Haverhill Public Schools

Golden Hill Elementary

School Improvement Plan

2025-2027

**Executive Summary**

This School Improvement Plan includes information on the district’s initiatives and core values. It also includes evidence of Golden Hill’s progress when examining IREADY data, DESE profiles, information on the current student population, current progress on school-wide goals, as well as PAX data. This year’s action steps for Golden Hill’s school-wide goals will continue to align with the district’s mission for the 2023-2026 school years.

**District Mission and Core Values**

In **partnership** *with our* **community**, the Haverhill Public Schools is committed **to excellence in education** and will meet and exceed the academic and developmental goals of success *for all* students. We are dedicated to **ensuring each learner meets or exceeds rigorous academic standards to become a citizen with integrity, skills, and the resources to succeed in the global community.**

Haverhill Public Schools Shared ValuesHaverhill Public Schools Priorities

High Expectations Engagement

Equity Literacy

Respect Academic Excellence

Collaboration Readiness for Careers & Citizenship

Growth Mindset Effective Financial Management

**Golden Hill’s Mission, Vision, Core Values**

1. Mission: The fundamental purpose of the Golden Hill Elementary School is to ensure high levels of learning for *all* students. Therefore, we will do whatever it takes to bring *all* students to their full potential.
2. Vision: Golden Hill Elementary School will be a place where all students, staff, and families feel safe, welcome, and valued. Collaboration will be of utmost importance and ever-changing. The Golden Hill community will consistently reflect, learn, and act to promote and support the growth of *all*, sharing in the idea of a growth mindset.
3. Core Values:
4. Commit to each task or each interaction with honesty, integrity, and transparency.

* This is important when collaborating, communicating, and in our day-to-day interactions. It creates a culture of risk taking and an environment that feels safe. We may make mistakes in the process, but if we commit to doing what we think is right, then we will persevere in creating student successes.

1. Have empathy with others.

* Have acceptance and understanding of others because *you never know what the other person is going through*
* Listen to understand, not to respond
* Build strong and positive relationships
* Presume good intentions
* Celebrate differences in all people and in all ideas

1. All students *can* and *will* learn.

* We must have a commitment to do what is in the best interest of students and create a school community that believes that *all of our students are all of our students*. As Rita Dunn, an expert on learning and teaching styles, once said, “If the child is not learning the way you are teaching, then you must teach in the way the child learns.”

1. Consider the whole child - build strong hearts, strong character, and strong minds.

* All students need academic *and* social emotional learning support

**Who are OUR Students at Golden Hill Elementary School?**

According to the DESE School and District Profiles (2024), as well as the Haverhill Public Schools information system (SchoolBrains), Golden Hill has an enrollment of about 500 students in grades kindergarten through four. Of this student population, about 42.8% are Caucasian, about 47% are Hispanic, 6.2% are African American, 1.4% are Asian, 2.4% are of a multi-race, and 0.2% are American Indian. About 22.1% of students enrolled are English Language Learners. It is also important to note that about 76.1% of our student enrollment is “high needs,” and about 69.5% of our enrollment is students who are economically disadvantaged. **Additional information worth noting is that 71% of our students showed substantial progress toward state-wide assessment targets. This is improvement from previous years, from 51% to 71%, but also shows the need for further improvement**.

**Enrollment rates of Student Race/Ethnicity (enrollment in percent)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Enrollment by Race/Ethnicity (2024-25)** | | | |
| **Race** | **% of School** | **% of District** | **% of State** |
| American Indian or Alaska Native | 0.2 | 0.1 | 0.2 |
| Asian | 1.4 | 1.6 | 7.5 |
| Black or African American | 6.2 | 6.6 | 10.2 |
| Hispanic or Latino | 47.0 | 48.1 | 25.9 |
| Multi-Race, Not Hispanic or Latino | 2.4 | 2.4 | 4.6 |
| Native Hawaiian or Other Pacific Islander | 0.0 | 0.1 | 0.1 |
| White | 42.8 | 41.0 | 51.5 |

