

| Tilton Lower & Upper Schools |
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**School Improvement Plan**

**2022-2023**

Site Council Members

Erin Mackay Principal

Lindsey Chastney Assistant Principal, Tilton Lower

Steven McDonough Assistant Principal, Tilton Upper

Dinorah Peralta Assistant Principal, Tilton Lower

Lee Ann Canzano Math Coach, Tilton Lower & Upper Schools

Kelley Shea District Writing Coach

Jessica Todd Literacy Coach, Tilton Lower & Upper Schools

Rachel Queenan Teacher Representative, Tilton Lower

Cecile Maggiacomo Teacher Representative, Tilton Upper

Tricia Harrington Parent; PTO president

Rachel Horowitz Parent

Danielle Hardin Parent

Rafael Munoz Parent

Pauline Piandee Parent

Keith Boucher Community Representative-Mt. Washington Alliance  
Gail Sullivan School Committee Representative

Instructional Leadership Team Members

Melissa Sands Teacher, Kindergarten

Samatha Bando Teacher, Grade 1

Caitlin Watson Teacher, Grade 2

Maria Horsman Teacher Grade 3

Kerianne Spadaro Teacher, Grade 5

Geraldine Lauritzen English Learner Teacher

Laurie Senechal English Learner Teacher

Janelle Barrow Special Education Teacher

Lindsay Burdin Behavior Specialist

Lauren Egan Reading Interventionist

Gabrielle Dehne Guidance Counselor

Lisa Ackerman Library/Media Specialist

Elizabeth Kilday Teacher, Art

Christine Hickey Teacher, PE; HEA Rep

Tilton Elementary School – School Improvement Plan

1. **Comprehensive Needs Assessment**

* *Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, Dual Language, etc.).*

| Tilton Lower School, located on Grove St. in the Mt. Washington Neighborhood, houses 330 students in Grades K-3. Fifty-five percent of our students are Hispanic/Latino. Eighty-one percent of the students are considered high needs. Students with disabilities make up 15% of our population while our EL students make up 18% of our population. Tilton Lower also houses the district-wide Assessment Center, where students are placed for a 45 day extended evaluation. We also have the Foundations Program, a substantially separate room for students with Social Emotional needs who integrate into grade level rooms as tolerated.  Tilton Upper School, located on Primrose St in the former St. James Elementary Schools, houses 160 students in Grade 4-5. Sixty-three percent of our students are Hispanic/Latino. Eighty-seven percent of the students are considered high needs. Students with disabilities makeup 27% while our EL students make up 20% of our population. Tilton Upper School provides Band to students in Grade 5 twice a week. Students can also participate in District Wide Intramurals for Cross Country and Track and Field.  Both School have Discovery Club. The Haverhill Public Schools’ Discovery Club (grades 1-8) and Access 21 (grades 9-12) before & after school programs are made possible through federal 21st Century Community Learning Centers (21st CCLC) and State Afterschool and Out of School Time (ASOST) grants that are administered by the MA Department of Education. The primary focus is to provide academic and social support and enrichment activities to students who are economically disadvantaged or have other risk factors. The intent is to help level the playing field for these students so that they may experience opportunities that they may not otherwise have. We try to keep a 1:10 teacher/student ratio to ensure quality programming.  Both buildings receive Title 1 funding which supports our Family Nights and our after school tutoring sessions as well as additional intervention resources. |
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* *Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community including representatives from general education, special education, and ESL.*

| The comprehensive needs assessment was developed with the School Council and the ILT which is composed of coaches and teachers and represents various stakeholders in the school community. |
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1. **School Data Profile**

* [***Tilton Lower 2021 MCAS results***](https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=01280075&orgtypecode=6&)
* [***Tilton Upper 2021 MCAS results***](https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=01280105&orgtypecode=6&)

