



**Silver Hill Elementary School**

**2020-2021**

**SCHOOL IMPROVEMENT PLAN**

**TITLE I SCHOOLWIDE PROGRAM PLAN**

**Mary Ellen Lucas - PRINCIPAL**

**Brendon Parker - ASSISTANT PRINCIPAL**

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### **SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES**

**Silver Hill Elementary School  
School Improvement Council    2019-2020**

**Chairperson:**

Mary Ellen Lucas

**Co-chair:**

Brendon Parker - Assistant Principal

**Recording Secretary:**

Jessica Todd - Literacy Coach

**Teachers:**

Daniela Murphy - Grade 4 teacher

Kevin Murphy - Physical Education

Allison Donnelly - School Adjustment Counselor

Sara Langlais Sanchez - Principal clerk

**Parents:**

Thomas Rochenski

Carrie Fajvan

Andrea Barman

**Community Representatives:**

Joanna Dix - Haverhill Education Coalition

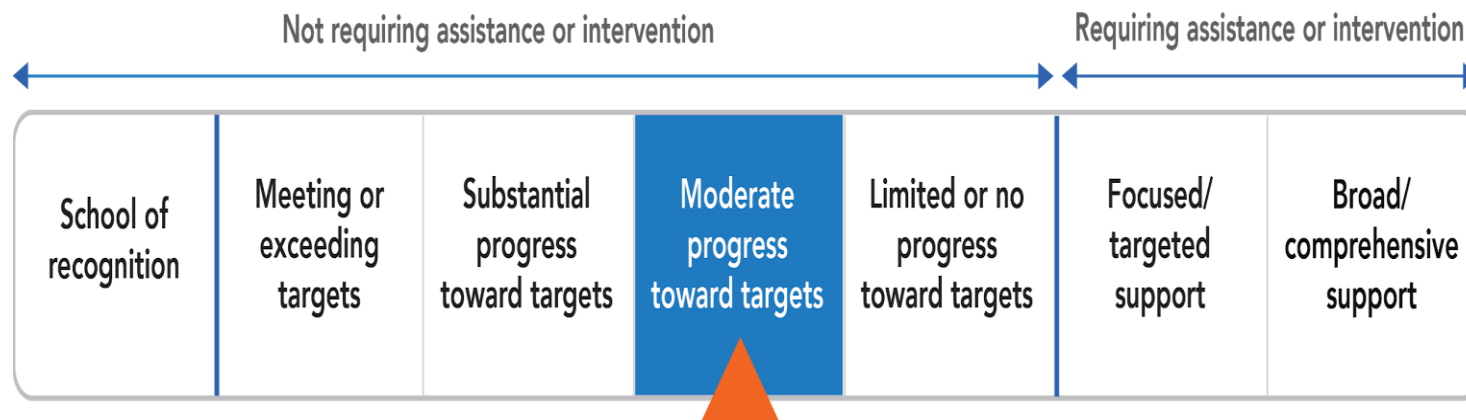
John Butler - retired HPS Principal

**School Narrative:**

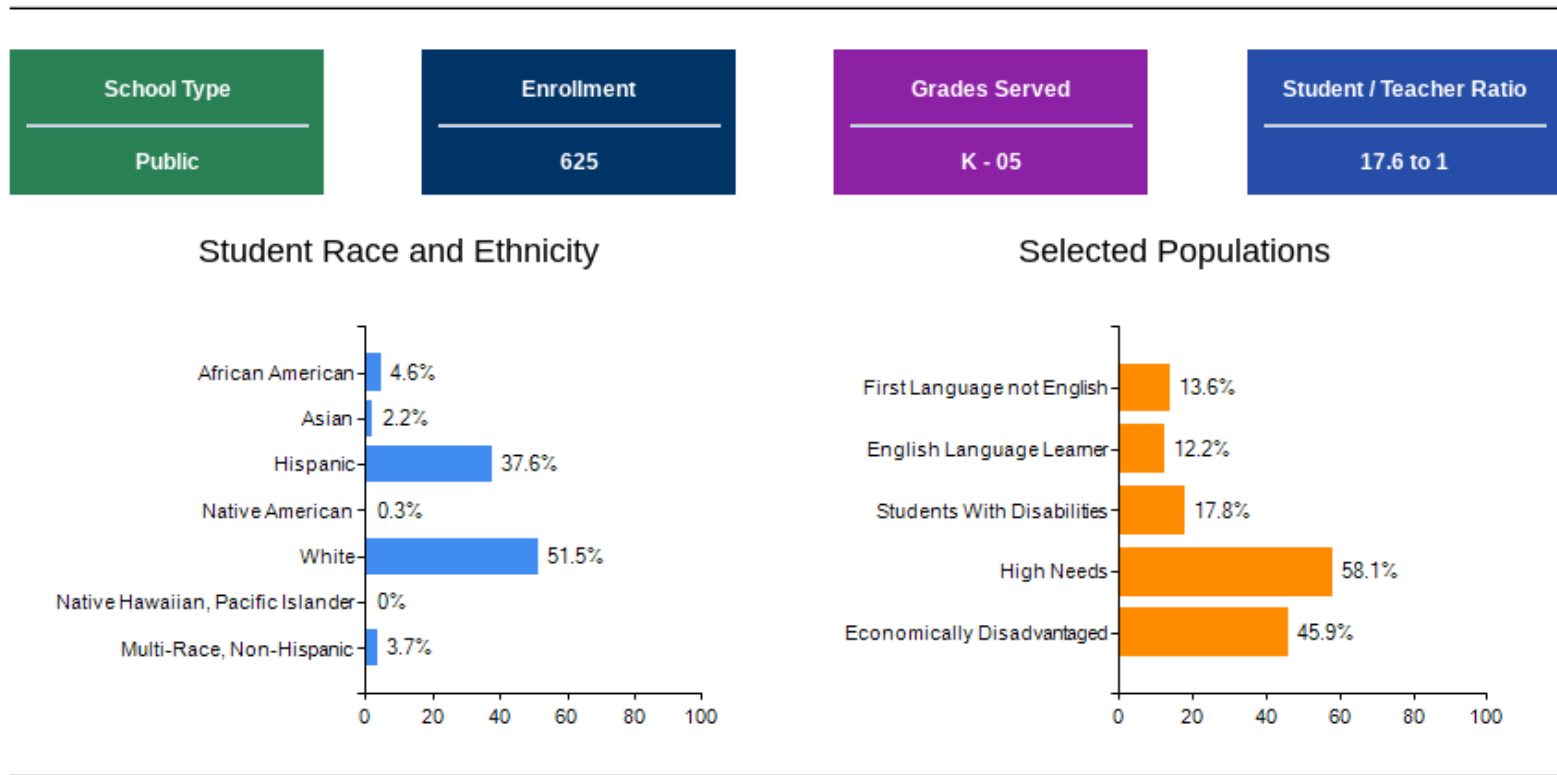
The Silver Hill Elementary School is located in Haverhill, Ma. During the 2018-2019 school year, Silver Hill School serviced 625 students in grades K-5 with a student to teacher ratio of 17.6:1. The student population is diverse as is

evidenced in the tables below. The Silver Hill Elementary School prides itself in creating a community feeling amongst staff, students, families and the community. Setting the bar high for all students and helping them to achieve their own personal goals is something each stakeholder in Silver Hill School works tirelessly for. Silver Hill Elementary School was converted back to a public school from a charter school for the 2018-2019 school year. Currently, Silver Hill Elementary School is making moderate progress towards targets and is classified as: Not Requiring Assistance or Intervention.