**Enrollment Rates for Selected Populations (enrollment in percent)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **% of School** | **% of District** | **% of State** |
| High Needs | 76.1 | 71.1 | 55.8 |
| English Learners | 22.1 | 14.7 | 13.9 |
| First Language Not English | 32.3 | 28.9 | 27.2 |
| Low Income | 69.5 | 61.0 | 42.1 |
| Students with Disabilities | 23.9 | 25.2 | 20.6 |

<https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=01280026&orgtypecode=6&>

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***Strategic Objective #1 – Family / Community Engagement***

**What Does This Mean**

Golden Hill acknowledges that there is a small number of parents/guardians and/or other family members reporting an understanding of the school's improvement efforts, the targets the school is striving for, and their role in contributing to reaching these goals. It should be noted that there are approximately 150 families in attendance at Golden Hill Family engagement events, as evidenced by our Title I family surveys. It should also be noted that Golden Hill utilized a new family engagement night (multicultural night) to begin to include families in planning processes. This was a great success with 20 families from different backgrounds volunteering their time.

**Next Steps**

* Begin with the premise that parents do care about the school community and find opportunities to include families with a variety of backgrounds.
* Provide opportunities to reach families in a variety of formats (email, phone calls, application programs, social media).
* Events should have a focus that is relational, builds the capacity of families and staff, and is linked to learning.

**Theory of Action / Benchmarks:**

If family and community engagement is a shared responsibility that is viewed as valuable, and if those sharing the responsibility are committed to consulting and engaging families in school decisions, and if we, as community partners, are willing to implement a varied approach to engaging families from diverse backgrounds, then family and community engagement will be a meaningful contributor to increase student performance, greater social emotional wellness, and an improved culture.

* A family engagement survey will be administered at the start of each school year to gather information on family needs and wants when connecting and communicating with the school. The information from this survey will be utilized to support and drive our school to family partnerships (referenced at the end of September, January, and May).
* We will provide opportunities for community volunteers within the school setting for various activities and events, inviting families to support classroom and/or school-wide learning opportunities at least monthly.
* Decision-making will be shared, with opportunities for parents to discuss, collaborate, and understand the school-wide data, and then the development of action plans will be made to make school-wide improvements, monthly.
* Every family/community night will include opportunities for families to understand the curriculum.
* Communication between the school and community will be multifaceted, to include positive phone calls home, use of a school-wide application, emails, in-person discussions, and opportunities to connect with families in a meaningful way.

***Strategic Objective #2 - Tiered System of Instruction for Literacy and Mathematics***

**What Does This Mean?**

The school acknowledges that an unacceptably high percentage of students are recognized as   
“high risk” for not meeting DESE-determined educational outcomes.  Of that group, a significantly high percentage of these students are recognized as “high needs,” and students who are historically underserved.

**Next Steps:**

* Golden Hill will develop a common understanding of effective and intentional instructional practice and a Multi-Tiered System of Support, including a system of intentional core instructional practice.
* Work will be supported, led, and monitored by a robust system of school-based and district leadership.
* A social-emotional curriculum and a common set of behavioral expectations will build a safe and supportive school.
* Professional development and structured collaboration will align with school needs and be directly practiced in instruction.
* Data will guide progress monitoring and instructional decisions.

**Theory of Action / Benchmarks:**

If we as a school demonstrate a common and systematic understanding of Tier I instructional practices and expectations for teaching and learning to meet the needs of all students, including historically marginalized students, using a district-developed rubric of Tier I instructional practices and expectations, then all students will meet and exceed academic goals.