1. **Data Analysis**

| **Student Learning (Instruction)** | |
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| **Strengths** | **ELA:** After review of DESE accountability data, student growth data, and results of internal benchmark assessments the following are highlights/strengths.   * Since being back in the classroom full time after the pandemic, students are making vast gains in literacy * Implementation of Letterland in order to increase student’s decoding and encoding ability * Targeted reading intervention groups using i-Ready data, phonics assessments (DIBELS, Letterland, QPS), and F&B benchmark system. * Students are making progress throughout all literacy domains based on i-Ready growth data * Based on i-Ready data, students among various demographics are making comparable progress. Median progress of 50% or more is a good indication that students in that group are making the same progress or more than their peers.   + Both male and female students are showing comparable progress toward ATG at the mid-year benchmark and the growth is over 50%.   + Both hispanic/latino and non-hispanic/latino students are showing comparable progress toward ATG and the growth is over 50%   + All reported races and non-reported races are making comparable progress toward ATG and the median growth is over 50%   + Both El and non-EL students are making comparable progress toward ATG and the median growth is over 50%   + Special education and non-special education students are making comparable progress toward ATG and the median growth is over 50%.   **Math:**   * Teachers are confident and well-trained in our Tier 1 instruction (Savaas, ST Math) * Teachers have received quite a bit of training this year on i-ready to supplement their core instruction and address learning gaps. * HPS has hired 1 math interventionist for each school to help support students in math and help close some achievement gaps from the pandemic. * I-Ready data from Fall to Winter shows HUGE improvement. [(Click here for data)](https://docs.google.com/presentation/d/1lxcFxTU2VxEjJxYpZCp3XjCBpCd_SqsRTcbwPz0ctG4/edit?usp=sharing) * Math coach teaches Math content in grades 3-5 to prepare for MCAS testing in May, so students are exposed to all standards prior to testing. * Tilton Lower and Upper are leading the district in ST Math percentage completion and puzzles. * All students in Grades 2-5 have access to reflex math to strengthen their math fluency in addition/subtraction and multiplication/division. * At the halfway point in the year, 22% of students at Upper School and 30% are on or above grade level at the lower school * Math tutoring at lower and upper schools targeted 3rd graders who were at least one grade level behind. Students participated in after school tutoring every Tuesday and Thursday for an hour each day. |
| **Challenges:** | **ELA:**   * A large number of students are 2 or more grade levels behind in reading. * Many students are considered chronically absent due to illness and quarantine. The more years students are considered chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade. A study from Chicago Public Schools, shows the average second grade Dibels Oral reading Fluency score of students who were not considered chronically absent compared to students who were considered chronically absent. Students who were not chronically absent had an average ORF score of 98.8.Students who were considered chronically absent in k-2 had an average score of 72.9 which is considered at risk.   + This also means that students who are at risk are not getting consistent tier 1 or tier 2 interventions. * Student growth is not consistent among grade levels   **Math:**   * A large amount of students are 2 or more grade levels behind in math due to the pandemic * Having only 1 math interventionist makes it hard to reach all the students who need more support. * Parents often have a hard time supporting their child in math because it’s very language based and different from the instruction they had in school. * At the halfway point of the year, There are many students in grades 3-5 that are at risk (2 or more grade levels behind) 36% at Upper school and 13% at Lower school. * Lack of after school Transportation limits the amount of students that can participate in tutoring. |
| **Opportunities** | * Math interventionist position has helped to bridge some gaps in math and we will continue working with our neediest children to make growth. * WIN blocks are in place at both schools to challenge students and also provide intervention in ELA and Math. * ELA and math tutoring were implemented at both schools for students who were in the yellow (one grade level behind) * Provide grades K-5 with systematic and engaging Tier 1 reading instruction with ongoing progress monitoring to target students that require further tier 2 and 3 intervention services. * Professional development for teachers, support staff, and paraprofessionals * Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance |

| **Social Emotional Learning** | |
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| **Strengths** | * opportunities to implement lessons in every grade, every week * planning time with teachers to collaborate and merge SEL with academic opportunities * variety of free online resources- Sanford Harmony, Zones of Regulation * SEL is being implemented regularly in all grade levels by Counselors and PAL teacher * Sanford Harmony is free, evidence-based, and recognized as an effective curriculum by the Collaborative to Advance Social and Emotional Learning (CASEL) * Safe & Caring Schools SEL Curriculum is evidence based and ties in literacy, most lessons have an evaluation tool to measure if students learned from the lesson |
| **Challenges** | * No DESE standards specifically for SEL * how do you measure student successes in SEL? Benchmarks? * Science and Social studies curriculums and blocks were added to the schedule but not a devoted SEL block which can make scheduling difficult with academic demands being increased * Safe and Caring Schools curriculum pairs every lesson with a book which can become costly |
| **Opportunities** | * Safe and Supportive schools grant through DESE? * Create SEL team at the school level (guidance, behavior, adjustment) * Safe Supportive School self-reflection tool for data collection and tracking * professional development for SEL |

| **Student, Family, Community Engagement (Engagement)** | |
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| **Strengths** | * Large turnout at Family night events such as Bingo, Amazing Race, Caroling, Trunk or Treat * Partnership with Mt Washington Alliance * Working with MASS DOT for Signs and Lines to make routes to school safer * Tigermania |
| **Challenges** | * small PTO executive board, low PTO participation |
| **Opportunities** | * Back to school events prior to school starting to recruit families to participate * Creation of welcome packet for families * Using our community partnerships to better understand the needs of our families |

