

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Jacqueline Daley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harrington Elementary School
(As it should appear in the official records)

School Mailing Address 328 Lowell Street
(If address is P.O. Box, also include street address.)

Lexington MA 02420-2504
City State Zip Code+4 (9 digits total)

County Middlesex County

Telephone (781) 860-0012

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Web site/URL
https://lps.lexingtonma.org/harrington
nes

E-mail jdaley@lexingtonma.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Julie Hackett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jhackett@lexingtonma.org

District Name Lexington School District Tel. (781) 861-2580

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Eileen Jay
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	37	71
1	42	31	73
2	44	50	94
3	42	40	82
4	38	36	74
5	57	42	99
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	257	236	493

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 41 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 7 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 5%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2017	478
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 11%
54 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Armenian, Bengali, Chinese, Danish, French, Fula, German, Gujarati, Hebrew, Hindi, Italian, Japanese, Kannada, Korean, Persian, Portuguese, Pushto, Russian, Spanish, Tamil, Telugu, Thai, Turkish, Urdu

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 29

8. Students receiving special education services: 13 %
66 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	30
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Harrington School serves to empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Our school community will honor diversity and work together to provide all students with academic excellence in a culture of caring and respectful relationships.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Harrington is one of six elementary schools in the Town of Lexington, Massachusetts, 11 miles northwest of Boston, welcoming students since 1956. On November 18, 1954, the local paper, The Lexington Minuteman, reported on the front page that the school committee had unanimously voted to name the proposed school after an important Lexington family, the Harrington's.

Harrington Elementary School currently serves 383 of those households with 493 students. In addition we are proud to participate in the voluntary integration program, METCO (Metropolitan Council for Educational Opportunity), integrating 20 families (24 students) from the City of Boston.

One aspect of our Harrington community that sets it apart from the rest is our increasingly rich diversity and culture. We are proud to serve a diverse population of students of 44% White, 41% Asian, 4% Black/African American, 4% Hispanic and 7% multi-racial. We represent 21 languages and students from a number of countries outside of the United States. We also pride ourselves on our inclusion model as we successfully integrate our students with special needs and house one of the district-wide special education programs. We believe that whenever possible, Harrington students should be educated in their school community. Our special education programs and supports afford us the privilege of keeping students with severe special needs in our school.

In the mid 1990's, the Lexington School Committee determined that the town's public school buildings were badly in need of significant maintenance and updating. In designing the new building, special attention was given to energy efficiency, acoustic qualities, greater classroom size, and elements for community use. The official opening of the current building was held on March 3, 2005. The teachers knew at that time that an important aspect of their work was to continue to build school culture and transfer the spirit of the old building into the new Harrington. Having succeeded, the sense of community and family that has long existed continues to strengthen.

Today the Harrington School serves to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Our school community honors diversity, and we work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships. In pursuit of this mission, some of the key strategies used at Harrington include:

Response to Intervention (RtI). An abundance of resources are carefully deployed through a Response to Intervention (RtI) framework, which is driven by data and requires effective teamwork. The ultimate goal of the RtI is grounded in student achievement. Literacy coaches and math coaches who work alongside educators in both a coaching and intervention capacity, carefully monitoring student progress throughout any intervention cycle.

Collaborative “Case Management” Approach. Providing and prioritizing common planning time, allowing consultation and planning with special education liaisons, instructional assistants and classroom teachers who are working with the same students, and other support service providers. Our collaborative case management approach helps to build a shared understanding of student needs and ownership of student-specific goals and the necessary responsive teaching practices.

Data Teams. Data Teams include grade level teachers, specialists, and coaches and instructional leaders. These dedicated educators understand the importance of steady, incremental growth and continuous progress. They meet throughout the year to discuss individual student progress and plan instructional interventions.