* 1. Educators will reflect on instructional practices and develop their professional learning on standards-aligned practices through identified and observed behaviors with the use of a walkthrough rubric – TNTP (The New Teacher Project). This is designed to support underprivileged students’ equality of effective instruction. Observations will be completed by ILT and district members, with the opportunity for classroom teachers to participate in observations. A baseline will be collected at the end of September. There will be 3 follow-up data collections: December, February, and April.
  2. There will be collaboration and reflection on tier I practices, with goal setting for specific tier I instructional practices to target, based on data, and rolled out with specific monthly timelines for each actionable item. Attached are the most recent action plan steps, developed by the ILT. [GH Vision/Frameworks](https://docs.google.com/document/d/10wtp_XfHNA74UXRg_ma1tPVCYBS19GK8HAZM-piPuuA/edit)
     1. The action plan will include a focus on ensuring students are engaged in high-quality questions and tasks, as well as demonstrating a sense of ownership of their work (evidenced as a weakness for Golden Hill students):
        1. The use of SEI strategies and differentiated supports which are important for all students.
        2. A focus on vocabulary development in student discourse and writing.
        3. Intentional teachings of fluency.
  3. Educators will have Tier 1 intervention (WIN) scheduled into their instructional time at the start of the year (September) and will have professional development, monthly, as well as opportunities to observe Tier 1 interventions as part of identified practices.
  4. Golden Hill members will utilize I-Ready Pathways strategically and with fidelity, at least twice per week per student.
  5. SST members will develop specific intervention plans for students and will meet for half days, biweekly.
  6. Coaches will support teachers with developing tiered instruction plans on an ongoing basis.
  7. Interventionists will use school-wide data to develop individualized plans for specific students on an ongoing basis.
  8. Our school-wide PAX program will be implemented with fidelity for all students, assessed three times per year using the PAX scan data collection, as well as office referral data.
  9. School adjustment counselors will support teachers with an SEL curriculum that supports our PAX program.
  10. The PAL program will support specific students by developing individualized plans on an ongoing basis.

***Strategic Objective #3 – Core Data Foundation to Support Academic Excellence***

**What Does This Mean?**

The school does have a robust (organized, resourced) system of ongoing data collection and analysis that allows teachers and students to identify and target individual and group needs (academic and social/emotional) and plan for instruction in every classroom. The school acknowledges that we must be more intentional and targeted with our small groups for students who are identified as in need of further support (when analyzing the data).

**Theory of Action / Benchmarks**

If we, as a school, demonstrate professional collaboration via shared data inquiry, and we are more intentional and targeted with our small groups for students who are identified as in need of further support, then we will have improved and documented instructional change for all students; this will be observed by ILT using action plans and action cycles.

* 1. Educators will have data, or evidence of student learning (student work, for example), that is directly related to DESE Frameworks, and the data will anchor the conversations during established meeting times, starting in September, and continuing throughout the year (2 additional data collection days). Measured by observation/facilitation by district/school support, and by artifacts (agenda, notes) – starting in September, and continuing throughout the school year.
  2. Educators will evidence direct actions, based on data analysis, measured through data collection cycle (see 1*a* above).
  3. The instructional leadership team will be established and supported in building its capacity and expertise.
  4. Data collection, analysis, and transition to classroom use will be systematized with procedures and progress monitoring (use of the WIN block will be strategic and intentional, based on the data).
  5. Collaboration and professional development will be based on data and evidence for decision-making.
  6. Interventions for individuals and groups of students will be planned, keeping this data at the forefront.
  7. School-wide initiatives, CPT, and SST will center around data discussions, planning, and conversations to improve student growth.
  8. Data Days (3 times per year) will focus on examining student data and strategic planning intervention groups of individuals and groups of students.
  9. TNTP (The New Teacher Project) rubric will be utilized as another measure of data, collected in September, December, February, and April, and feedback from the walk-throughs will be utilized to drive conversations and support Tier I instruction.

