

Tilton Elementary School Improvement Plan 25-27

THEORY OF ACTION

By engaging students and families, strengthening literacy for all, setting high academic expectations, and preparing students for careers and active citizenship—while remaining fiscally responsible—we ensure that every student is ready to succeed in high school and beyond.

Tilton Highlights and Challenges 24-25

Highlights	Challenges
As a school, 60% of students achieved a growth score greater than 100, while 34% of students exceeded their stretch growth.	Educating families on the importance of family literacy, based on low summer reading participation, 4 students.
ACCESS scores for the 24-25 school year yielded a 14% increase in students meeting the progress targets.	Staffing, we were only able to staff four ML teachers, and a vacancy for the fifth went unfilled for the year.
Chronic absenteeism rates continue to be steady, while we saw a slight improvement (92.3%). This is due to the collaboration with families during Friday attendance meetings, and taking a collaborative problem-solving approach	How do we educate families on the importance of attending school, the attendance policy, and following it.
Family & Community events such as Wit & Wisdom Back to School BBQ, Eureka Squared Caroling, Bingo for Books, and Tiger Mania averaged over 100 families in attendance. Families in attendance learned about the curriculum that Tilton/HPS uses for Math and Literacy	N/A
Working with the Instructional Leadership Team (ILT) to develop a schedule to include 2 WIN periods, 1 for Literacy and 1 for Math.	The school day is not extended for these WIN blocks; therefore, we had to allocate minutes from other areas to satisfy the WIN block requirement.
Ninety-five % of students who attended math intervention services demonstrated growth from their pre-test to their post-test.	The need is greater than our resources.
PLCs- met consistently	PLCs need to dig below the surface and examine individual

	student data. Time to internalize those supports that are built into programs in order to support students.																																																
Walk-throughs with the district and TNTP	Are we utilizing feedback to drive instruction? Are teachers going into classrooms to observe an exemplary component of a lesson?																																																
Walk to Win model in Grade 2. Having this grade shared among the entire staff, how it worked for them, and where they saw improvements/positive shifts. Why should we adopt this with the whole school?	How do we implement this in other grade levels?																																																
Implemented Playworks	Implementing and executing the plan with fidelity.																																																
Wit and Wisdom	ILT- restructuring the team this year. Adhering to the agenda protocol, resulting in accountability. Expectations click here																																																
Tutoring	Getting third- and fourth-grade families to understand the importance of reading, particularly in relation to tutoring. A lot of our students came from grade one and grade two for the tutoring sessions.																																																
PTO	Most families involved this past year, however, have been maintaining this flow since many of our parents moved to Consentino.																																																
<p>i-Ready Diagnostic Growth in Mathematics: Tilton Grades K-4</p> <p>FALL 2024 Spring 2025</p> <p>Students Assessed/Total: 462/469 Students Assessed/Total: 462/467</p> <p>Overall Placement Overall Placement</p> <table border="1"> <thead> <tr> <th></th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>K=</td> <td>14%</td> <td>86%</td> <td>0%</td> </tr> <tr> <td>1 =</td> <td>4%</td> <td>73%</td> <td>23%</td> </tr> <tr> <td>2 =</td> <td>9%</td> <td>47%</td> <td>44%</td> </tr> <tr> <td>3 =</td> <td>6%</td> <td>48%</td> <td>45%</td> </tr> <tr> <td>4 =</td> <td>19%</td> <td>45%</td> <td>36%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>K=</td> <td>66%</td> <td>34%</td> <td>0%</td> </tr> <tr> <td>1 =</td> <td>42%</td> <td>53%</td> <td>5%</td> </tr> <tr> <td>2 =</td> <td>39%</td> <td>51%</td> <td>9%</td> </tr> <tr> <td>3 =</td> <td>52%</td> <td>40%</td> <td>8%</td> </tr> <tr> <td>4 =</td> <td>66%</td> <td>19%</td> <td>14%</td> </tr> </tbody> </table>		Green	Yellow	Red	K=	14%	86%	0%	1 =	4%	73%	23%	2 =	9%	47%	44%	3 =	6%	48%	45%	4 =	19%	45%	36%		Green	Yellow	Red	K=	66%	34%	0%	1 =	42%	53%	5%	2 =	39%	51%	9%	3 =	52%	40%	8%	4 =	66%	19%	14%	
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Grade 3 MCAS scores increased 15% from the prior year for meeting and exceeding expectations.	How do we maintain proficiency across grade levels? For example, monitoring those kids who are on the line of proficiency or one grade level below, and continuing to make effective progress, is crucial to prevent them from dropping achievement levels.																																																