Professional Learning Communities. Nearly a decade ago, we established professional learning communities (PLCs) to foster collaboration and encourage practice-based professional learning. Our teachers engage in thought-provoking PLCs that positively affect student outcomes. For example, through their PLC our kindergarten teachers are exploring how to more fully embed social emotional learning into

their daily instruction.

Robust Coaching Practices. Literacy, Math and Technology Integration Specialists team with classroom teachers to plan, rethink and revise lessons and units, a proven catalyst for powerful changes in teaching and learning.

What I Need (WIN) Time. WIN allows for flexible groupings, providing an opportunity for grade-level teams to work together to implement interventions to meet student-needs that they have identified across their classrooms, fostering a spirit of collaboration among teachers and a sense of ownership for all students.

Peer Mentoring. A district-wide Peer Mentoring program invites more experienced teachers to support Harrington educators who are new to Lexington or in need of additional support. The mentors are highly trained expert teachers who offer their insights on teaching and learning to their colleagues, helping to promote a culture of reflection and continuous improvement.

While each of these practices is not in and of itself a solution to the challenges our students face, we believe their combination creates a system that helps us sustain and embed collaboration in all we do, something we value strongly at Harrington.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At Harrington, we maintain high standards for teaching and learning Literacy. Classroom teachers use a wide-range of instructional resources to align our curriculum with state and national standards and guidelines for English Language Arts and Literacy. All curricula provide students with an authentic and balanced literacy experience. Key examples include the Teachers College Reading and Writing Project (TCRWP) Units of Study for reading and writing and Phonics, Words and How They Work (Fountas and Pinnell) used in kindergarten through grade five.

In order to deliver high-quality and differentiated instruction, classroom teachers utilize the workshop model. Students develop their literacy skills through authentic reading and writing experiences during the readers and writers workshop. Teachers differentiate instruction with flexible small group teaching and individual student coaching in order to best meet the needs of all students. This model is valuable to Harrington students because it empowers them to take control of their own skill development. Students collaborate with both teachers and their peers to improve and refine their skills in reading and writing.

Three Literacy Specialists support teachers and students in reading, writing, and word study. These specialists provide direct services to students below benchmark identified through routine literacy assessments, with a focus on early intervention models. Specialists also support curriculum implementation by coaching and collaborating with classroom teachers and instructional aides as they implement best instructional practices in classrooms.

Classroom teachers and literacy staff regularly collect and analyze data from both formative and summative assessments, including Teachers College Reading and Writing Project Running Records, the Benchmark Assessment System (BAS - Fountas and Pinnell), and AIMSweb Plus literacy assessments. Staff members use student performance data to identify trends, and plan and execute targeted interventions to support student progress in that area. This loop of assessment, instruction, and progress monitoring continues throughout the school year in order to actively ensure that students are making sufficient progress in their literacy learning.

1b. Mathematics:

It is the goal of the Lexington Public Schools to provide all students with access to an ambitious, rich, and high quality mathematics curriculum at the elementary school level. Harrington teachers deliver a district designed “homegrown” mathematics curriculum that addresses national and state-level academic standards. We also teach standards for mathematical practices to all elementary students in order to instill a sense of flexible and innovative problem solving.

We deliver our mathematics instruction through the workshop model. We draw upon the teachings of Jo Boaler to help teachers and students develop an open and creative mindset. Within this model, teachers explicitly instruct students on a specific skill or math strategy. During independent and group practice, students are immersed in authentic math tasks through multiple modalities including hands-on activities and technology. Students collaborate with classroom peers to reflect on and question their daily experience in the math workshop. Teachers and students regularly engage in number-based games and routines that reinforce number concepts and problem solving strategies. This instruction occurs in whole group, small group, and individual coaching. Teachers routinely facilitate questioning and discussion sessions in order to describe and clarify the process of thoughtful problem solving.

Classroom teachers are supported by building-based Mathematics Specialists/Coaches. These specialists provide coaching, limited direct service to students, and professional learning opportunities to all staff engaged in mathematics teaching.