***Strategic Objective #4 – Ready for Citizenship / School-Wide Behavior Program(SEL)***

**What does this mean / What is PAX?**

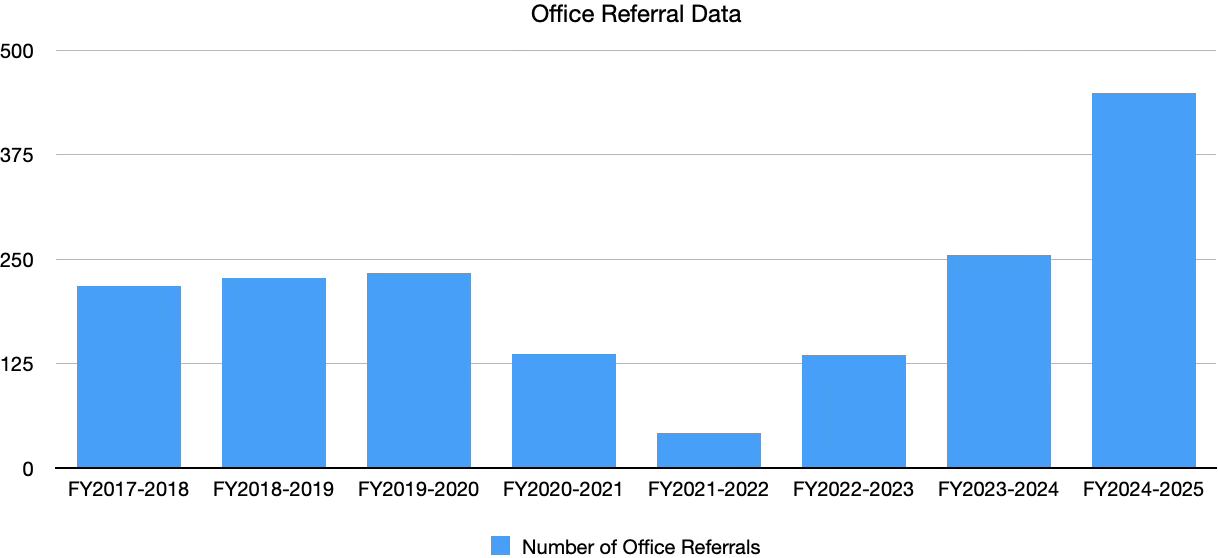
There are many research-based programs that support social-emotional learning practices. PAX Good Behavior Games is just one of those programs. Dr. Dennis Embry, proponent of PAX Good Behavior Games, has participated in years of research on this program. His research has shown that PAX helps children improve their self-regulation and self-management skills, prevents life-time mental health problems, prevents bullying, and promotes school success.

***Brief Summary of the Current Status and History of the School-Wide Behavior Program-PAX***

When considering the school’s population of students, a team at Golden Hill collaborated to determine the best steps for students. In a well-developed Turn Around Plan (June, 2019), in conjunction with members from the Department of Secondary and Elementary Education, it was decided that Golden Hill was in need of a “consistent, school-wide, social emotional learning curriculum and behavior plan that is understood, accepted, acknowledged and implemented with fidelity by all staff, students, and families” (p. 3). From this need, the school team members developed a vision for a school-wide behavior program. This vision called for the support of students’ emotional needs, including social-emotional learning for everyone. The program would address equity issues by addressing the learning needs of all students in this area by aligning the behavior plan to the school’s curriculum.

The team determined that the PAX program would support the vision and needs of the school. This is because PAX teaches children to work together for a common goal and to focus on a positive future, creating and instilling life-long strategies for children. PAX teaches core cognitive, emotional, and behavioral skills required for productive and happy lives. It also creates a common language and teaches the best support strategies for teachers and families (Dr. Embry, The PAX Good Behavior Game). Therefore, we began the implementation of this school-wide behavior program in the 2019 school year. Again, this is a research-based program to support not only our marginalized populations, but all students. Since its implementation in 2019, the program has been essential to promoting engagement and building positive character traits and relationships for all.

**Current Office Referral Data**



|  |  |
| --- | --- |
|  | **Office Referrals** |
| **FY2017-2018** | 218 |
| **FY2018-2019** | 227 |
| **FY2019-2020** | 233 |
| **FY2020-2021** | 136 |
| **FY2021-2022** | 42 |
| **FY2022-2023** | 135 |
| **FY2023-2024** | 255 |
| **FY2024-2025** | 449 |

When analyzing the current “overall” office referral data prior to PAX (FY2017, FY2018, and FY2019), there were over 220 office referrals each year from August to March. The data is being represented only through March in order to be consistent, as we were not in school in FY2020 for the months of March-June due to the pandemic. In the program’s first year of implementation, FY2020, there were 136 office referrals, which was a decrease of 84 office referrals. In FY2021, there were 42 office referrals, but it is difficult to truly ascertain the true progress of the program this past year because of the lack of consistency with in-person learning. FY2022, there were 135 office referrals for the 180 school days. In FY2023 and FY2024, the referrals did spike; we do believe that the full PAX training that we recently participated in will support a decrease.

**Next Steps:**

We should continue with the PAX program, refining and expanding the program through further character development and coping strategies. With the most recent “reboot” training and with consistent implementation and consideration of the next action steps, it is fair to determine that the office referral rate will begin to decrease.

**Theory of Action / Benchmarks:**

If we continue to expand our knowledge of social emotional learning and if we continue to implement, *with fidelity*, our widely accepted and understood school-wide social emotional behavior plan, then we will create a caring and inclusive environment, which will, in turn, support all students in becoming productive and positive citizens.

1. Students will build problem-solving skills, conflict resolution, enhanced empathy, and a positive mindset, as evident from data collected three times per year utilizing the PAX classroom scan.
2. Students will increase classroom engagement, as evidenced by a decrease in office referrals (analyzed monthly) and an increase in student attendance (analyzed monthly).
3. Teachers/leaders/staff will examine and develop their own practices on how to address the social-emotional needs of all students, as evident by teacher surveys and teacher collaboration in leadership meetings (surveys to be “sent out” and analyzed three times per year).
4. Parent surveys will be “sent out” once per year to examine student mindsets, desires to attend school, and social-emotional well-being.
5. Secondary evidence of achieving equity of achievement for all students (addressing the social-emotional needs for all students) will be an increase in achievement scores (school-based assessments and statewide testing).

As mentioned, this school-wide behavior plan addresses equity of achievement issues by helping the school community to promote understanding of all students, reflect upon the differences in individuals through relationship building, and help all students reach their full potential. Relationship building is at the core of this school-wide behavior plan, which will address school-wide practices that may impact equity and bias. The plan will help all students and staff understand the assets in individual differences and diversity and will teach acceptance and kindness. This will close achievement gaps and create a more inclusive school community.

It will be important to demonstrate the successes and endurance of the PAX program with not only at-risk students but all students in order to continue receiving this revenue. This will be done through clear and systematic data collections with the following outcomes.

* + An increase in student problem solving, conflict resolution, enhanced empathy, and a positive mindset (data collected 3 times per year using the PAX classroom scan)
  + An increase in student classroom engagement with a decrease in office referrals (data analyzed monthly)
  + An increase in teacher/staff/leader examination of their practices for how to address the social-emotional needs of all students (data collected 3 times per year through surveys)
  + An increase in student desire to attend school, and the student overall social-emotional well-being from the parent and student point of view (parent survey)
  + An increase in achievement scores for all students (secondary evidence of achieving equity of achievement for all students, as evident in school-based and state-wide testing)

The ultimate long-term goal of PAX will be that it is embedded in all aspects of the school and learning environment for all students, for all staff members, and for all families. Golden Hill members will increase their sense of connectedness and will feel a sense of community as PAX is consistently implemented and monitored. One can conclude that the staff are invested in the program from the most recent staff survey. **(SURVEY)**

Most importantly, in order to continue to have such successes with PAX, we will need to keep PAX methods in the forefront by *consistently* meeting with staff members about strategies, *steadily* sharing data, *regularly* celebrating successes, and *always* moving forward with PAX refresher courses to avoid stagnancy.