### 2019 Accountability Classification



### Silver Hill Elementary School - General Information regarding student population:



**Silver Hill Elementary Vision, Mission, and Theory of Action Statements:**

<b>SCHOOL VISION</b>
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<p><u>(written by students)</u></p> <p>The mission of Silver Hill is to educate, inspire, challenge and nurture all students (US). Our thriving learning environment (classroom &amp; school) helps us build and develop higher academic skills, a stronger sense of citizenship and more positive character traits.</p>
<p><b>SCHOOL MISSION STATEMENT</b></p>
<p>The Mission of Silver Hill Elementary School is to be a thriving learning environment that educates, inspires, challenges and nurtures the minds and well-being of our diverse population of children Kindergarten through Grade 5; where all children achieve at their optimum academic level and develop positive citizenship and character. Silver Hill supports the growth of the Whole Child and the continuous improvement of the teachers in collaboration with the families of Silver Hill and the Haverhill community.</p>
<p><b>OVERARCHING OR THEMATIC GOAL</b></p>
<p>Development of a high functioning Professional and Student Learning Community by strengthening collaboration, reflective teaching and learning, and effective stakeholder communication and engagement in order to ensure higher levels of success in learning for all students.</p>
<p><b>THEORY OF ACTION</b></p>
<p>If the Silver Hill Elementary School creates high functioning staff and student teams that work together to strengthen the instruction and implementation of multi-tiered systems of academic and social/emotional support, then the Silver Hill Elementary School will have instructional systems in place that support and raise student and staff achievement as well as self-esteem.</p>
<p><b>STRATEGIC OBJECTIVES</b></p>

- To provide direct writing instruction to grades K-5 with Professional Development for staff
- To provide grades K-3 with systematic and engaging Tier 1 reading instruction with ongoing progress monitoring to target students that require further tier 2 and 3 intervention services
- To provide a Social Emotional Learning curriculum to students and professional development to staff in grades K-5
- To foster a cycle of continuous instructional improvement through the use of data, collaboration and instructional support
- To provide grade level instruction and exposure to open response and long composition to all students in grades 3-5
- To increase our ESL instruction to include programs for newcomers who are now placed at neighborhood schools
- To provide direct math and reading intervention in grades 3-5 for those scoring less than proficient on MCAS assessment
- To incorporate Universal Design Learning into classroom lessons and provide professional development for staff

### **A: SCHOOL IMPROVEMENT PLAN COMPONENTS**

(as required by MGL Ch. 69, sect. 1I and MGL Ch. 71, Sect. 59c)

#### **A. Class Size -**

- Serves 625 students in grades K-5
- Student to teacher ratios - 17.6:1 student to teacher ratio (all)
- Ratios of students to EL Staff - 25.3 :1
- Ratios of students to Special Education Staff: 7:1
- Ratio of students to Coaches/ Interventionist: 1 Reading Coach, 1 Title I Reading Interventionist, and 1 P/T Math Coach
- District initiative to reduce class size to improve student proficiency
- Utilizing co-teaching for Special Education and EL students
- Pull out small groups as needed

#### **B. Professional development for the school's staff**

- Utilizing 15 hours of district wide PD for staff on half days
- Offered UDL, Trauma Sensitive and SEL courses/ training

#### **C. Enhancement of parental/stakeholder involvement/engagement**

- School site-council involvement
- PTO involvement



- Weekly emails from Principal; Class Dojo or Remind App for communication between teachers and families
- Addition of part time Parent Liaison
- Parent volunteers for tutoring or classroom assistance
- Partnership with Jewish Coalition to train tutors and supply 1:1 tutoring for Reading in grades 1-3
- Partnership with Haverhill Promise to promote and increase reading in grades K-3
- Partnership with Community Action to provide resources for ELL students

**D. School safety, discipline, attendance**

- Initiated Social Emotional Learning (SEL) Program - Sanford Harmony school wide
- District wide Attendance awards and rewards
- Phone calls and home visits to help curb chronic absenteeism
- Haverhill Public Schools has adopted ALICE (Alert, Lockdown, Inform, Counter, Evacuate), a nationally recognized program. ALICE is a proactive set of responses to an active school intruder event which empowers individuals in crisis situations to be prepared to consider all options.

**E. Establishment of a school environment that is characterized by tolerance and respect for all groups**

- Initiated Social Emotional Learning (SEL) Program - Sanford Harmony ; including daily Community Circles and Buddy Up activities, Weekly and monthly lessons by teachers and School Adjustment counselors
- PBIS system in place - ROARS assemblies to recognize positive academics and behaviors 5 times per year

**F. Extracurricular activities**

- Grades 4 & 5: basketball clinic, ski club, track and cross country
- YMCA programs before and after school for grades K-5
- Title I tutoring for grades 1-4 after school
- Academic Bowl for Grade 5
- Student Council
- Band and Chorus

**G. Meeting the diverse learning needs of all students**

- Co-teaching across all grades as opposed to all pull-out services
- Increased integration of sub-separate students in academic courses
- PD offered to staff; on UDL, Trauma Based supports, and SEL
- Free breakfast and lunch for ALL

**H. Time on Learning**

- Based on DESE requirements, Silver Hill Elementary ensures that students are scheduled to receive a minimum of 900 hours of structured learning time for elementary school students. This correlates to  $900\text{hrs}/180\text{ days} = 5\text{ hours per day}$ . With a Start time of 9:00AM, a 30 minute lunch , and an end-time of 3:15, Silver Hill Elementary has approximately 5.75 hours per day of time on learning which is 1,035 hours of learning time per school year.

**B: TITLE-1 SCHOOL-WIDE PROGRAM REQUIRED COMPONENTS**

### **1. Needs Assessment:**

- After careful review of 2018-2019 DESE accountability data, MCAS student performance data, student growth data, results of internal benchmark assessments, the school leadership team has identified the following key school-wide reform issues that need to be addressed in our school improvement plan:

### **2. School-wide reform Strategies:**

- To provide direct writing instruction to grades K-5 with Professional training for staff
- To provide grades K-3 with systematic and engaging Tier 1 reading instruction with ongoing progress monitoring to target students that require further tier 2 and 3 intervention services. Based on the Fountas and Pinnell Benchmark Assessment System; 52% of students in K-3 require urgent intervention and 22% of students in K-3 require short term intervention.
- To ensure students become knowledgeable, responsible, caring and contributing members of society through evidence-based social and emotional learning from Kindergarten to grade 5 and to decrease the number of behavior referrals and suspensions.
- To provide common planning time weekly and extended time quarterly for staff to analyze data and determine next steps for student success
- To provide all students grades 3-5 exposure to and instruction on open response and long composition prompts
- To increase our ESL instruction to include programs for newcomers who are now placed at neighborhood schools
- To provide direct math and reading intervention in grades 3-5
- To incorporate Universal Design Learning into all classroom lessons and provide professional development for staff

### **3. Instruction by highly qualified professional staff :**

- Teachers in the HPS are offered numerous high quality professional development experiences to support continuous professional growth.

### **4. Professional development for teachers, support staff, and paraprofessionals:**

- Haverhill Public Schools believes in fostering professional growth by providing all staff with a variety of high quality professional development opportunities to improve student outcomes for all students.
- For the 2019-2020 school year, educators will have the opportunity to enroll in one course during their

contractual time to earn 15 PDPs. Educators will select the course from a Professional Development Course Catalogue. New teachers will complete an induction program for the first three years of teaching to meet the DESE requirements for a professional license.

- At the school level, Professional Development was provided for STMATH program and Sanford Harmony SEL program

#### **5. Implement strategies to attract high-quality and qualified teachers to high-needs schools.**

- The Haverhill Public Schools is an Equal Opportunity Employer and is in compliance with Federal regulations prohibiting discrimination in employment on the basis of race, color, religion, national origin, age, gender, gender identity or expression, sexual orientation, or disability.
- It is our goal that 100% of the teachers are appropriately certified. Outreach to prospective employees is conducted through the District HR Department and is accomplished through on-line advertising and inter-agency networking. In addition, a partnership exists between HPS and a number of institutes of higher education to support practicums/fellowships as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in a HPS induction and mentoring program. Teachers in the HPS are offered numerous high quality professional development experiences to support continuous professional growth.

#### **6.Strategies to increase parental involvement in student achievement**

- Offered training to work with Jewish Coalition to provide Reading Intervention for grades K-2
- Two Way Communication through Principal email and teacher notices
- Families informed of community and school events to support academic achievement for all students via emails, and parent notices
- Participation for families in various Title 1 nights throughout the school year with a focus on literacy, mathematics, and science.

#### **7. Strategies for assisting students in the transition to the next level**

- Kindergarten Open House and Screenings offered at school
- District wide Early Kindergarten registration
- Meet and Greet with Consentino Middle School staff for 5<sup>th</sup> graders in June. This includes a tour of the school provided by National Honor Society students.

**8. Steps to include teachers in decisions regarding the use of assessments:**

- Several Silver Hill staff members are a part of various teams to assist with creation and analysis of assessments used within the district. These teams include:
- CCIA; Curriculum, Culture, Instruction and Assessment Team at school level
- PBIS; Positive Behavior Interventions and Supports Team at school level
- Grade level PLC - Professional Learning Community teams at each grade level within the school
- Assessment Team - at the district level
- Curriculum Team Meetings - monthly at the district level
- Special Education Referral Team at the district level

**9. Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance**

- SST (Student Support Team) meetings, observations, and recommendations to assist teachers and provide more strategies for teaching struggling students.
- Title I after school tutoring program to provide additional math and/ or reading support to designated students performing in the lowest percentile of their classes based on combination of MCAS, Fountas and Pinnell Reading Assessments, District benchmark assessments, and teacher recommendations.
- Weekly Reading support provided from Jewish Coalition Tutor program
- Enrichment period provided daily to assist students with various math, reading, writing, and SEL needs
- Small pull out group enrichment opportunities with gym, art, and music teachers that provide additional interdisciplinary lessons utilizing their content expertise along with math or reading or writing needs. These teachers work closely with the Reading and Math coaches to provide a beneficial program to our struggling students.

