

Title I Supports are Highlighted in Yellow.

This memo and template were revised and updated from the DESE Planning for Success District Plan Overview Template.

School Improvement Plan components, as identified by legislative requirements, educator evaluation expectations, and effective planning practices, include the following:

- I. School Mission, Vision, Core Values
 - a. The school's **core values**
 - b. The school's **mission**
 - c. The school's **vision**
- II. Data analysis and theory of action for improvement
 - a. **Data analysis** of student achievement and gaps between student groups in core subjects
 - b. The district's **theory of action** for improvement
- III. Strategic Objectives and Initiatives
 - a. **Strategic objectives** for improvement (3 to 5 recommended, to support focus)
 - b. The **strategic initiatives** that will achieve these objectives
 - c. The **professional development** that will support each initiative
 - d. **Teacher induction** and **mentoring activities** that support successful implementation
- IV. Outcomes
 - a. Performance benchmarks—**interim and final outcomes**—and processes for evaluating initiative effectiveness

The *Planning for Success* template that follows was used by a diverse set of pilot districts and well received by those districts. The template contains all elements required of a district plan, with the exception of a section that presents the district's data analysis. This straightforward and concise format is designed to make the plan as accessible as possible to all community members and support the plan's use as a living document.

Silver Hill Elementary School, Haverhill: School Improvement Plan 2022-2023

School Mission, Vision, Core Values
<i>Mission</i>
<p style="text-align: center;">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. 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>
<i>Vision</i>
<p>All students will find academic success at our school. We will make this possible through differentiated instruction, collaborative work, inclusive practices, and continuous analysis of multiple sources of data. We will design instruction to meet the needs of each student. We recognize and value the importance of long-range planning in becoming a fully inclusive school environment.</p>
<i>Core Values</i>
<ol style="list-style-type: none"> 1. We believe a shared responsibility between students, staff, parents and community is essential to ensure that each child reaches his/her potential. 2. We believe continuous communication between home, school and community is necessary for the development of the student. 3. We believe in providing opportunities for all students to develop problem-solving and critical thinking skills. 4. We believe respect and recognition of the unique qualities and learning styles of children enhance success. 5. We believe a safe, nurturing environment is necessary for student learning. 6. We believe students are more successful when they accept responsibility for their actions and for their learning. 7. We believe in providing opportunities which encourage the use of a variety of activities, technologies, and materials. 8. We believe every child must acquire the skills, attitudes and understandings that will enable him/her to be a positive, contributing member of our rapidly changing society. 9. We believe all students can learn, and we will establish high standards for achievement that we expect from all students.

School Narrative

The Silver Hill Elementary School is located in Haverhill, Ma. During the 2021-2022 school year, Silver Hill School serviced 530 students in grades K-5 with a student to teacher ratio of 1:19. 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. Currently, Silver Hill Elementary School is making moderate progress towards targets and is classified as: Not Requiring Assistance or Intervention.

Enrollment Data:

Enrollment by Race/Ethnicity (2021-22)

Race	% of School	% of District	% of State
African American	6.6	5.3	9.3
Asian	3.7	1.8	7.2
Hispanic	45.5	42.7	23.1
Native American	0.2	0.2	0.2
White	40.8	47.5	55.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	3.3	2.4	4.3

Enrollment by Gender (2021-22)

	School	District	State
Female	261	3,689	442,763
Male	256	4,044	467,772
Non-Binary	0	5	994
Total	517	7,738	911,529

Enrollment by Grade (2021-22)

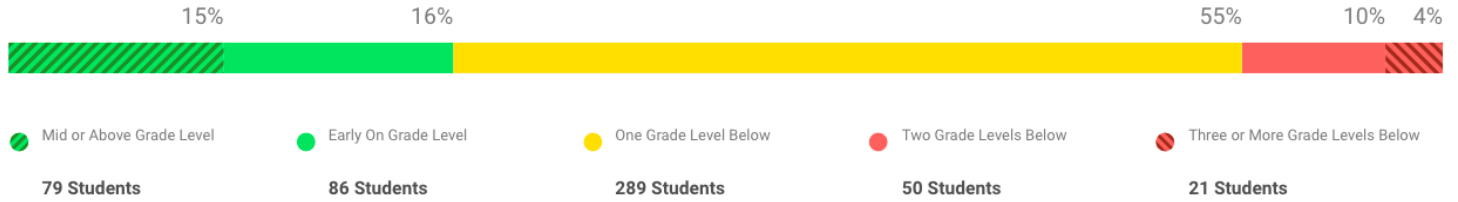
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	209	530	539	570	604	644	648	628	696	692	623	501	417	402	35	7,738
Silver Hill Elementary School	0	91	80	74	81	106	85	0	0	0	0	0	0	0	0	517

