



HARRINGTON ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN

**School Year: 2021-2022**



*Chelmsford Public Schools - A Future Ready District*



## Harrington Elementary School

School Improvement Plan – 2021-2022

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*Chelmsford Public Schools – A Future Ready District*

<b>School: Harrington Elementary School</b>			<b>School Year: 2021-2022</b>		
<b>Student Learning Goal</b>					
<b>SMART Goal:</b> During the 2021-2022 school year, 90% of students in grades K-4 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.					
<b>Strategy #1</b> In grades K-4, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All K-4 teachers will attend Fountas and Pinnell district training	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing	Asst. Supt. Reading Coord. Principals Teachers	October 2021 November 2021 March 2022	All K-4 teachers will attend Fountas and Pinnell district training
Students will be assessed using the F&P Benchmark Assessment System (BAS)	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions.	Teachers Special Education Staff Reading Specialists	September 2021	Students will be assessed using the F&P Benchmark Assessment System (BAS)
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry	Teachers Reading Specialists	Sept 2021- June 2022	Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.
Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills	Teachers Reading Specialists	Sept 2021- June 2022	Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups

<b>Strategy #2:</b> In grades K-3, Foundations will be implemented with fidelity					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Add grade 3 to elementary implementation	Foundations Materials	Grade 3 students will receive Foundations instruction as a part of our K-3 adoption	Grade 3 Teachers	September 2021- June 2022	
Provide Foundations training for grade 3 teachers	Foundations Materials Foundations Trainers	Enhance teachers effectiveness of implementing the Foundations program	Grade 3 Teachers	Ongoing	
Foundations program taught for 30 minutes daily with all K-3 students	Foundations Materials Foundations Scheduled Block	Students will receive explicit and systematic phonics instruction	K-3 Teachers	September 2021- June 2022	
Utilize Foundations unit assessments	Foundations Assessment Materials	Monitor student growth in phonics skills and application as well as identify areas in need of intervention	K-3 Teachers	October 2021- May 2022	

<b>Strategy #3: Utilize the iReady platform with fidelity</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction	Teachers Reading Specialists Principals	Ongoing	
Utilize iReady personal instruction 45 minutes per week Grade 1-4 and 30 minutes for kindergarten	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas	Teachers	October 2021- June 22	

<b>Social Emotional Learning Goal</b>				<b>School Year: 2021-2022</b>	
<p><b>Smart Goal:</b> During the 2021-22 school year, Harrington School will work to provide a positive, safe environment where all students, including those who belong to traditionally marginalized groups, are welcomed, valued, supported, and celebrated to foster a sense of belonging, build trust and caring relationships, and promote a readiness to learn.</p>					
<p><b>Strategy #1:</b> All students will receive necessary social emotional support and direct instruction to improve self-awareness in the following areas:                      --Students will develop positive social identities based on their membership in multiple groups in society                      --Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Staff will receive professional development related to race and bias during three district professional development days.	PD Time Presenters	Staff will receive learning on topics related to race and bias	SEL Coordinator Principals Asst. Principals Teachers	September 2021 November 2021 February 2022	
Walkthroughs and self-assessment of building to ensure an inclusive environment	None needed	Fidelity with continuous embedding of DEI principles to promote a positive school environment.	Principals Asst. Principals SEL Coordinator	Sept 2021- June 2022	
Analyze and reflect on school-wide behavior data through a diversity, equity, and inclusion lens for the purpose of making necessary and appropriate school adjustments as a result of the data	SWIS/Google Forms and or behavioral tracking tool	To find trends to make school wide improvements and/or adjustments to programming.	Principals, Asst. Principals	Sept 2021- June 2022	
All students K-4 will have morning and/or closing meeting sessions with their class.	Morning meeting materials	To ensure a positive, warm and inclusive learning environment.	Teachers	Sept 2021- June 2022	

**Strategy #2:** All students will receive necessary social emotional support and direct instruction to improve social-awareness in the following areas:  
 --Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). --Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Encourage team leaders to identify specific texts that provide an opportunity to reflect on Diversity, Equity, and Inclusion to be shared with colleagues.	F and P program	Grade level teams will share materials in the F and P curriculum that expose and teach students about race and bias	Team Leaders Teachers	Ongoing	
Teachers will incorporate reflection and discussion about diversity, equity, and inclusion through literature	F and P program	Students will regularly have opportunities to discuss and learn about diversity, equity, and inclusion through program literature	Teachers	Ongoing	
All students K-4 will receive Second Step instruction.	Second Step Program	Students will receive explicit instruction in topics related to diversity, equity and inclusion	Teachers	September 2021- June 2022	

# CHELMSFORD PUBLIC SCHOOLS

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## OUR PURPOSE

The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who **PERSEVERE** through challenges, demonstrate **RESPECT** and **INTEGRITY** in their words and actions, are **DEDICATED** to their community, and display **EMPATHY** as global citizens while discovering and pursuing their full potential.

*We are what we repeatedly do.  
Excellence, then, is not an act, but  
a habit. ~ Aristotle*



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