**IV.** **School Action Plan**

***Vision***

Students at Tilton School will enter middle school equipped with the skills, capabilities and attitudes needed to maintain high achievement in core academic areas, participate in and contribute to their school community as productive learners, and provide leadership as citizens in their classrooms, school and community.

***Mission Statement***

Our mission is to provide our Tilton Tigers with high quality education through engaging, collaborative learning experiences that builds a foundation for life-long learning. We aim to develop their problem solving skills, build strong connections with students and staff, and provide a safe learning environment with a welcoming atmosphere, creating a sense of belonging amongst the families. We believe in building strong community partnerships, and strive to maintain an inclusive environment which honors and respects children from diverse family and cultural backgrounds.

***Theory Of Action***

If we:

-implement high quality curriculum, monitored by benchmark assessments

-maintain high expectations for all students

-partner with community stakeholders to build and maintain support

-create a collaborative inclusive learning environment through feedback, inquiry and support

Then our students will:

–achieve at high levels

-become productive leaders within and beyond the school community

-reach their full potential

***Strategic Objective: Curriculum and Planning***

Goal #1:Strengthen Early Literacy Skills -Use district assessments and school assessment data to identify and monitor students in grades K-3 who are reading below grade level.

Goal #2: Improve Student Reading and Writing grades 3-5-Provide targeted instruction to students in Literacy to improve MCAS scores in Reading and writing so that all students will show 3% growth and therefore increase the number meeting or exceeding expectations

Goal # 3:Improve Math Performance-Provide targeted instruction to students in Math to improve MCAS scores in so that all students will show 3% growth and therefore increase the number meeting or exceeding expectations

| **Actions** | **Person(s)**  **Responsible** | **Timeframe** | **Resources** | **Output** | **Status** | **Desired**  **outcome** |
| --- | --- | --- | --- | --- | --- | --- |
| Improve early literacy skills through the use of Letterland which is an explicit and systematic phonics program. | Teachers  Literacy Coach  Reading Interventionists  District and school Administration | October 2022-June 2023 | Letterland program K-2  opportunities for professional development, coaching, and collaboration time. | iReady  F & P benchmarks  Letterland assessments | IP | improve instruction and academic outcomes for all levels of students within the classroom. |
| Daily opportunities for students to engage in phonemic awareness instruction to develop students’ phonemic awareness. | Teachers  Literacy Coach  Reading Interventionists  District and school Administration | October 2022-June 2023 | Letterland,  Heggerty, professional development, collaboration time | iReady  F & P benchmarks | IP | improve instruction and academic outcomes for all levels of students within the classroom. |
| Weekly collaboration between coaches and teachers to analyze various forms of data collected and implement data-informed decisions regarding instructional practices to ensure all students are receiving quality instruction and opportunities. | Teachers  Content Coaches  School Administration | October 2022-June 2023 | Formative/Summative Assessments Data Team Meeting Agendas Action Plans | iReady assessments, classroom assessments, F & P, district benchmark assessments | IP | Increase effectiveness of teacher strategies and delivery of instruction skills Identify student academic needs Identify students who may need intervention |
| Monthly learning walks with debriefings to ensure fidelity of curriculum implementation for tier 1 instruction, monitoring needs of tiers 2 & 3 instruction | Teachers  Content Coaches  School Administration | October 2022-June 2023 | Formative/Summative Assessments Data Team Meeting Agendas Action Plans | iReady assessments, classroom assessments, F & P, district benchmark assessments | IP | Improve instruction and academic outcomes for all levels of students within the classroom. |
| Utilization of Math Coach and Math Interventionist | Principal, Assistant Principal, Math Coach | September 2022-June 2023 | Scheduling Time to collaborate | iReady  Math Fluency | IP | Students will master grade level math objectives  Continue to improve math standardized test scores. |

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***Strategic Objective: Social Emotional Learning***

Goal: To increase student capacity to read and understand feelings and emotions and to encourage students to self-advocate and foster strong relationships

| **Actions** | **Person(s)**  **Responsible** | **Timeframe** | **Resources** | **Output** | **Status** | **Desired**  **outcome** |
| --- | --- | --- | --- | --- | --- | --- |
| Provide Tier 1 in-class SEL lessons for grades K-5 | School Counselors/Behavior support Staff, Classroom teachers | October 2022-June 2023 | Sanford Harmony Lessons | Decrease in negative behaviors  Common language used by all staff | IP | A healthier, more positive culture and climate  Individual students will display a more positive attitude and develop healthier peer relationships |
| Enhance PBIS program at Lower and relaunch at Upper (tiger paws, assemblies, Student Council) | Principal, Assistant Principals, Classroom teachers, School Counselors | September 2022-June 2023 | Tiger Paws, reward menu, posters, | Decrease in negative behaviors  Common language used by all staff    Increased parental support and involvement | IP | A healthier, more positive culture and climate  Individual students will display a more positive attitude and develop healthier peer relationships |

***Strategic Objective: Parent Engagement***

To increase student engagement and maximize the potential of every student. Tilton will work on connecting families to student learning. We will share data and deliver support and strategies for at-home learning, and to provide clear two-way communication. We will work to increase our instructional strategies to ensure that we meet the cultural and instructional needs of our students that will ultimately lead to increased student engagement.

| **Actions** | **Person(s)**  **Responsible** | **Timeframe** | **Resources** | **Output** | **Status** | **Desired**  **outcome** |
| --- | --- | --- | --- | --- | --- | --- |
| Create and utilize surveys to find students and parents/ families wants and needs for their student’s success. | School Leadership | September 2022 | MASFEC  Community partnerships | Increase parental involvement and voice | IP | Increased Attendance at events by both parents/families and staff  Increase in positive feedback from parents/ families and staff |
| Bi-monthly family nights | School leadership  Parents  Teachers | September 2022-June 2023 | Title 1 Funds  PTO | Increase parental involvement  Foster home/school relationships | IP | Increased attendance at PTO meetings and parent teacher conferences |
| Create a welcome packet for newly registered families | School leadership | August 2022-September 2022 |  | Inform parents of key information regarding Tilton School | IP | Increased parental involvement  Improved communication between home and school |

1. **Highly Qualified Teachers**

| It is our goal that 100% of the teachers meet Highly Qualified status. 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 Merrimack College to support pre-service practicums as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in an HPS induction and mentoring program. Teachers in the HPS are offered numerous high quality professional development experiences and in-service credit opportunities. |
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1. **Professional Development Plan** 
   1. **District Professional Development Plan**

| <https://sites.google.com/haverhill-ps.org/hpscurriculumecosystem/home> |
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* 1. **School-based Professional Development Plan**

| Additional time is set aside monthly for grade level teams to work with coaches to receive further professional development in all areas of the curriculum and/or social emotional learning |
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1. **Teacher Recruitment Strategies**

| Tilton School Administration has taken part in HPS Teacher Job Fairs, and post jobs on School Spring. We also are part of the Merrimack Fellowship Program where many qualified applicants are located. |
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1. **Parent Involvement**

* *Describe how parents will be involved in the design, implementation, and evaluation of the SIP.*

| After the Instructional Leadership Team develops the initial draft of the SIP the Principal will bring it to the Site Council for review. The Council will have the opportunity to review it and discuss it as a group. The Site Council will pair up in parent/teacher partnerships to review and discuss the plan. They will make edits and notes. The partnerships will share notes and edits and agree on edits and finalization of the plan.  The Site Council meets once every other month. |
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* *Describe how parents will receive timely information about the Title I program (K-8 schools only); how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child’s education. Note the date of the parent/guardian meeting where Title I information will be provided to families.*

| All families receive an annual copy of the Parent-School Compact as well as a brochure which highlights information about the Title I program, dates and times for parent-teacher conferences, and other important school details (such as school hours, attendance, etc.) Tilton School staff makes every effort to continuously advertise and remind families of school events that occur throughout the school year. The use of Remind assists in reaching families quickly. Each year we hold an Open House and two parent/teacher conference dates. Tilton will hold Family Nights where parents will have an opportunity to learn about various curriculums in each subject area.  Parents receive information in the following   * Sunday Message - The Principal will send out a weekly message with upcoming dates and information for the week. * Remind App - Parents will receive texts, emails and phone calls regarding pertinent information from the school. * Phone Calls * PTO meeting presentations   We have one full time Parent Liaison(PL). His/Her primary role is to reach out to parents, ensure that all our families have access to resources at school and can communicate with teachers/administration, and to support community-building initiatives at our school. The PL maintains a program that welcomes new students into our school community. As new students are assigned to Tilton the PL reaches out to the families and invites them in before they start school. |
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* *List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the* [*district parent/guardian involvement policy, the school - parent/guardian compact and school plan*](http://www.doe.mass.edu/titlei/monitoring/)*).*

| Parents serve on the School Site Council acting as a monitoring body for our schools growth and improvement. The SiteCouncil consists of four parents, four teachers, and a community representative. The Council is responsible to advise the principal in the following;   1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards 2. Identifying the educational needs of students attending the school 3. Reviewing the annual school building budget 4. Formulating a school improvement plan   Parents are involved in the Parent Teacher Organization (PTO). The PTO’s goal is to encourage interaction between family and school, serve as a source of support, and work with teachers, staff, and the community at large to improve our children's educational experience. The **PTO** works closely with the school administration to meet this goal. The PTO facilities and funds enrichment activities, field trips and other schoolwide social events. |
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* *Describe the yearly parental evaluation of the SIP and how this information is used to improve the plan .*

| The Principal will use the SIP as a guide during regular monthly PTO meetings to update parents and guardians on progress toward the SIP.  The Principal meets weekly with parents and will review progress of priorities in the SIP with parents monthly. |
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1. **Shared Leadership Practices**

* *Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.*

| * Professional Development Time is provided at least two times per month. During this time teachers will have ample opportunity to study and analyze data. As they do so we will engage in professional conversations regarding the use of the data in order to drive instruction and make decisions for the school.   + MCAS   + BAS   + Letterland (K-2)   + iReady Assessments   + End Of Unit Assessments   + DIstrict Common Assessments   + Conferring Notes   + Running Records * During CPT and PD time teachers will study data to look, notice and wonder about what the evidence shows. Teachers will look closely at data to determine the strengths and weakness it shows. Admin and coaches will guide teachers through the process of determining questions that may better help us understand how to better implement instruction. * Teachers will be invited to take part in a variety of Instructional Rounds in the areas of Math and ELA. Teachers will discuss the findings of the IRs and plan how to inform staff of the results. Members of the IR team will plan with Admin and coaches follow up to build capacity around the areas of need.   **Instructional Leadership Team/Data Leadership Team/PBIS Team**  **Job Purpose:**  **To better serve and embrace best practice for all students at Tilton School by doing the following:**   * Build Curriculum and Instruction Capacity among Instructional Leadership Team. * Ensure instructional rigor through the implementation of District Curriculum maps, and use data analysis of the assessments as well as other District Formative Assessments to inform progress of our students instructional development..     **Duties and Responsibilities:**   * **Be a member of Instructional Leadership Team**   + Attend two 40 meetings per month before school.   + Take on leadership roles of projects resulting from that team.   + Be responsible for communication and messaging between school leadership and their team.      * **Coordination of Assessments**   + Act as an ambassador for Tilton School working to build a positive and successful data culture.   + Act as Data Coach for your grade level or area of practice.   + Plan for District and School Assessments including accommodations and any special circumstances.   + Conduct the initial dive into District and School Assessments and prepare initial reports for teachers to plan data inquiry and further instruction   + In conjunction with coaches and Admin, facilitate and coordinate Data Meetings and Assessment discussion      * **Work in conjunction with admin and coaches to plan and facilitate grade level PLCs**   + Team Leaders may facilitate PLCs or may act as a specific support to Coaches or Admin during those meetings.   + Prepare materials for PLCs as needed.      * **Summer Work -**   + Work in conjunction with the Principal and the Assistant Principal to plan opening PD Days   + Finalize and plan unveiling of New School Wide Mission and Vision and Core Values. |
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1. **Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks**

* *Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.*

| * Student Behavior Support Team (SBST) * Student Intervention Team (SIT) * Use our Reading Specialists to support our neediest students in LLI and other interventions. * Deploy our Special Education teachers who are trained in LIPs and Visualizing and Verbalizing to work with students who will benefit specifically from those supports. |
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1. **Coordination and integration of federal, state and local services and programs**

| The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. |
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