Classroom teachers employ formative and summative assessments to collect and analyze student progress in math. These assessments target both content learning standards and standards for mathematical practice. For example, each unit of study features a performance task in which students work collaboratively to solve real-world problems. Student performance on these tasks is assessed and used to plan appropriate interventions and targeted small-group activities for the unit. Teachers and Math Specialists meet regularly to monitor student data for progress and to refine student interventions. These regular meetings ensure that students are making adequate progress in all mathematics academic and performance standards.

1c. Science:

Our elementary science program provides regular opportunities for students to experience the dynamic and interdisciplinary nature of science and technology/engineering. Curricular units of study support students to gain an appreciation for the natural and designed world. Teachers deliver our district's science curriculum, which is aligned with the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework and the Next Generation Science Standards (NGSS). Through standards-based lessons, students engage in the science practices to build, use, and apply content knowledge to phenomena around them. Students are immersed in an inquiry-based scientific environment. Classroom teachers utilize science probes and directed observations to inspire student curiosity and wonder. Students are supported to design and conduct original investigations around these science probes. Teachers utilize enrichment materials, science texts, and online databases to extend student learning. During science explorations, students are able to record their discoveries in a science notebook, reinforcing literacy skills addressed during reader's and writer's workshop.

As part of the K–5 science program, students explore the fields, woods, and wetlands of their school surroundings through Lexington's Big Backyard Program. The seasonal walks provide the opportunity for all students to practice the skills of science in the outdoor classroom three times a year. It is a unique model of schoolyard environmental education that gets students outside to experience, make observations, and learn about their local environments. The Big Backyard Program relies heavily on volunteers who are trained to lead small group, interactive explorations in the field.

Throughout the science units of study, teachers collect evidence of student thinking and learning through science talks and science notebook writing. In addition, teachers utilize formative assessments to ensure adequate student learning of academic and performance standards. These formative assessments help teachers adjust their approach with identified students to scaffold or extend their learning. Summative assessments occur at the end of science units, during which teachers assess student understanding through authentic performance-based tasks.

1d. Social studies/history/civic learning and engagement

The purpose of the elementary social studies program is to engage all children in the study of history, geography, civics, and economics. The ultimate goal of this multi-dimensional approach is to foster good citizenship in our diverse and democratic nation. The social studies equip students with problem solving and decision making skills necessary for understanding the past, coping with the present, and planning for the future.

Our lessons and units of study were developed by Lexington Public Schools educators in order to meet the diverse needs of our students. Curricula focuses on presenting diverse perspectives, incorporating an inquiry-based approach, and fostering critical thinking skills. Each unit of study aligns with the Massachusetts Social Studies Frameworks. We also employ performance standards for all social studies lessons that encourage students to be active, critical thinkers.

Social studies instruction often occurs in an inquiry-based environment. Teachers facilitate authentic experiences that include primary source documents and artifacts to spark student curiosity and wonder. For example, during the fourth grade unit on Immigration, families who have immigrated to the United States are invited to classrooms to share their experiences. Students are guided to explore and make connections

between their experience and the experiences of others. Students collaborate through activities and discussion to notice patterns and think critically about their world. Teachers also use a variety of texts to connect social studies content to students' literacy learning.

Teachers assess student progress through various means during a social studies unit. Performance-based assessments occur throughout a unit of study, informing teachers on progress. Teachers use the results of these assessments to adjust their instruction as students continue their discovery work. Students share their knowledge and understanding through small group and whole class discussion, hands-on activities, and summative projects.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Students in kindergarten through fifth grade participate, attending a one-hour of visual arts each week. Students are graded based on the Lexington Public Schools K-5 Visual Art Grading Standards. The Lexington Public Schools Visual Art Benchmarks are based on district values, the National Core Art Standards, and The Massachusetts Visual Art Frameworks. Students experience the Arts through a comprehensive, sequential, longitudinal curriculum taught by art specialists. The core concepts of the curriculum include creating and responding to art, critical and reflective thinking, and understanding the historical and cultural contexts of the arts. Students are challenged to be creative while developing skills in observation, interpretation, and evaluation.

Students in kindergarten through fifth grade attend a music class two times per week. In kindergarten through second grade music classes, students learn vocal exploration and singing games to help with the comfort level of singing alone and in groups. Students learn to play various percussion instruments, identify basic pitches, and identify half notes and half/whole rests. Third grade is a special year in music class and is when students participate in our Recorder Unit. This unit gives students the opportunity learn to read music. In fourth and fifth grade, students learn a great deal of composing and improvising, as well as singing more difficult songs in harmony to prepare the students for our fifth grade chorus. The music program also offers concert performances for the Harrington Community. These concerts bring all students and family members together to celebrate students' hard work and our school's love of music!

Reflective of our stance on physical health and well being, "Happy, Healthy, Harrington" is the slogan hanging in the school gymnasium with photographs of Harrington families participating in physical activities together. Physical Education teachers in Lexington Public Schools use a curriculum based on the National Standard and Grade Level Outcomes for K-12. These standards define what students should know and be able to demonstrate through a high quality physical Education program. Grades K through 5 participate in the physical education program and meet two times per week for thirty minutes each session. Physical Education and Adapted Physical Education teachers work together to ensure that each child can be as successful as possible in physical education. Locomotor, manipulative and object control skills, movement patterns, and cooperative activities are all part of the physical education curriculum. Skills are taught to create an individual who understands the value of movement and skills that can be used for a healthy life. Part of the Elementary Health Curriculum is integrated into the physical education curriculum with the following units: illness prevention, heart health, structure and function, muscular and skeletal systems, My Plate nutrition unit, bike safety, fire prevention and playground safety. Assessments are completed in the cognitive, psychomotor and affective Domains. Physical, observational, and written assessments are embedded throughout physical education units. These assessments are used to adjust, modify and adapt teaching and learning.

The Harrington School library serves students from kindergarten through fifth grade. Students visit the library with their class each week for a lesson, followed by book selection and hands-on curriculum activities at centers. The goals of the Harrington School library are to foster the love of reading, teach information literacy and digital citizenship skills, enhance classroom curriculum instruction, and provide a wide range of quality children's literature.

Harrington staff members recognize that emotional, social, and behavioral well-being are essential to a student's education. Our district is committed to ensuring a high quality school counseling program that is available to all students. The counseling program is preventive in design, developmentally appropriate in nature, culturally sensitive, and responsive to students' needs. In addition to direct service with individual students, members of the counseling department also deliver classroom lessons to all students at Harrington. These lessons use literature and explicit instruction to focus on social/emotional skills and problem solving strategies such as mindfulness.

3. Special Populations:

Resource room classrooms, taught by special-education teachers, provide services to students with mild to moderate disabilities that require specially designed instruction in a variety of areas due to their disabilities. Services include direct instruction for development of reading, written expression, oral expression, mathematics, social/emotional, and executive functioning/organization and study skills. There is an increased focus on developing independent learning skills and on the development of self-advocacy skills. Resource room teachers provide consultation to staff, students, and parents. Instructional assistants provide services to students in general education settings and/or special education settings when students require additional instructional support. Instructional assistants are supervised and directed by resource room (special education) teachers.

The Developmental Learning Program (DLP), one of a number of district-wide special education programs, is housed in the Harrington school. This program services elementary students with significant developmental delays/intellectual impairments who live throughout Lexington. This program allows us to support these students in a welcoming and exclusive environment. Modified curricula paralleling Massachusetts Curriculum Frameworks is utilized. Typically, students receive direct instruction in content areas from special educators, while frequently joining general-education classes for opportunities to develop relationships with typically developing peers. Many students in the program receive related services (speech/language, occupational therapy, physical therapy, etc.) as needed. Instruction may include activities of daily living and development of social skills.

Other special education related service providers include speech and language, occupational therapy and physical therapy. These staff members regularly consult with special education teachers and classroom teachers to modify curriculum and learning objectives. These educators also consult with literacy and math coaches to modify and accommodate for students in the general education curriculum. This helps target learning standards tailored to meet the needs of our diverse learners. This also provides the opportunity to use data collection to communicate student progress effectively.

Our English language learners program includes students who speak 18 different languages. We teach the language of math, science, social studies and language arts in small group instruction. Curriculum, instruction and assessment of English language proficiency focuses on the four domains of Listening, Reading, Writing and Speaking. ELL teachers use National Geographic REACH, Alpha Chant, Learning A-Z (RAZ-Kids PLUS and ELL Edition), BrainPop Jr. and locally developed Model Curriculum Units (MCUs) designed around grade level content standards. Students who are not making adequate yearly progress are flagged for close monitoring, using the ELLevations platform and annual state assessments (i.e. WIDA consortium's ACCESS for ELLs). English Language teachers also gather observations from other teachers regarding student progress on the general education curriculum, and in the 4 domains of Listening, Reading, Writing and Speaking. Formative weekly or daily check-ins such as exit tickets, free writes, oral sharing, informal teacher and student conferencing and book talks (based on reading, speaking and listening MA frameworks) are used more frequently to monitor student progress and adjust instruction as needed. Student performance measures are often rubric-based and require the student to engage in all 4

domains. Tasks center around the major skills and language taught in the unit of study (e.g. written responses, reader's theater, student created books/booklets, end of unit informational posters). Progress reports are provided to families twice a year measuring student progress in the 4 domains and their pro-social skills. Each domain is broken into "Can-Do" descriptors associated with each specific WIDA ACCESS level (e.g. WIDA 1 Listening: Student is able to follow one-step directions with visual support).

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Harrington, welcoming and engaging all students begins when the first bell rings. Teachers and other staff greet students as they enter the building. Classroom teachers welcome each student by name as they enter their classrooms. Teachers continue to foster their classroom community after the bell in a variety of ways. One kindergarten teacher explains that she explicitly teaches social emotional skills as well as embedding them into academic instruction. Children check in each day at Morning Meeting and are provided opportunities to share how they are feeling. When they, or an adult, notices a student is dysregulated, teachers prompt children to check in with their body, and notice if they are ready for learning. Children are taught to access a range of strategies that they can access to help them reset. We feel that when children feel empowered to take care of their own bodies and emotions, they feel safe and respected.

All staff members are involved in helping students manage their academic work as well as their emotions. Our Recess-Lunch teachers join classes for Morning Meeting, support individual students academically and socially, and provide support during recess and lunch as students practice prosocial skills. All staff members also give out 'HAWKS' sighting cards to students who are displaying behaviors that our school values. When students are Honest, Accepting, Working hard, being Kind, and Safe they are acknowledged through a HAWKS sighting which is read aloud at our bi-monthly all school assembly or hung on a bulletin board in a common hallway. Valuing these character traits in our students leads to an environment where everyone feels seen and valued.

Our school culture is strengthened by the work we do "behind the scenes" as a staff, spending our time together as a faculty engaging in a mix of work and play. A typical afternoon together for professional development or staff meetings includes time to socialize & enjoy a quick snack, a community activity that allows us time to get to know one another and form positive connections, as well as the equally important work of addressing more typical staff meeting agenda items. The importance of time spent building community among staff is reflected in the importance placed in the classroom during community times like Morning Meeting. All of this work is evident in the positive, collaborative atmosphere at Harrington, in which all students and staff are essential members of our community.

2. Engaging Families and Community:

Harrington is a true community that works collaboratively at all levels. Our Parent Teacher Association (PTA) plays a significant role in connecting families to their kids' school experiences. Arts Created Together (ACT) is one example of their work that brings engineers, scientists, and historians from our community to the Harrington campus to engage with students and explore their studies in meaningful ways. Big Backyard, another hands-on program, allows students to explore the natural environment with walks and hikes throughout the year. These walks involve community members and parents as hike leaders. As school diversity grows, so have the PTA's programs. New programs have been created that engage a broad range of families and celebrate the many cultures represented in our school, such as International Night and International Parent Orientation.

Another integral part of our community engagement is through our music program. Every grade level presents a concert, which brings together our entire community. These concerts highlight the music learning that takes place in music class and also requires students to work as a team to present a cohesive concert. Audience members are always invited to learn a song and sing with our students.

Families and staff members also communicate via social media and classroom websites. Many Harrington faculty members are active on Twitter and use this platform to give parents/community members a glimpse into Harrington classrooms and community events. Students can also submit posts themselves that display what they are proud of at Harrington.

The school community also comes together for bi-monthly All-School Meetings at Harrington. During

these meetings, classes create an engaging presentation on one of our school's HAWKS acronym words (H for Honesty, A for Acceptance, W for Work, K for Kindness, and S for Self-control) so that students can see these behaviors and character traits modeled by students of all ages.

Another unique way Harrington involves family members is through a back to school night held at the beginning of the year. On this night, Harrington teachers give parents a window into their child's school experience. Teachers utilize authentic teaching strategies to guide parents through interactive learning activities. Teachers focus on communicating how students engage with these activities in the classroom, giving parents a "real-classroom" experience. This Back to School Night format builds trust, leading to mutual understanding and stronger relationships between families and our staff.

Inviting parents, families, and community members into our school on a regular basis is a priority at Harrington. We know that our community is filled with valuable and diverse knowledge that we want our students to have frequent access to.

3. Professional Development:

"Rather than give in to the helplessness we feel to stop racism and our collective, civic hemorrhage, every institution must examine its own role in perpetuating (inadvertently and advertently) racist thinking and policies. We can't truly create equal opportunities for all until our institutions take specific actions to end that thinking and those policies. And ground zero for an equitable, non-racist society is the K-12 classroom." - Rick Wormeli, Let's Talk about Racism in Schools, Nov. 2016

This quote has been the foundation of our in school professional development for the past year. As a staff we worked together to learn about the different types of racism, deepen our understanding of microaggressions, and reflect on how our own identities affect our interactions inside and out of the classroom. Additionally, the work of improving cultural awareness among faculty and staff increases trust and improves communication. This work helps foster a healthy and safe learning environment for students of all races, ethnicities, genders, and cultural backgrounds.

In addition to our diversity and inclusion professional development series, staff members attend a variety of PD on other important topics. Harrington is committed to providing a professional learning and development program that is collaborative, embedded in daily practice, and responsive to reflection and data analysis. This model builds and expands upon the wealth of knowledge and experience our practitioners have, and maintains a targeted focus on each student's academic, social, and emotional growth and development. For example, we invite staff developers from Teachers College at Columbia University to come to Harrington for a few weeks per year to continue to build teacher's knowledge and understanding of teaching reading, writing, and word study. Harrington teachers use this time to study fresh, new methodologies for our literacy instruction.

Another, unique professional development Harrington educators attend is Lexington Learns Together. On this day, over 1,000 Lexington educators participate in a conference-style day of learning, where educator expertise and choice is the centerpiece. All classes are proposed and led by Lexington faculty and staff and each participant chooses their own schedule for the day. By both creating and selecting the learning that is most relevant, educators personalize their professional learning and benefit from a schedule that is tailored to their immediate needs.

Harrington staff members are fortunate to attend regular professional development facilitated by both professionals from around the country and staff members from across the hall, and most recently we have added theater to our professional development experience.

