

**Harrington School  
School Improvement Plan  
2016-2017**

**Harrington Site Council Members:**

Rucha Londhe , Parent

Mai Yang , Parent

TBD, Parent\*

TBD, Parent\*

\*New Parent Representatives will be elected in June

Liz Class, Faculty

Shaun Dever, Faculty

Katie Hogan, Faculty

Michelle Wright, Faculty

TBD, Community Member

TBD , Parent/Co Chair

Donna Bonarrigo , Principal/Co Chair

# Elementary School Improvement Plan 2016-2017

## Goal 1: Academic

Focus Areas	Implementation Steps	Completed	Ongoing	No Action
Refining and deepening our implementation of Workshop Model of Instruction in Reading, Writing, and Mathematics.	<ul style="list-style-type: none"> <li>● Faculty will attend Teachers College Summer Institute for Reading.</li> <li>● Teachers College in-school Professional Learning will include demonstration teaching, observation, and feedback in Readers Workshop.</li> <li>● Expand and refine the use of performance assessments in reading to inform instruction.</li> <li>● Develop “low floor- high ceiling” questions in mathematics that support the learning of all students and the application of problem solving and communication in mathematics.</li> <li>● Faculty will attend Math and Mindset course to promote a growth mindset in mathematics.</li> </ul>			
Instructional Coaching	<ul style="list-style-type: none"> <li>● Expand coaching opportunities in mathematics and literacy. Develop “home grown” lab site experiences with grade level teams. Focus on planning and small group instruction.</li> </ul>			
Refine RTI (Response to Intervention) structures to incorporate the work of the RTI Task Force.	<ul style="list-style-type: none"> <li>● Review the teams included in the RTI (Academic) process: Data Team, Child Study, Behavior Support Team, and Multidisciplinary Team. Define functions of each team and streamline where possible.</li> <li>● Expand knowledge of intervention tools &amp; strategies across the grade levels.</li> </ul>			
Special Education - Progress Monitoring	<ul style="list-style-type: none"> <li>● Special education teams will develop a “data team” approach to collaborative monitoring of student progress and effectiveness of interventions for students on IEPs (Individual Education Plans).</li> </ul>			

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## Goal 2: Social Emotional

Focus	Implementation Steps	Completed	Ongoing	No Action
PBIS (Positive Behavior Intervention & Support) within the RTI (Response to Intervention) model.	<ul style="list-style-type: none"> <li>● Review the teams at Harrington that are included in the RTI (Pro-Social) process: Data Team, Child Study, Behavior Support Team, and Multidisciplinary Team. Define functions of each team and streamline where possible.</li> <li>● Examine and refine our referral process for support and intervention related to social, emotional, and behavioral needs. Clarify referral process for direct service with the counselor or the social worker.</li> <li>● Develop procedure for sharing important information regarding students who need supports at the start of the year.</li> <li>● Develop transition plan between grade levels for students who benefit from behavior interventions and supports.</li> </ul>			
Behavior Expectations, Supports, & Interventions	<ul style="list-style-type: none"> <li>● Expand and refine positive behavior supports and intervention.</li> <li>● Clarify common language around expected and unexpected behavior. Use “prosocial” and “approach to learning” report card standards as a guide at each grade level. Link this language to clear expectations for student &amp; staff responsibilities.</li> <li>● Develop common understanding, language and strategies for students regarding teasing and bullying behaviors. Identify classroom resources at each grade level around these topics.</li> <li>● Expand “Understanding Differences” curriculum to promote empathy and inclusion.</li> </ul>			
Playground Improvements	<ul style="list-style-type: none"> <li>● Continue to work with PTA leadership, facilities department, and volunteer landscape designer, Holly Samuels, to implement playground improvements that promote play, choice, and positive peer interactions. LEF Community Grant funding and PTA donations have been set aside to begin the initial phase of the plan.</li> </ul>			

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## Goal 3: Parent Education and Collaborative Engagement

Focus	Implementation Steps	Completed	Ongoing	No Action
Behavior Expectations	<ul style="list-style-type: none"> <li>● Develop a parent communication plan regarding behavior expectations and common language.</li> <li>● Develop strategies to strengthen the school's partnership with parents and to promote parent understanding of behavior expectations.</li> <li>● Facilitate dialogue encouraging behaviors at school that support teaching and learning for all students.</li> </ul>			
Let's Chat	<ul style="list-style-type: none"> <li>● Continue Let's Chat series with sessions on the workshop model of instruction, behavior expectations, and other topics of interest that are identified by site council.</li> <li>● Establish calendar of events for 16-17.</li> </ul>			
Parent Resources	<ul style="list-style-type: none"> <li>● Continue to expand parent resource library.</li> <li>● Communicate with parent community regarding available resources.</li> </ul>			
New Families	<ul style="list-style-type: none"> <li>● Develop an "outreach" plan to welcome new families, including families of students who were redistricted to Harrington.</li> <li>● Continue to develop strategies to support international families and parents who speak languages other than English.</li> </ul>			
Social Media	<ul style="list-style-type: none"> <li>● Increase the use of social media as a tool for sharing the school experience with the wider community.</li> </ul>			
Parent Feedback	<ul style="list-style-type: none"> <li>● Explore ways to increase communication from parents to school.</li> <li>● Review the effectiveness of current methods available for parents to provide suggestions or ask questions regarding school issues (email, suggestion box, parent surveys).</li> <li>● Explore new ways to gather parent feedback that promotes parent-school collaboration and two-way communication.</li> </ul>			

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## Goal 4: School Safety

Focus	Implementation Steps	Completed	Ongoing	No Action
REMS Team Leadership (Readiness & Emergency Management for Schools)	<ul style="list-style-type: none"> <li>● REMS team will establish quarterly meetings to review safety protocols and plan trainings for staff, parents, and students.</li> <li>● Review current safety equipment and supplies available in the school in case of an emergency.</li> <li>● Develop information for parents regarding safety planning and evacuation protocols.</li> </ul>			
New Staff	<ul style="list-style-type: none"> <li>● Provide training on ALICE protocol with new staff members.</li> </ul>			
Safety Drills	<ul style="list-style-type: none"> <li>● Plan non-traditional evacuations, ie blocked exits, with students.</li> <li>● Safety drills will be conducted with students that focus on listening to adult directions and/or following directions communicated on the intercom to the whole school.</li> </ul>			

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## Goal 5: Building Professional Community

Focus Area	Implementation Steps	Completed	Ongoing	No Action
New Teachers	<ul style="list-style-type: none"><li>● Provide mentors for all new teachers.</li><li>● Provide coaching, resources, and supports for new teachers as they begin their work in Lexington.</li></ul>			
Shared Vision	<ul style="list-style-type: none"><li>● Develop professional norms to strengthen professional culture.</li><li>● The new principal, assistant principal, and new faculty members will work with returning staff to develop a shared vision for professional culture.</li></ul>			