Math:

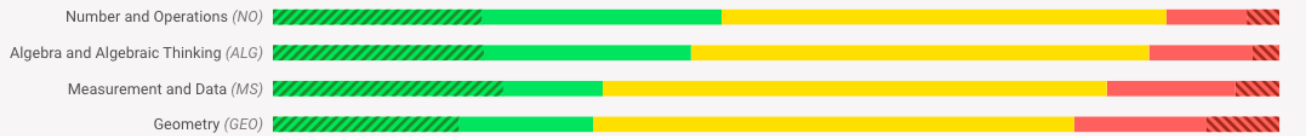
Winter 2022 Diagnostic Results:

Overall Placement

Students Assessed/Total: 525/529



Placement by Domain

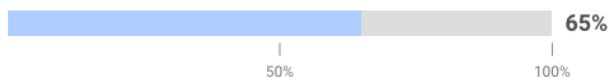


Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Total Students
Grade K	20%	16%	64%	0%	0%	91/92
Grade 1	12%	12%	69%	7%	0%	84/84
Grade 2	12%	22%	50%	16%	0%	74/74
Grade 3	10%	16%	50%	17%	6%	86/88
Grade 4	15%	13%	50%	10%	12%	105/106
Grade 5	20%	20%	48%	8%	4%	85/85

Diagnostic Growth (Fall to Winter):

Students Assessed/Total: **508/529**

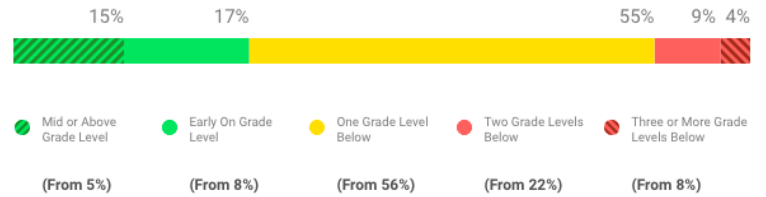
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 65%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

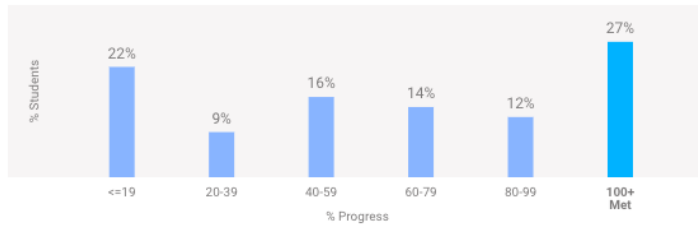
[Learn More About Growth](#)

Current Placement Distribution

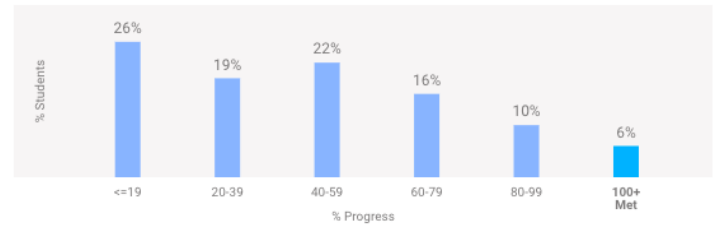


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®

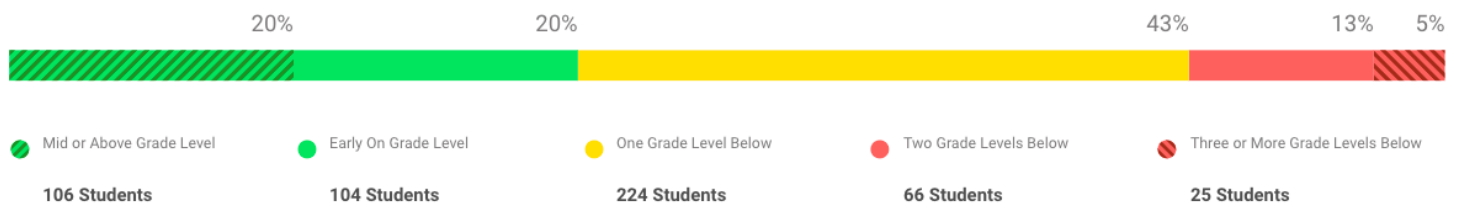


Literacy:

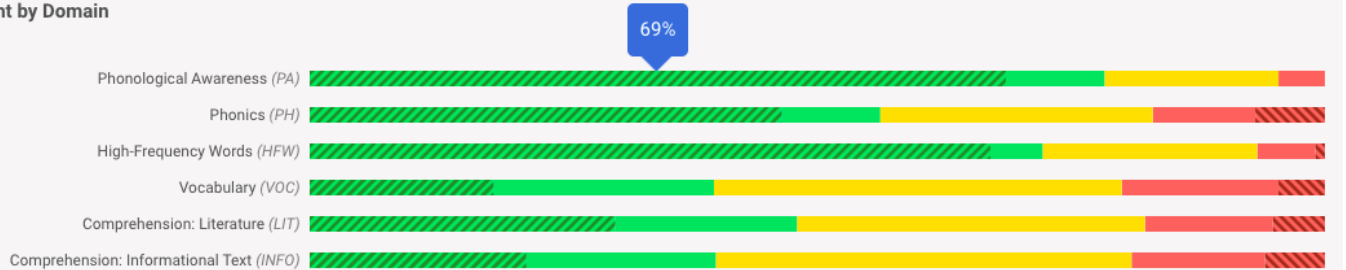
Winter 2022 Diagnostic Results:

Overall Placement

Students Assessed/Total: 525/529



Placement by Domain

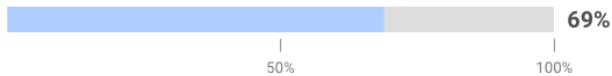


Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Total Students
Grade K	11%	36%	53%	0%	0%	91/92
Grade 1	17%	12%	63%	8%	0%	84/84
Grade 2	16%	16%	35%	32%	0%	74/74
Grade 3	31%	21%	23%	18%	7%	87/88
Grade 4	20%	13%	46%	9%	13%	104/106
Grade 5	26%	21%	34%	12%	7%	85/85

Diagnostic Growth (Fall to Winter):

Students Assessed/Total: 510/529

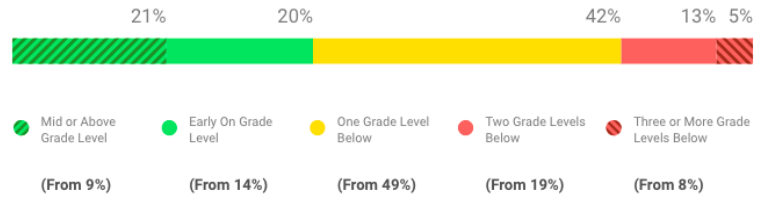
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

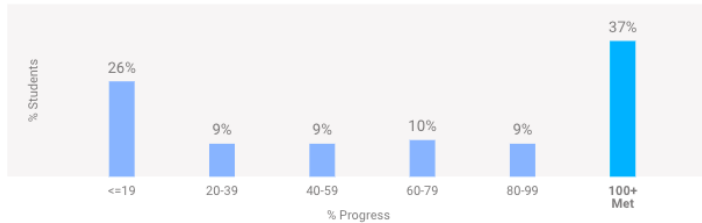
[Learn More About Growth](#) 

Current Placement Distribution

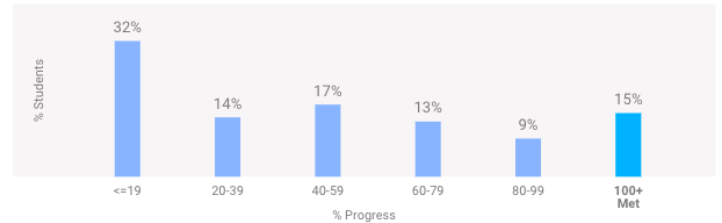


 [The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Silver Hill's theory of action for improvement

We want to increase our achievement in math and reading ensuring that all subgroups and grade levels achieve 50% typical growth by mid-year and 100% typical growth by end of the year as measured by i-Ready diagnostic.

We believe that by developing a model for team collaboration, coaching, and grade level data meetings, we will build continuity and capacity and enable staff to work together to better meet the needs of all students.

Strategic Objectives and Initiatives

1. Improve Student Literacy

Silver Hill will continue to implement and grow the balanced Literacy/Workshop Model - implemented through Literacy Coaching. the use of i-Ready assessment and F&P Benchmark Data to guide instruction, create RTI for grades K-2

- Improve instructional practice through Readers' workshop model while implementing Letterland phonics program, mini lessons, writing in response to reading, use of guided reading groups, Interactive read alouds with support from instructional coach and interventionist(s).
- Teachers will meet in PLCs with Literacy Coach to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.
- Teachers and coaches will collaborate to focus on comprehension through the use of higher order thinking questions.
- *Use assessments to inform instruction to meet the needs of each student, reflect and share best practices during their PLCs.*
- *Increase staffing to include a minimum of one Instructional Coach, three Reading Interventionists (dedicated to grades K-3) and four Title I Tutors (grades 3-5)*
- Collaborate with Literacy Coach and teachers to analyze various forms of data collected and implement data-informed decisions regarding teaching strategies.
- Increase time for all staff to share expertise, and work collaboratively to improve teaching skills and the academic performance of all students.
- Use Literacy coaches/coordinators to support implementation and identify educators who demonstrate strong practice in implementation.
- F&P Benchmarks along with i-Ready diagnostic used to monitor progress and inform instruction, Benchmarking occurs a minimum of three times during the school year.

Outcomes

1. Instructional coaches will provide professional development, and implement full coaching cycles by October.

2. All staff will be implementing the Balanced Literacy model within the first few weeks of school.
3. All students in grades 1-5 will be assessed and placed in guiding reading groups by October.
4. Guided reading instruction will start by October for grades K-5 and by January in Kindergarten.

2. School Safety, discipline, attendance, culture.

Continue to leverage the ROARS program to create Positive Behavior Interventions and Supports, in order to further develop and maintain a safe and positive learning environment.

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.

- Continue Social Emotional Learning (SEL) Program - Sanford Harmony school wide; including daily Community Circles and Buddy Up activities, Weekly and monthly lessons by teachers and School Adjustment counselors.
- Establish a school wide positive behavior recognition program utilizing ROAR technology tickets through PBIS.
- District wide Attendance awards and rewards.
- Establish data collection procedure to monitor and improve tactics and strategy- By November 2022.
- **Title I Parental Involvement Activities** will support, educate the community on school initiatives to create a successful and safe school.
- Parent coaching will support parents and guardians in reducing their feelings of being overwhelmed and/or stressed by utilizing strengths based philosophy, research based methods and scientifically proven principles and theories.
- 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.
- All staff will participate in a year long partnership with Equity Imperative with the goal of learning through modules, group discussions, videos, to illuminate inequities, practice strategies to navigate system-wide change.

Outcomes

1. School Adjustment Counselors will provide support to classroom teachers to ensure Sanford Harmony curriculum and activities are performed daily in class by October.
2. PBIS
3. Silver Hill will continue to participate in district wide as well as local and state attendance initiatives.
4. Provide Title 1 evening yearly to inform parents what Title 1 is and have events, programs and activities posted on the school website.
5. Silver Hill will have all staff who work at the Silver Hill school location to be certified through the online ALICE Training Module by October.

3. Improve Mathematics Achievement

To continue to implement the guided math model - implemented through Mathematics Coaching, the use of i-Ready assessment, enVisions, and ST Math data to guide instruction.

- Improve instructional practice through use of enVisions, ST Math, and DICE Problem Solving, use of guided math groups, and support from the instructional coach.
- Meet in PLCs with the mathematics coach to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.
- Use assessments to inform their teaching to meet the needs of each student, reflect and share best practices during their PLCs.
- Increase staffing to include a minimum of one math coach, two mathematics interventionists (dedicated to grades K-3) and four Title I tutors (grades 3-5)
- Collaborate with the mathematics coach and teachers to analyze various forms of data collected and implement data-informed decisions regarding teaching strategies.
- Increase time for all staff to share expertise, and work collaboratively to improve teaching skills and the academic performance of all students.
- Use the mathematics coach to support implementation and identify educators who demonstrate strong practice in implementation.

Use i-Ready diagnostic data, enVisions, ST Math, and priority standards benchmark data to monitor progress and inform instruction. i-Ready and benchmarking to occur three times during the school year.

Outcomes
<ol style="list-style-type: none">1. Mathematics coach will coach and provide professional development, with full schedules for coaching developed and working by October.2. All staff will implement the guided mathematics model.3. All staff will use enVisions resources for Tier 1 instruction, and ST Math and i-Ready for interventions.4. All staff will give priority standard benchmarks 3 times per year.

Title 1 – Supports in SIP.

Literacy interventionist, title 1 after school tutoring, parent coaching