**10. Coordinate and integrate federal, state, and local programs and services**

- Title I After School Tutoring Program for grades 1-4 to provide additional support in Reading, writing, and Math as determined by a combination of MCAS, Fountas and Pinnell Reading Assessments, District benchmark assessments, and teacher recommendations
- Title I Family Nights/ Events including math, reading, science and movie night. Parents are invited to take part in activities with their children and gain valuable resources and strategies to help their children as well.

### **C: HIGHLIGHTS/CHALLENGES at Silver Hill Elementary 2019-2020**

#### **Highlights:**

- Implemented a Tier 1 block for all students, strengthening differentiated instruction
- Implemented Letterland in K-2
- Implemented STEMScopes K-5
- Addition of a Literacy Coach
- Addition of School Adjustment Counselor

- Implemented SEL program
- Initiated monthly lessons in all classrooms by School Adjustment Counselors
- Increased integration of special education students into a mainstream classroom to promote a more inclusive school community
- Promoted engaging assemblies to promote character building for all students and staff

#### **Challenges:**

- SGP not consistent through grade levels or content areas
- Reading and Writing progress across all grade levels an area of concern
- Insufficient number of Reading Intervention staff to support student needs
- Minimal Teacher collaboration time to create more rigorous lessons
- Lack of Data Team to evaluate and utilize data to drive instruction more effectively
- Reduced math coach to part time
- Reduced Title I Reading Interventionist from 2 Full time interventionist to 1 Full time interventionist
- Increased student population by approximately 10%
- Increased social and emotional concerns for students

#### **D: SMART IMPROVEMENT GOALS**

Upon review of key issues impacting students' performance, the Silver Hill Elementary school has identified a # of strategic objectives to improve student success in the target areas. These objectives are supported by an action plan, to

provide a clear and targeted focus on high quality teaching and learning, teacher development, and student support interventions.

**Strategic Objectives:**

#1 - Use data to identify students in grades K-3 who are reading below benchmark and through engaging Literacy lessons and Interventions increase the number of students at the benchmark by 50%.

#2 - Provide targeted instruction to students in writing to improve MCAS scores in ELA so that all students show 3% growth and therefore increase the number meeting or exceeding expectations.

#3 - Provide curriculum and instruction that inspires and engages students in math to improve Math MCAS scores so that all students show 3% growth and therefore increase the number meeting or exceeding expectations.

#4 - Provide Students in grades K-5 with meaningful and engaging SEL instruction on a daily basis to help decrease the number of referrals and suspensions by 25% as well as increase the academic interests and levels of success for all.

#5 - Increase and expand parent/family communication and involvement in the school to eliminate or reduce barriers to greater family participation and effective family/child relations by offering 50% more opportunities for families, staff, and the community to work together.



## LITERACY GOAL

### STRATEGIC OBJECTIVE: Improve Student Reading

**SMART GOAL #1:** Use data to identify students in grades K-3 who are reading below benchmark and through engaging Literacy lessons and Interventions increase the number of students at the benchmark by 50%.

**DATA RATIONALE:** One of the most important predictors of graduating from high school is reading proficiently by the end of third grade. Research states that by the end of third grade, 74 percent of struggling readers will not catch up. Currently (2019-2020), 74% of students in k-3 fall below standards with 52% of students needing urgent intervention and 22% needing short term intervention. (Please see pie charts below in Appendix A)

(S)(A) STRATEGIC ACTION STEPS  SWBT... TWBT... AWBT...	WHO IS RESPONSIBLE	(M) (T) TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	(T) END OF YEAR TARGET	(R) TARGET BENCHMARKS  SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
TWBT: improve instructional practice through use of Letterland, reading mini lessons, writing in response to reading, use of guided reading groups, and support from Reading coach and interventionist(s).	Teachers  EL Teachers  Literacy Coach  Reading Interventionist  Administration	Fountas and Pinnell assessments completed three times per year during 2020 and 2021 school years   The cyclical process of administering and collecting data from District Assessments, Star and Letterland	by Jun 2021 - 50% more students reading at grade level based on Fountas and Pinnell Benchmark Assessment System.	TWBT: use Reading mini lessons, use Letterland, collaborate with support staff  SWBT: 50% more students will be reading at grade level	Lesson plans,  observations,  student work,  data from assessments

<p>TWBT: meet in PLCs with Literacy Coach to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.</p> <p>TWBT: use assessments to inform their teaching to meet the needs of each student, reflect and share best practices during their PLCs.</p> <p>SWBT: increase 1-2 instructional reading levels based on the Fountas and Pinnell Benchmark Assessment System</p> <p>AWBT: increase staffing to include a minimum of one Reading Coach, two Reading Interventionists (dedicated to grades</p>	District Curriculum Supervisor	through the 2020 and 2021 school years			expansion of classroom libraries
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<p>K-3) and four to six Title I Tutors (for all grades)</p> <p>AWBT: increase time for all staff to share expertise, and work collaboratively to improve teaching skills and the academic performance of all students.</p> <p>AWBT: collaborate with Literacy Coach and teachers to analyze various forms of data collected and implement data-informed decisions regarding teaching strategies</p>					
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## Writing SMART Goal

## STRATEGIC OBJECTIVE: Improve Student Achievement in Writing

**SMART GOAL #2:** Provide targeted instruction to students in writing to improve MCAS scores in ELA so that all students show 3% growth and therefore increase the number meeting or exceeding expectations.

**DATA RATIONALE:** Identified schoolwide need based on MCAS item analysis data, as well as school wide assessment data.

(S)(A) STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	(M) (T) TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	(T) END OF YEAR TARGET	(R ) TARGET BENCHMARKS  SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
TWBT: improve instructional practice in writing by implementing 2 column notes and daily practice in writing in response to reading  TWBT:	Literacy Coach  Teachers  Administration  District Curriculum Supervisor	Teachers will teach grade level mini lessons utilizing mentor texts and grade level books ongoing through June 2021	By June 2021, all students will demonstrate 3% growth in ELA as defined by the MCAS and district wide	TWBT teach writing mini lessons based on grade level standards daily by June 2021	Observation,  student work,  lesson plans  anchor charts  data collection of assessments given

<p>use a district determined rubric for responding to reading and use it to plan instruction based on data</p> <p>TWBT: meet in PLCs with Literacy Coach to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.</p> <p>TWBT: use assessments to inform their teaching to meet the needs of each student, reflect and share best practices during their PLCs.</p> <p>SWBT: engage in small group</p>			<p>assessments</p> <p>.</p>		
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<p>and partner work to expand their vocabulary and writing skills</p> <p>SWBT: improve writing skills as is indicated by score on district wide writing rubric and MCAS assessments</p> <p>AWBT: collaborate with Literacy Coach and teachers to analyze various forms of data collected and implement data-informed decisions regarding teaching strategies</p>					
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### Mathematics SMART Goal

**STRATEGIC OBJECTIVE: Improve Student Achievement in Mathematics**

**SMART GOAL #3:** Provide targeted instruction to students in math to improve MCAS scores in Math so that all students will show 3% growth and therefore increase the number meeting or exceeding expectations.

**DATA RATIONALE:** Identified schoolwide need based on MCAS item analysis data, as well as school wide assessments data.

<b>(S)(A)</b> STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	<b>(M) (T)</b> TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	<b>(T)</b> END OF YEAR TARGET	<b>( R )</b> TARGET BENCHMARK S	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
SWBT... TWBT...				SWBT... TWBT...	

<p>TWBT: improve instructional practice in math by implementing Envision math program and meeting with Math coach bi-weekly</p> <p>TWBT: meet weekly STMATH time suggestions and attend PD as provided.</p> <p>SWBT: improve mathematical skills as is indicated by score on district wide STAR assessments and MCAS assessments</p> <p>AWBT: increase</p>	<p>Math Coach</p> <p>Teachers</p> <p>Administration</p> <p>District Math Curriculum Supervisor</p>	<p>District Assessment: per the district assessment calendar through June 2021</p> <p>STMATH assessments: monitor syllabus progress as well as skill mastery weekly-ongoing through June 2021</p>	<p>By Jun 2021 - all students will demonstrate 3% growth in math as is defined by the MCAS and district wide assessments .</p>	<p>TWBT teach grade level standards daily utilizing whole class and small group instruction ongoing through June 2021</p>	<p>Observation, student work, lesson plans anchor charts data collection of assessments given</p>
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<p>collaboration time and PD for staff to work with Envisions Math program and STMATH program to improve instruction for all</p> <p>AWBT: collaborate with Math Coach and teachers to analyze various forms of data collected and implement data-informed decisions regarding teaching strategies</p>					
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### Social Emotional Learning SMART Goal

**STRATEGIC OBJECTIVE: Decrease number of behavior referrals**

**SMART GOAL #4:** Provide Students in grades K-5 with social and emotional instruction on a daily basis to help decrease the number of referrals and suspensions by 25% as well as increase the academic interests and levels of success for all.

**DATA RATIONALE:** Identified schoolwide need based on school-wide analysis of referral data.

(S)(A) STRATEGIC ACTION STEPS  SWBT... TWBT...	WHO IS RESPONSIBLE	(M) (T) TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	(T) END OF YEAR TARGET	(R) TARGET BENCHMARK S  SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
TWBT: improve SEL by implementing Sanford Harmony or similar program and collaborating with School Adjustment Counselors  TWBT:	Teachers  School Adjustment Counselors  Administration	SchoolBrains reports: monitor weekly looking for trends (days, times, students, grade levels, reporting teacher) - ongoing through June 2021	by Jun 2021 - 25% less students being referred for disciplinary concerns	TWBT teach grade level standards daily utilizing whole class and small group instruction ongoing though June 2021	Observation,  student work,  lesson plans  anchor charts  data collection of referrals

<p>implement PBIS for school wide social expectations throughout the year.</p> <p>SWBT: improve social skills as is indicated by lower number of referrals in SchoolBrains</p> <p>AWBT: increase collaboration time and PD for staff to work with Sanford Harmony or similar SEL program as well as PBIS</p> <p>AWBT: conduct At-Risk meetings with School Adjustment</p>		<p>PBIS assemblies held 5 times per year to honor students demonstrating expected behaviors</p> <p>PBIS weekly and monthly awards based on number of tickets earned per grade level</p> <p>At-Risk Meetings held weekly</p>			
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Counselors and behavior staff to analyze data and discuss best practices for high risk students					
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### Parent/ Family Communication and Engagement SMART Goal

**STRATEGIC OBJECTIVE:** Increase and expand parent/ family communication and engagement

**SMART GOAL #5:** Increase and expand parent/family communication and involvement in the school to eliminate or reduce barriers to greater family participation and effective family/child relations by offering 50% more opportunities for families, staff, and the community to work together.

**DATA RATIONALE:** Identified schoolwide need based on parent communications and survey results.

<b>(S)(A)</b> STRATEGIC ACTION STEPS  SWBT... TWBT...	WHO IS RESPONSIBLE	<b>(M) (T)</b> TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	<b>(T)</b> END OF YEAR TARGET	<b>(R)</b> TARGET BENCHMARK S  SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
TWBT: create and utilize Universal Design Learning style surveys to find students and parents/ families wants and needs for their student's success	All staff  Parents/ Families	Attendance at events and exit ticket surveys at conclusion of each event to analyze trends (days, times, students, grade levels,type of event) - ongoing through June 2021	by Jun 2021 - 50% more opportunities for parent/ family engagemen t and/ or involvement will be held	TWBT: utilize UDL style surveys to determine best approach to engaging and involving parents/ families - ongoing though June 2021	Increased Attendance at events by both parents/families and staff  Increase in positive feedback from parents/ families and staff

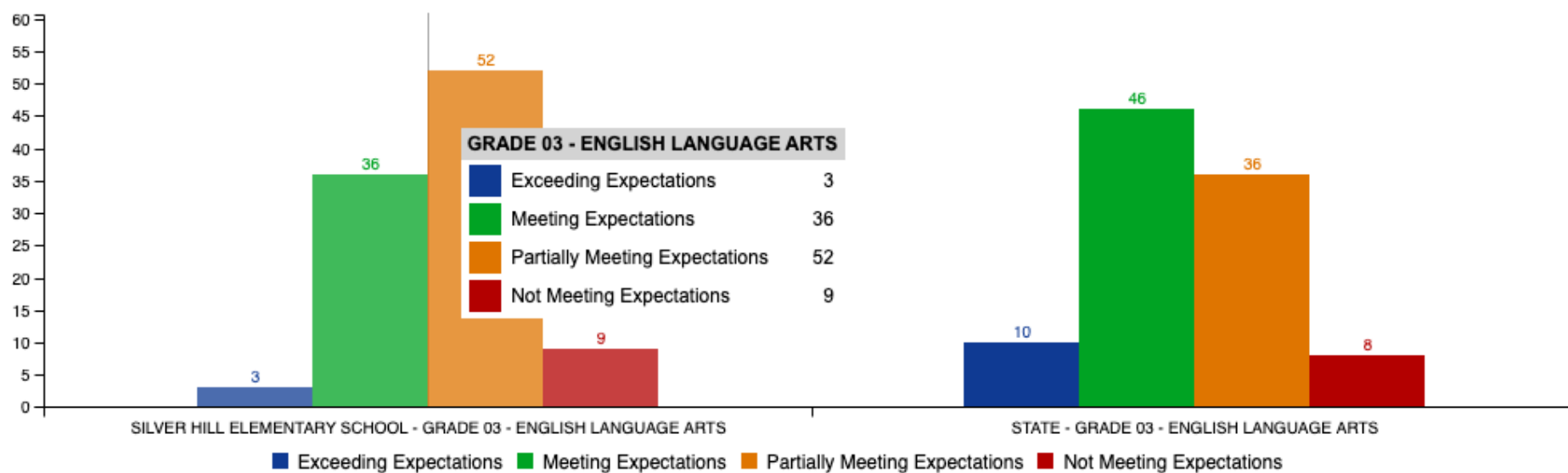
TWBT: attend minimum of 4 family events per year					
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### **Appendix A: DESE and School-Wide Data**

Next Generation MCAS Tests 2019 Percent of Students at Each Achievement Level for Silver Hill Elementary School **Data Last Updated on Sept. 24, 2019.**

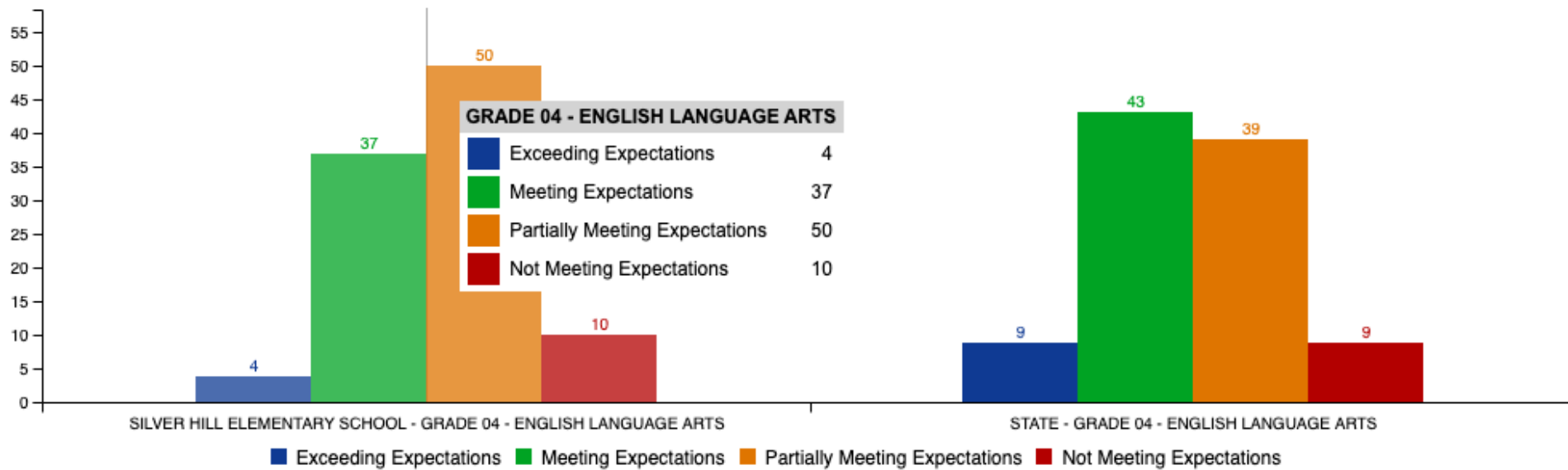
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	39	56	3	10	36	46	52	36	9	8	119	494.1	N/A	N/A	14
GRADE 03 - MATHEMATICS	38	49	2	9	36	40	45	38	17	13	119	491.8	N/A	N/A	22
GRADE 04 - ENGLISH LANGUAGE ARTS	40	52	4	9	37	43	50	39	10	9	136	495.2	44.4	134	25
GRADE 04 - MATHEMATICS	40	50	2	8	38	41	43	39	16	12	136	492.4	43.6	134	23
GRADE 05 - ENGLISH LANGUAGE ARTS	54	52	6	7	49	45	43	39	3	9	72	503.4	55.7	71	56
GRADE 05 - MATHEMATICS	56	48	3	6	53	43	40	42	4	10	72	500.7	48.9	71	55
GRADE 05 - SCIENCE	56	49	8	8	47	40	40	39	4	12	72	501.7	N/A	N/A	56
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	43	52	4	10	39	42	49	37	8	11	327	496.6	48.3	205	29
GRADES 03 - 08 - MATHEMATICS	43	49	2	9	41	40	43	39	14	12	327	494.0	45.5	205	29
GRADES 05 & 08 - SCIENCE	56	48	8	8	47	39	40	40	4	12	72	501.7	N/A	N/A	57

## MCAS Assessment Data - ELA (Smart Goal #1 and 2)

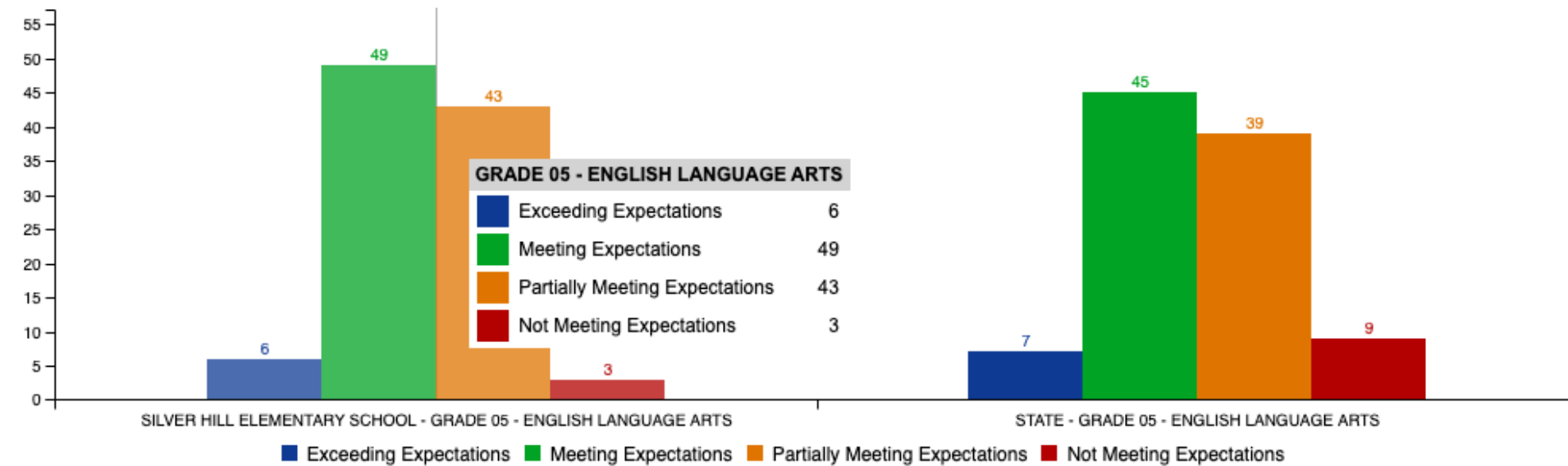




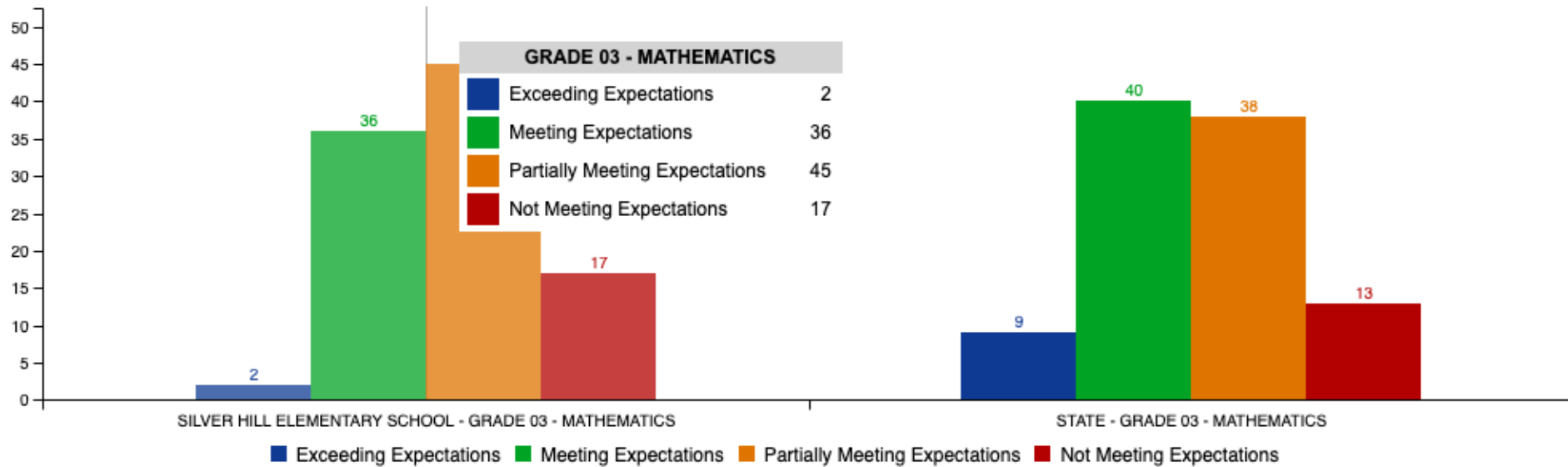
## MCAS Assessment Data - ELA (Smart Goal #1 and 2)

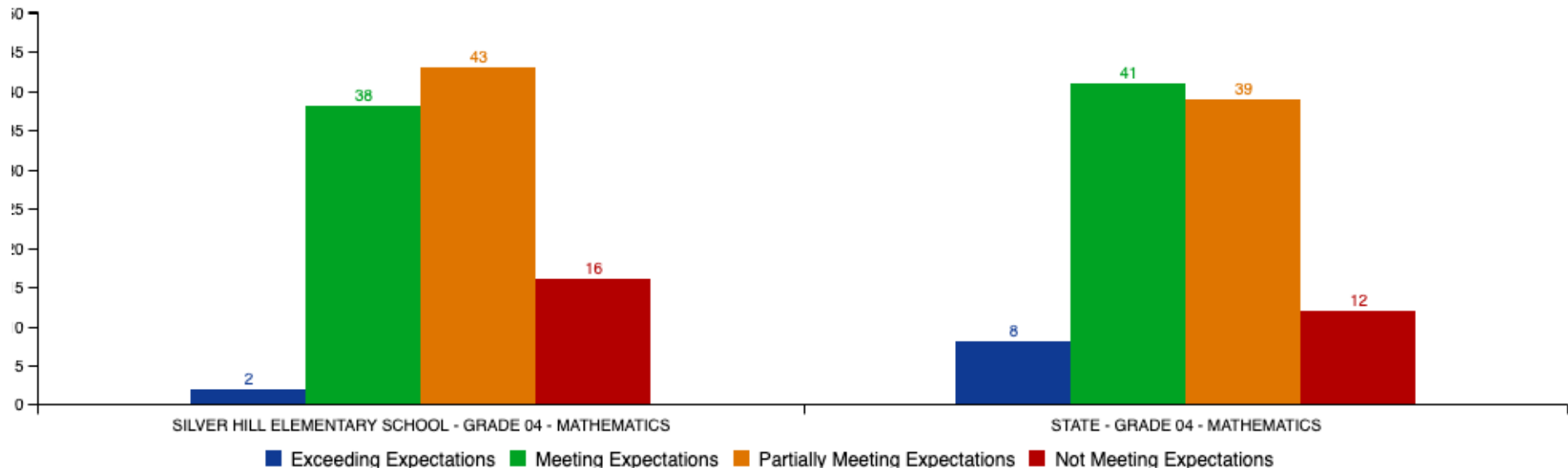


## MCAS Assessment Data - ELA (Smart Goal #1 and 2)

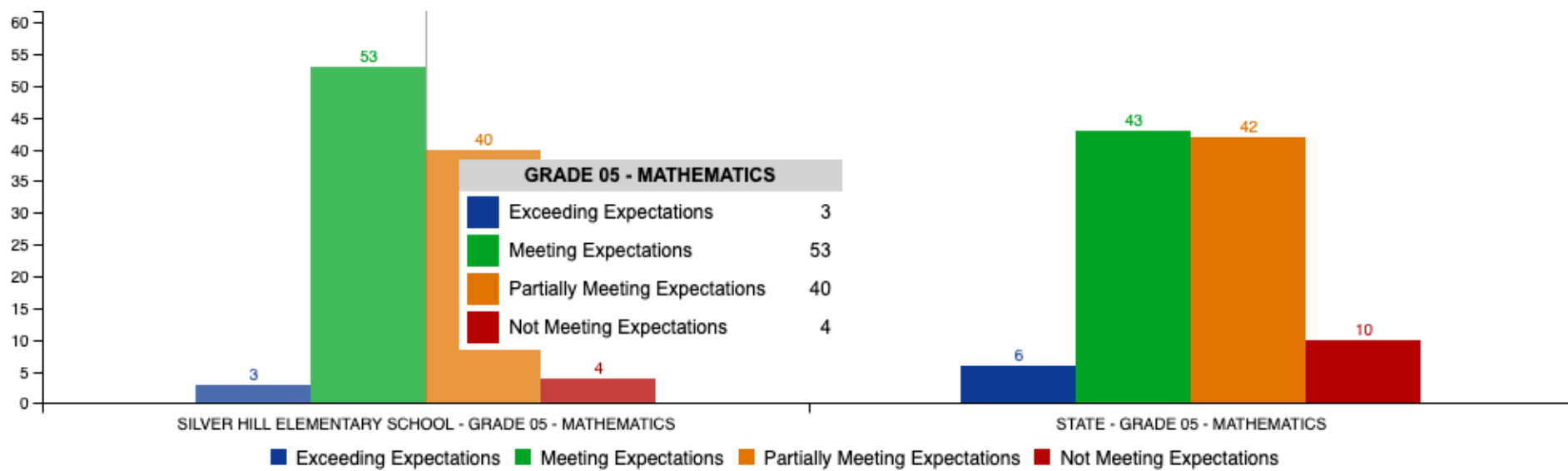


### MCAS Assessment Data - Math (Smart Goal #3)

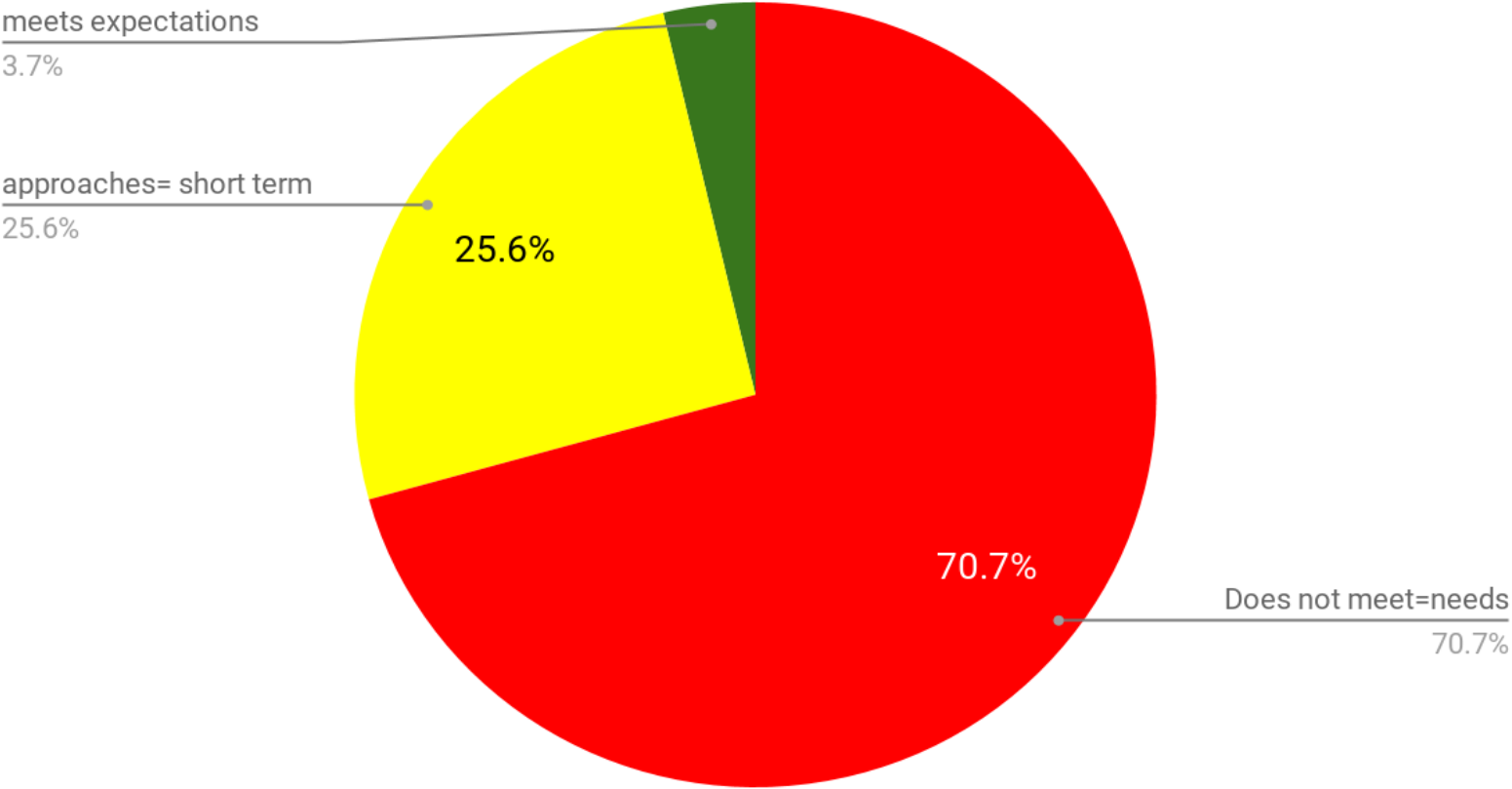