4. School Leadership:

The central leadership structure at the school comprises the Principal, the Assistant Principal and the Evaluation Team Supervisor (ETS). This leadership structure helps to reinforce our focus on the importance of the inclusion model at the school, with administrative representation from the Special

Education department at the building level and at the district level.

The overarching philosophy of the school's leadership assumes that every student can be successful, and as educators we owe every child the very best we have to offer as far as academic instruction, social emotional support and resources. The principal reinforces this philosophy by keeping it at the forefront of conversations with all stakeholders. This happens at faculty meetings, data team meetings, individual parent meetings, School Site Council meetings, PTA meetings, and as part of supervision and evaluation.

The Principal sets the tone with a clear mission and goals for the school, while embracing innovative ideas that may provide differentiated learning opportunities. Examples of this are Project Based Learning and music therapy integrated with social-emotional learning.

The Principal and Assistant Principal at Harrington, along with Literacy and Math Coaches, emphasize the importance of consistently assessing curriculum, working with district K-5 curriculum coordinators as part of regular curriculum reviews. This reflection on content and pedagogy allows us to revisit what and how our educators are teaching to achieve optimal results. In turn, by highlighting the significance of reflection and adjustment to content, many teachers naturally do the same at their grade levels or Professional Learning Communities.

Every educator and member of our school community needs to be celebrated and the principal strives to share the leadership with all faculty. A shared model of leadership is an overarching priority for the Principal. The belief is that every teacher has a unique gift to share with the school community, and s/he should have a chance to shine brightly. The Principal and Assistant Principal are always seeking ways to highlight the strengths of each educator and ensure that all voices are heard. A recent example of this was, with support and facilitation by the Principal, a group of teachers were given the opportunity to present to the District Administrative Council on the inclusion practices happening in their classrooms. Although none of the presenting teachers had presented in this setting before, faculty members were able to take the risk in a safe environment, and celebrated for doing so. The belief is that if our teachers are able to do this, they will provide similar opportunities to students in their classrooms.

A strong emphasis on growth mindset, child-centered decision making and empowering educators creates a welcoming environment at Harrington, setting the stage for all students to succeed and thrive.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Collaboration is the hallmark of any effective school, but at Harrington Elementary School we believe what sets us apart from the rest is that we are uniquely collegial. As a community of learners, we build school spirit and unity by continuously engaging and reflecting on ways we can improve the experiences of our students. Diversity, equity, and inclusion has been the primary focus of our work, and we learn together by taking courses or through deep engagement with our professional learning communities. It is not uncommon to find two dozen or so of our staff members out together on a Saturday night at the Huntington Theater Company or another venue, perhaps catching a performance of *The Niceties*, to explore racial divides in America and how those fault lines manifest themselves in our daily work as educators.

At Harrington Elementary School, we collaborate on everything! In fact, we collaborated as a staff to collectively determine the one practice that we identify as being the most instrumental to student success. Here at Harrington Elementary School, we have a firm commitment to collaboration that is systemically supported and encouraged by leadership and among our colleagues. As one staff member wrote when asked for input around this question, “No one person can make a difference, but we consistently collaborate in our building and that makes all the difference.”

Another unique feature of the Harrington community is the way our faculty and staff interact with one another on a human level. Our strong commitment to connecting on a personal level has helped us build trusting relationships with colleagues. Those connections create a foundation of respect and a belief and investment in one another’s success that allows us to dive deeper when we are sharing classroom experiences, making instructional decisions, and addressing school-wide challenges. Harrington educators lead by example, and we believe our level of commitment to one another sends a strong message to our students and families. As one staff member put it, “Even when a teacher is in need, I have found everyone else rallying around him/her, and I believe the students can sense they learn in a very caring environment, which can contribute to having a high academic outcome.” Our collaborative teaching practices are rooted in the relationships we foster. We believe that these connections add depth and meaning to the teaching and learning that happens at Harrington Elementary, making our school a special place to work, learn, and grow.