dining)
- Healthy lifestyles are promoted through access to nutritious food/physical activity and overall health needs (Healthy Brain Break, School Nurse, Playworks, Physical Fitness Tests, Health Teacher, Forsyth Dental, Extra-curricular activities-basketball)
- Students in crisis and others who require intensive assistance are identified and linked to appropriate supports in a timely manner (School Social Worker, School Adjustment Counselor, Lynn Community Health Center, Mental Health Support Agencies)

Areas of need:

- Support teachers with alternate interventions to support students social/emotional/health needs during Faculty Meetings
- Restructure morning meeting/morning announcement
- Assess teacher need and support teacher implementation of engagement of students

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Strong relationships with families and community partners contribute to student learning and students' social, emotional, and physical well-being (Parent Support Group and the Nurturing Parent Program, Academic Parent Teacher Teams APTT, Family Engagement Council (Book Night/Hot Dog Safari, Ice Cream/Game Night, Multicultural Night, McDonald's McTeacher Night, Field Day, Navigators Night, Community Meeting Day, Visiting Day, School Improvement Council, Community Reader Day and Night of the Arts)
- The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers (Harrington Highlights, teacher newsletters, electronic sign, constituent groups)
- There is evidence that the concerns, requests, and needs of families are addressed by the school in a timely and professional manner

Areas of need:

- Individual conferences

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Effective Instruction, based on Student Learning Data and School Processes data

Priority 1

Common School-Wide Instructional Practices across grade levels

**Strategies/
Actions**

- Teachers will be trained and begin implementation of school wide common language for problem solving in math.
 - C.U.B.E.S.
 - Problem Solving Poster
 - Common language desk reference sheets
 - Common language labels for homework folders
 - Website with information regarding strategy language
- Teachers will continue to explicitly teach comprehension strategies in their instruction. This will be achieved by:
 - Using common language in both oral and written responses.
 - Reciprocal Teaching strategies implemented into daily instruction
 - New and veteran teachers watching modeled and guided comprehension lessons
 - School Support Team Meetings with a focus on previous and new school wide initiatives
 - Bloom’s Taxonomy Thinking Stems will be reviewed during Professional Learning Time and integrated into lesson plans
- Teachers will formatively assess their students to drive day to day instruction.
 - Formative assessments will be developed and refined during extended Professional Learning Time.
 - Administrators will observe formative assessments being used during classroom walkthroughs.
 - Criteria for Success PD will be offered during monthly PD sessions beginning in February 2016

**Expected
Outcome(s)**

- Problem Solving
- Walkthrough shows application of CUBES being used as evidenced through student work.
 - 1x per trimester teachers will bring evidence of CUBES being used during instruction to share at PLT
- Reading Comprehension
- Anchor charts visible in classrooms
 - Increase in short answer and open response on all assessments due to school wide common language
- Formative Assessment
- Teacher Collaboration Time minutes show development and analysis of formative assessments
 - Evidence in lesson planning of Criteria for Success being implemented

**Timeline for
Actions**

- Problem Solving:
- Introduction of CUBES strategy by October
 - 1x per trimester check in on implementation
- Reading Comprehension:
- Data from peer observations on visible evidence of reading comprehension strategy application 2 x per year
- Formative Assessment:
- Monthly review of extended PLT minutes by administration
 - Product from monthly (Feb to June) PD focused on Criteria for Success

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Student cognitive engagement; Time on learning, based on Student Learning Data and School Perception data

Priority 2

Educate and implement participation techniques in the classroom environment to increase student engagement.

**Strategies/
Actions**

- **Education:**
 - Teachers will participate in a book talk and implement strategies from *Total Participation Techniques: Making Every Student an Active Learner*.
 - School administrators will work with teachers to develop a Professional Practice Goal on TPT if teachers would like to use it.
 - Discussion of successful engagement practices regularly included in extended PLT meetings
 - Jupiter purchased as a communication tool between home and school through sharing of data and opportunities for additional methods of communicating school-wide messages (email/text)
- **Implementation:**
 - Morning Meeting regularly occurs in all classrooms school-wide.
 - Morning meeting procedures and strategies shared during PLT and faculty meetings.
 - Open House/Parent Engagement Nights- three times per year
 - Effort Initiative introduced to students during beginning of the year assembly. Students participate in effort initiative poster contest once per year.
 - Playworks games and procedures are used during each grade level’s recess block. Recess team will collaborate with physical education teacher to plan games and locomotion on a monthly basis.
 - Staff, parent, and student surveys and focus groups will be conducted at least once per year
 - Frequent administrative walk-throughs and feedback on school initiatives.
 - Social Worker will conduct prevention groups during lunches.

**Expected
Outcome(s)**

- Education:
- Each grade level will try one TPT strategy and present the outcome at a faculty meeting at least one time per year
 - DESE Learning Walk continuum
 - Parent survey with specific feedback on implementation of Jupiter
- Implementation:
- Decrease in the number of students with more than 10 absences from 33% to 31%
 - Higher attendance rates at Open House
 - Staff, parent, and student feedback from surveys and focus groups at least once per year

**Timeline
for Actions**

- Education:
- Each grade level monthly through faculty meeting
 - Parent survey-once per year
 - DESE Learning Walk-once per year
- Implementation:
- Attendance monitored on a monthly basis
 - Open House sharing data with parents 3 times a year

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Data Update and Initial Reflections:

February (Mid-Year) Implementation Reflections:

June (End-of-Year) Implementation Reflection: