Silver Hill Elementary School
SCHOOL IMPROVEMENT PLAN
2023-2025

Donna Martin, Principal
Maureen Gray, Assistant Principal

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SITE COUNCIL MEMBERS, ROLES, SIGNATURES

CHAIRPERSON:
Donna Martin, Principal

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TEACHERS:
Eugenia al-Ziab, Special Education Teacher

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NAME AND ADDRESS/CITY
James Salerno, 26 Village Woods Road Haverhill MA 01832

Nathan Hartwell

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Joanna Dix

Susan Samaha

VISION, MISSION STATEMENT, CORE VALUES, STRATEGIC OBJECTIVES

SCHOOL VISION

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.

SCHOOL MISSION STATEMENT

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.

CORE VALUES

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.

STRATEGIC OBJECTIVES

1. **Improve Student Literacy**
2. **Improve Mathematics Achievement**
3. **Meet the Needs of Diverse Learners, including special education students and multi-language learners.**
4. **Increase Parent/Caregiver Engagement**

STRATEGIC OBJECTIVE: Improve Student Literacy

GOAL 1: On an annual basis, evaluated in June, the number of students reading at grade level will increase by 10% based on iReady Reading.

GOAL 2: On an annual basis, evaluated in June, the number of students in grades 3-4 scoring proficient on MCAS ELA will increase annually by 5%.

Action Step *What steps must be taken to achieve this goal?*	Benchmark *What will be accomplished to support the action step?*	Time Frame *When will this step be taken?*	Person(s) Responsible *Who is responsible and accountable for taking this action step?*	Materials/ PD/ Staffing Needed *What support and resources are needed to implement this action step?*	Evidence *How will we assess that we have met this action step?*
K-2 staff will continue to use the Heggerty phonemic awareness program paired with Letterland lessons for 40 minutes each morning	K-2 staff will continue to receive support on the Heggerty phonemic awareness program Time in the master schedule will be allotted for Heggerty	Ongoing June - August	- K-2 Staff - ELA Curriculum Supervisor - Literacy Coach - Administration - ILT	- Heggerty program materials - PD	Classroom observations iReady data The master schedule
Staff will use i-Ready and other student data to form targeted intervention/ strategy reading groups for both classroom centers and for the 30 minute WIN block.	Staff will use Common Planning Time (PLCs and Data Days) to look at data and plan for targeted intervention	Ongoing	- ELA staff - Administration - Literacy coach - Reading interventionists	- iReady resources - iReady crosswalks	- Classroom observations - Intervention schedule
The Literacy Coach will have continuous coaching cycles throughout the year with all teachers. All teachers with 3 or fewer years of experience will participate in at least 2 coaching cycles per year.	A schedule of coaching cycles for the year will be created.	Ongoing	- Literacy coach - ELA teachers - Administration	- Meeting time with the Literacy coach / classroom coverage when needed	Coaching cycle calendar Classroom observations Pre and post data conversations with Literacy coach and teachers
Students will complete the	K-4 ELA staff will provide	Ongoing	- K-4 staff	- iReady program	iReady reports

targeted weekly number of minutes in i-Ready reading. Based on student level, teachers will work with students to pass a certain amount of lessons each week.	students with 30-45 minutes weekly to work on their pathway		- K-4 students	- iReady pathways - Schedule	Classroom observation
Decodable books will be incorporated into literacy lessons in grades K-2.	Literacy coach will support the teachers with incorporating these books into their lessons.	Ongoing	Literacy coach K-2 classroom teachers Interventionists	Decodable books	Classroom observations Improved i-Ready scores in phonics
Staff will incorporate writing across all subject/ content areas. Students will be writing every day.	Coach will support the teachers during PLCs with incorporating writing into their lessons across the content areas.	Ongoing	Curriculum coaches Classroom teachers Interventionists	Curriculum Maps	Classroom observations Looking at Student Work

STRATEGIC OBJECTIVE: Improve Student Achievement in Mathematics

GOAL 1: On an annual basis, as measured in June, the number of students performing at grade level will increase by 10% based on iReady Math. Additionally, the number of students performing two or more levels below grade level will decrease by 10% annually.

GOAL 2: On an annual basis, as measured in June, the number of students in grades 3-4 scoring proficient on MCAS Math will increase annually by 10%. Also, the number of students scoring "not meeting expectations" will decrease by 5% annually.

Action Step *What steps must be taken to achieve this goal?*	Benchmark *What will be accomplished to support the action step?*	Time Frame *When will this step be taken?*	Person(s) Responsible *Who is responsible and accountable for taking this action step?*	Materials/ PD/ Staffing Needed *What support and resources are needed to implement this action step?*	Evidence *How will we assess that we have met this action step?*
Students will complete the weekly number of puzzles (K/1: 40 puzzles, Gr. 2-4: 60 puzzles). Our school goal is to reach 80% syllabus progress in ST Math. There should be two lessons passed in iReady mathematics per week.	Math staff will provide students with 30-45 minutes weekly to work on their iReady pathway and will develop a weekly routine of reviewing student lesson alerts, lesson time-on-task and percent of lessons passed. Math staff will monitor and respond when students need additional support with lessons (domain shutoffs). Students will be provided time for ST Math puzzle completion.	Ongoing	- K-4 staff - Mathematics coach - Administration	- iReady program - iReady pathways - ST Math program	iReady reports ST Math reports
Staff will use i-Ready and other student data to form targeted intervention/ strategy mathematics groups for both classroom centers and for the 30 minute WIN block.	Staff will use Common Planning Time (PLCs and Data Days) to look at data and plan for targeted intervention The master schedule will reflect the WIN block.	Ongoing June-August	- Mathematics staff - Administration - Mathematics coach - Math interventionists	- iReady resources - iReady crosswalks	- Classroom observations - Intervention schedule

Teachers will administer common assessments K-4 next year (taking the place of iReady Standards Mastery/ K&1 benchmark assessments) using our new resource, EM2.	Common assessments scheduled by Math coach. Math coach will support teachers with pre-assessments	Ongoing	- Mathematics coach - K-4 classroom teachers	- Meet and plan in PLCs	- Looking at Student Work in PLCs - Tracking achievement
The Mathematics Coach will have continuous coaching cycles throughout the year with all teachers. All teachers with 3 or fewer years of experience will participate in at least 2 coaching cycles per year.	A schedule of coaching cycles for the year will be created.	Ongoing	- Mathematics coach - Mathematics teachers - Administration	- Meeting time with the Mathematics coach / classroom coverage when needed	Coaching cycle calendar Classroom observations Pre and post data conversations with Mathematics coach and teachers

STRATEGIC OBJECTIVE: Meet the needs of diverse learners, including special education students and multi-language learners.

GOAL 1: Increase/maximize the use of the DCAP and access to rigorous Tier 1 and Tier 2 instruction and interventions, resulting in an increase in IST completions with fewer referrals to special education annually by June.

GOAL 2: Provide targeted SEL opportunities for all students, decreasing the number of behavioral referrals and suspensions by 25% annually by June.

| Action Step
What steps must be taken to achieve this goal? | Benchmark
What will be accomplished to support the action step? | Time Frame
When will this step be taken? | Person(s) Responsible
Who is responsible and accountable for taking this action step? | Materials/ PD/ Staffing Needed
What support and resources are needed to implement this action step? | Evidence
How will we assess that we have met this action step? |
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| Strengthen the Instructional Support Team (IST) process | Define the roles and responsibilities of IST members; have a variety of interventions available to offer students at Tiers 1 and 2 | Fall | - Administrators
- Instructional Coaches
- Special Education teachers
- ETF | Common Planning Time PD on the DCAP for all teachers
Pre-Referral Intervention Manual (PRIM) | Instructional staff understand the roles and responsibilities |
| Continue to implement the Equity Imperative | Provide district-wide PD for staff | Ongoing | - District Administrators
- Building Administrators
- Curriculum Supervisors | - District curriculum PD time
- Outside partners and resources | All staff are trained |
| Ensure that SEI strategies are consistently utilized in all classrooms | - SEI Strategies PD / Review | Ongoing | - ILT
- Administration
- ML Teachers | - PD Time | Classroom observations |
| Continue to leverage the ROARS program to create Positive Behavior Interventions and Supports, in order to create a more trauma-sensitive learning environment. | -Expand the Tier 1 Teaching Matrix to Include Trauma-Informed Competencies

-Provide staff with trauma-informed coaching/training | Fall

Ongoing | -PBIS Team

-Trauma trained staff | -PBIS meeting time

-District curriculum PD time/Staff meetings | -New PBIS matrix

-Google form attendance sheet |

	-Implement school-wide staff/student mentoring program	Fall-ongoing	-PBIS Team/School Staff	-PBIS planning time -SEL block included in daily/weekly schedule	Master schedule
Set up PAL Center/ utilize SSC and IST to proactively address behavioral concerns	Create a schedule for PAL Center availability Inform staff of the objectives of the PAL Center	Ongoing	- Administration - Head of Counselors - SSC - IST - Adjustment counselors	- Planning time with Head of Counselors	- Schedule created - Data about PAL Center utilization
Provide Students in grades K-4 with regular social and emotional instruction.	Include time in the Master Schedule for SEL Instruction Create scope and sequence / lessons using the PATH curriculum	June-August Summer 2023 and Ongoing	- Administration - Adjustment counselors - Teachers	- Summer curriculum work - Staff meeting time	- Complete scope and sequence - Anecdotal data regarding SEL lessons

STRATEGIC OBJECTIVE: Increase Parent/Caregiver Engagement

GOAL 1: Decrease chronic absenteeism by 20% annually by June.

GOAL 2: Improve communication and family engagement by at least 20% annually by June, based on pre and post surveys.

Action Step _What steps must be taken to achieve this goal?_	Benchmark _What will be accomplished to support the action step?_	Time Frame _When will this step be taken?_	Person(s) Responsible _Who is responsible and accountable for taking this action step?_	Materials/ PD/ Staffing Needed _What support and resources are needed to implement this action step?_	Evidence _How will we assess that we have met this action step?_
Host Title I family nights	Hold a minimum of three Title I family nights	Ongoing	- Administration - Title I Coordinator(s) - Silver Hill staff	Title I budget	At least three family events being held
Host at least one family engagement activity off campus.	Planning meeting in September to determine date/location of the event	Fall or Spring	- Administration - Title I Coordinator(s) - Silver Hill staff	Title I budget	Event was held
Work to include families in school-based decision making, i.e. School Site Council, PTO, etc.	- Implement an informational night for families for programs offered at Silver Hill - Provide start of year information at K playdates, Open House, Curriculum Nights	Fall	- Administration - Family Liaison - PTO members	Title I budget (to provide food)	Informational night occurred Additional families involved with Site Council, PTO, etc.
Set up a formal process to track attendance with an attendance team	Create a one-page document with attendance procedures for staff Establish a set attendance team	June - Summer September	- Administration - Current attendance team - Administration - STARS team	Attendance data from Schoolbrains and the Supervisor of Attendance	Completed document Sign in sheet for training

	Train staff on attendance policies	September	- Administration - Attendance team		
	Meet bi-weekly with attendance team	Ongoing			
Administer a parent/caregiver survey 2 times per year-September and June	Create a survey	Sept. 2023	- Administration - ILT - Student Support Coordinator		Completed survey
	Send survey to students and parents twice a year	Sept. 2023 June 2024	- Administration		
Ensure timely and consistent communication from Administrators to families regarding their students	- Positive survey feedback	Ongoing	-Administration	- Data recorded in the Communications tab in Schoolbrains - Use of School Messenger and Remind	- Family survey