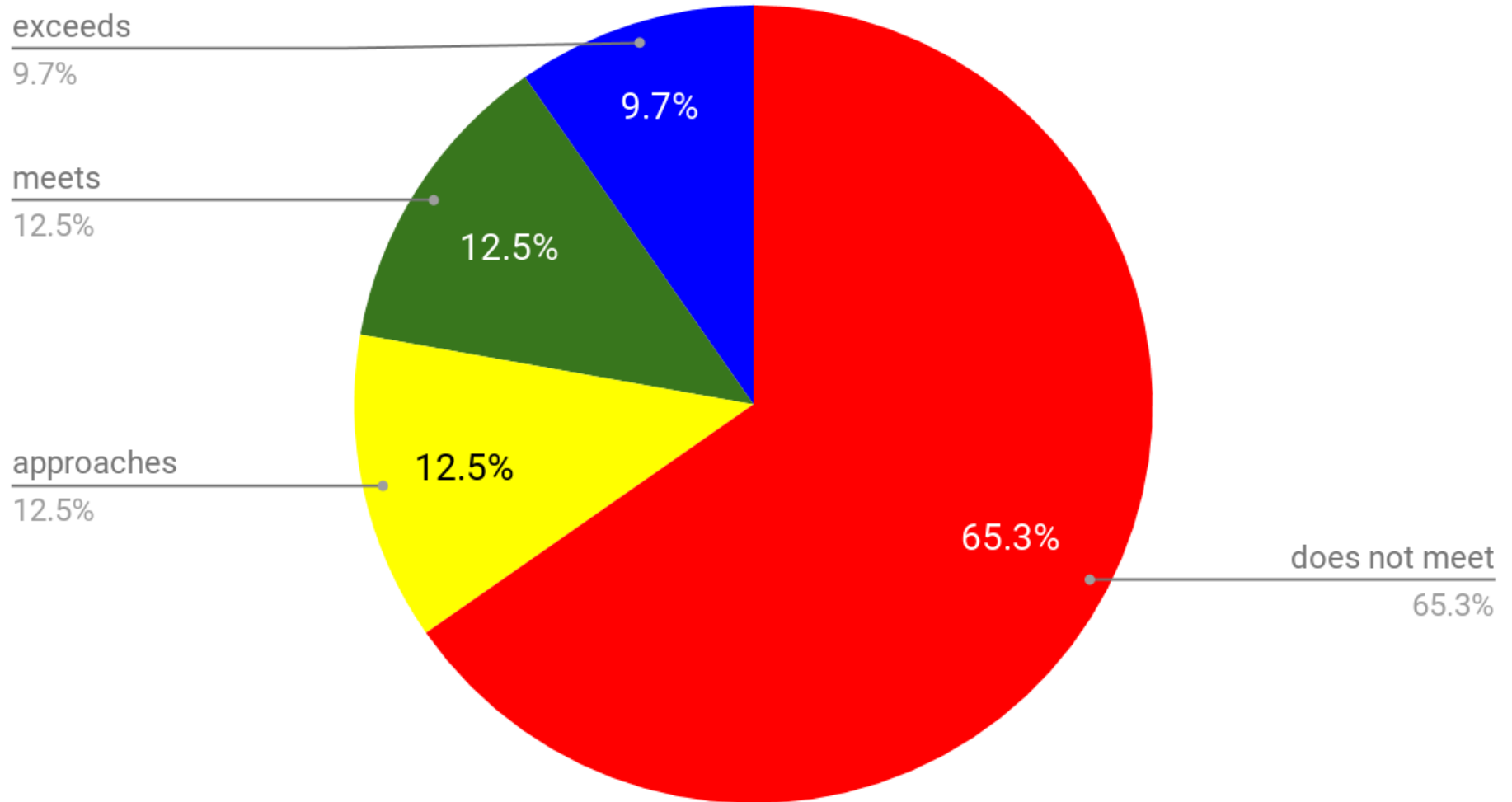
**MCAS Assessment Data - Math (Smart Goal #3)**



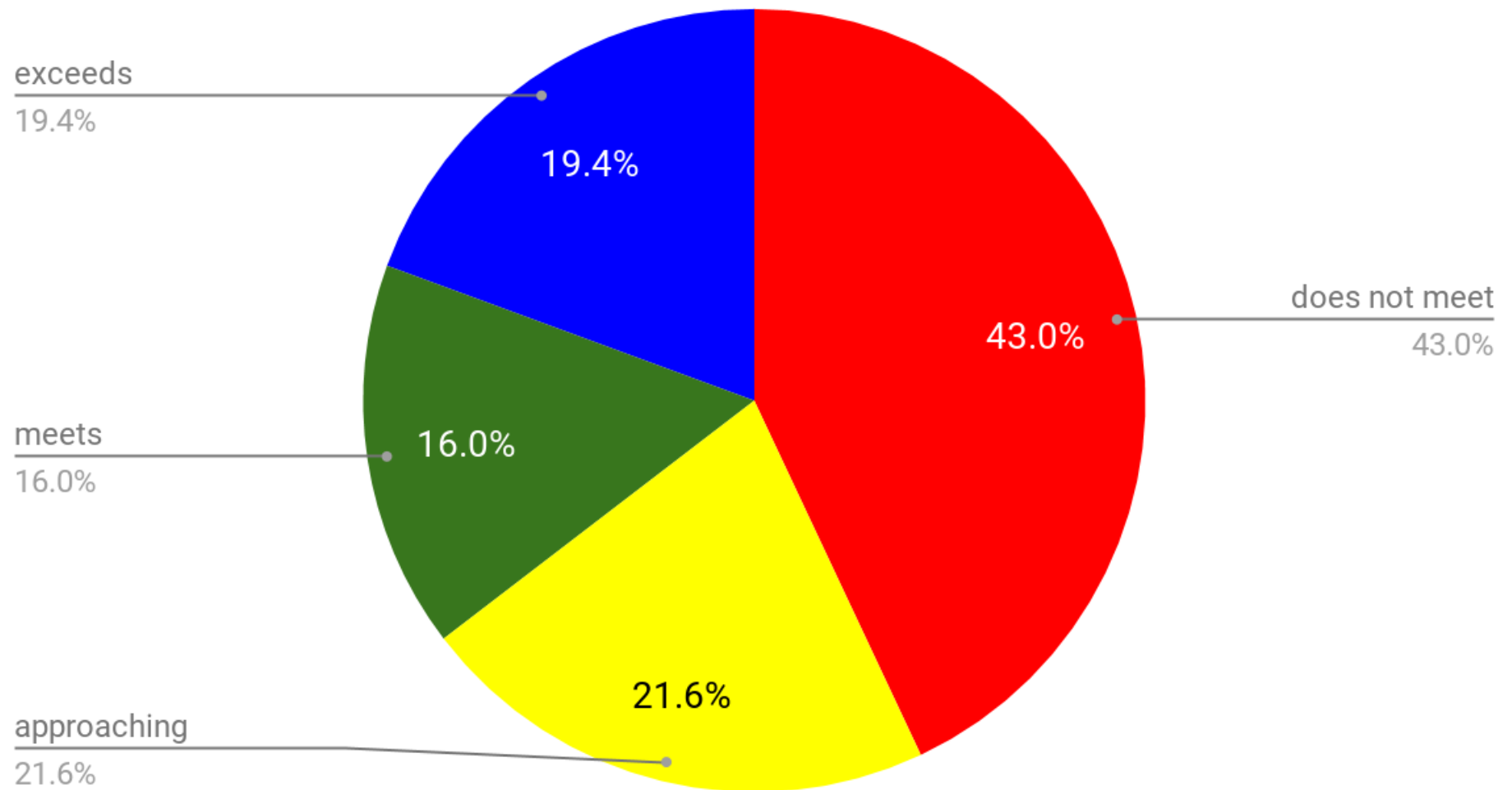
# Kindergarten Instructional Reading levels



## grade 1 instructional reading levels

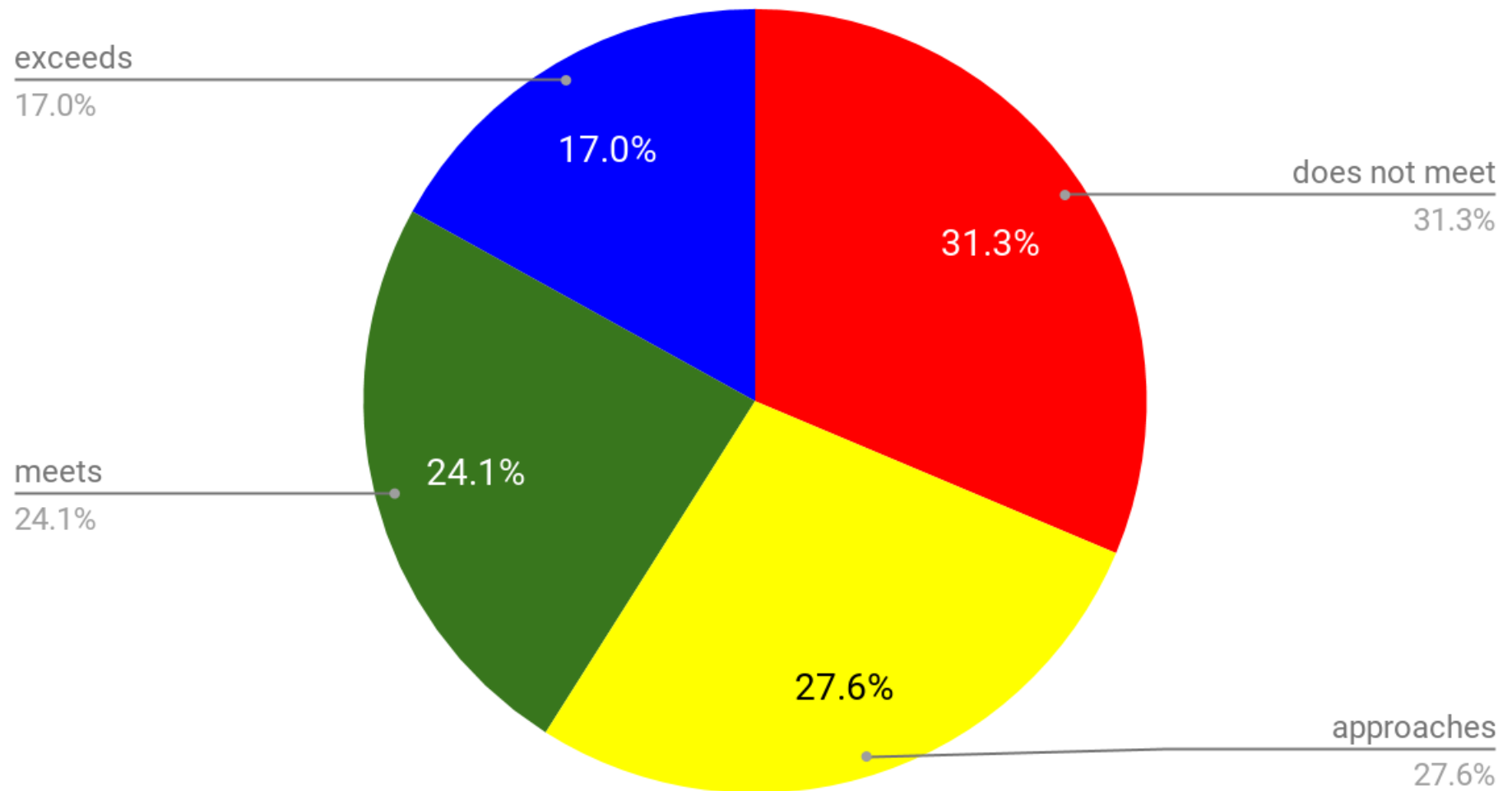


## grade 2

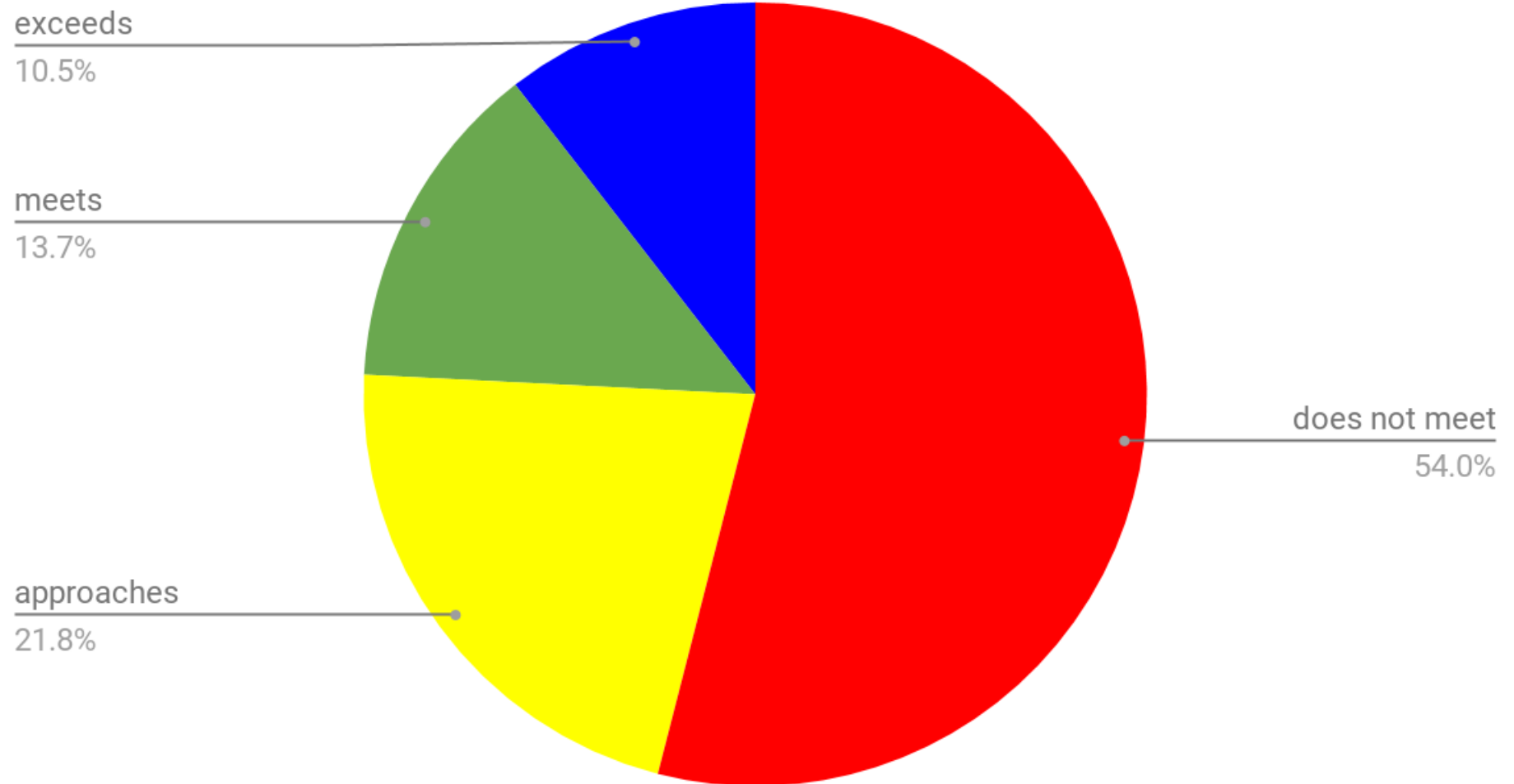




## Grade 3 Instructional Reading Level



## grade 4 Instructional Levels



k-2

Exceeds

10.0%

Meets

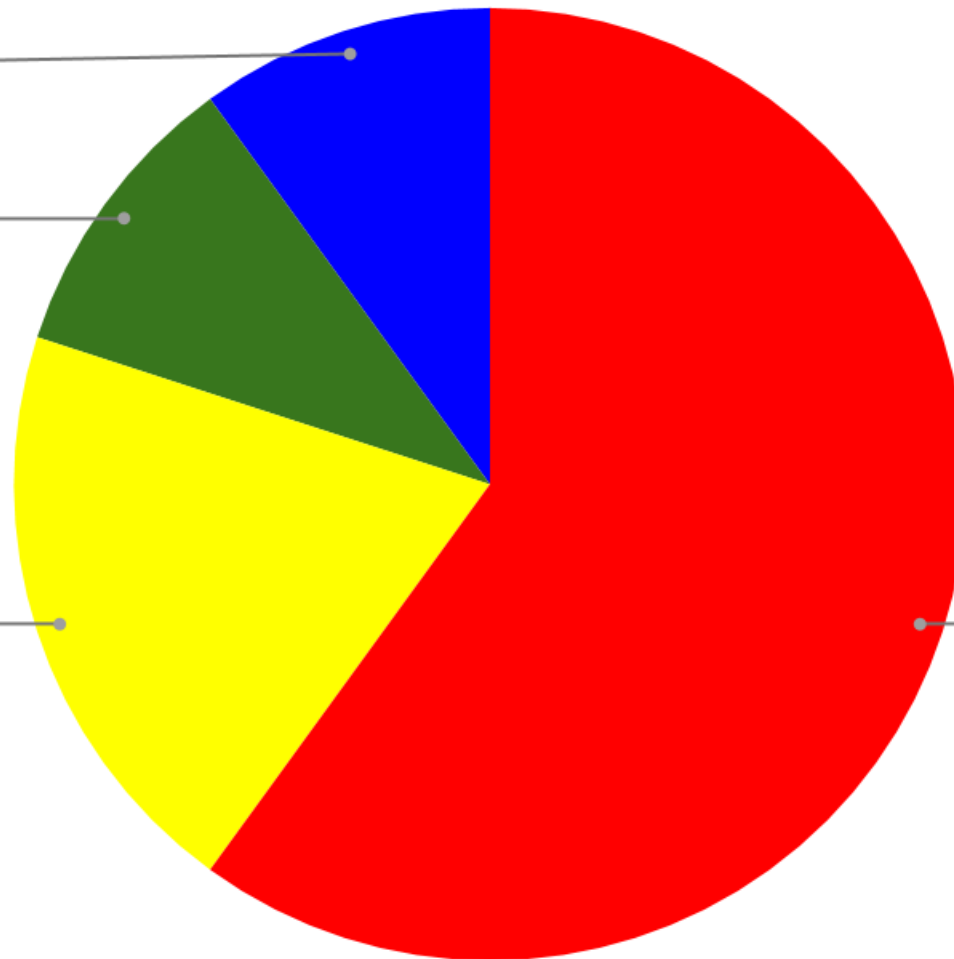
10.0%

Approaches

20.0%

Does not meet

60.0%



## K-3

exceeds

12.0%

meets

14.0%

Approches

22.0%

Does not meet

52.0%