Tilton Strategic Objectives 2025-2027

<u>1. Student and Family Engagement</u>	<u>2. Literacy</u>	<u>3. Academic Excellence</u>
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Refine PBIS Program	ILT Subcommittees to develop a peer observation process and a study of the WIN Block	District and school walkthroughs to identify trends and provide meaningful feedback to increase learning.
Utilize district platforms for communication	Schedule prioritization of an individual WIN blocks to focus on Literacy and Math skills.	Walkthrough debriefing and action planning
Title 1 events connected to the Curriculum	Regular Data meetings during grade-level PLCs and creation of data walls to track progress.	Ensure that interventions are taking place during WIN using data to inform instruction
Culturally Responsive Communication	Implementation of Summit K-12 for multilingual learners	Opportunities for families to learn the curriculum and expectations for learning during Family events.
Regular attendance at meetings with staff and families	Address concerns with phonics by piloting Letterland in grade 3.	Provide updates and gather feedback from the school council, PTO, and family events.
Learning Expos	End of module learning celebrations	Opportunities for celebrations of learning

Strategic Objective #1 Student and Family Engagement

SMARTIE GOAL: All Schools

Must include District-wide parent survey distribution, return rate targets, and areas of celebration and improvement needed

- o A district-wide parent engagement survey will be administered annually by each school, with questions focusing on communication, involvement, and support for student learning. Results will be analyzed at the school and district level, compared year over year, and used for planning and improvement purposes.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Assessment /Goal
Refine and Sustain the School-Wide Positive Behavior Intervention and Support (PBIS) Framework to Ensure Consistent Implementation and Proactively	<ul style="list-style-type: none"> ● Monthly ROAR Assemblies emphasizing positive behaviors in the school. ● Daily use of Tiger Paws (individual and whole class) ● Whole-class incentives for exercising teamwork in the cafeteria. ● Implementation of student choice of reward for earning whole class Tiger Paws 	Ongoing throughout the year	<ul style="list-style-type: none"> ● The Communications tab in Schoolbrains is available for each student, and Remind Data/Logs can be accessed depending on the teacher's preference. ● The PBIS Team, comprising administration and teachers, will meet biweekly to review data and identify areas for improvement.

<p>Reduce Behavioral Incidents</p>	<ul style="list-style-type: none"> Survey of students to determine the effectiveness of the PBIS Program 		<ul style="list-style-type: none"> Analyzing the student survey data and making appropriate changes based on the results. Teachers have the opportunity to participate in a positive management course run by the district to enforce positive behaviors.
<p>Use the Parent Square, Remind application, and School website to communicate with parents; record communication with parents in the Schoolbrains Communication log.</p>	<ul style="list-style-type: none"> All staff have downloaded and utilized the REMIND app to communicate with families. Within the first trimester, prior to PTC, teachers will reach out to families with positive feedback and updates on the Curriculum in the classroom. 	<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> Communications tab in Schoolbrains for each student and Remind Data/Logs/depending on teacher preference. Download the usage report on Remind/Parent Squared to determine which parents are not receiving communications.
<p>Host three Title 1 family engagement events that will focus on relevant academic and/or social-emotional topics in order to help parents support their children academically and socially</p>	<ul style="list-style-type: none"> 1 Event per trimester with an academic focus. 	<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> 3 Events planned- attendance sheet, family resources, evaluations, and family surveys.
<p>Translate all communication in the student's/family's home language.</p>	<ul style="list-style-type: none"> All newsletters (print or digital) will be translated into native languages 	<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> All communications sent home will be in the native language of families.
<p>To strengthen family-school and community</p>	<ul style="list-style-type: none"> The Attendance Team is made up of the Administration, the counseling staff, and the 	<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> Use attendance data to gauge the effectiveness of the attendance meetings, which take place from 9:00 a.m. to

<p>partnerships by holding regular meetings with parents/guardians to review student attendance, discuss barriers to consistent attendance, and create collaborative action plans that support improved student engagement and success.</p>	<p>parent liaison</p> <ul style="list-style-type: none"> • Playworks is funded by a community donor, and weekly games are communicated to families to encourage good health and overall wellness (physical and social-emotional wellness). 		<p>11:00 a.m. on Fridays.</p> <ul style="list-style-type: none"> • Observation of student engagement in Playworks activities during recess and office referrals post recess via SchoolBrains data. • Bi-weekly reflections with recess monitors to gauge the effectiveness of the Playworks Program. • Monthly Attendance Breakfast to Celebrate great attendance.
<p>Learning Expos</p>			

Strategic Objective #2- Literacy: K-8 Schools

SMARTIE GOAL:

Goal: *By June 2026, the district will demonstrate sustained and equitable literacy growth by deepening the implementation of Wit & Wisdom (grades K–5) and StudySync (grades 6–8), ensuring vertical alignment of reading and writing instruction across K–8. Teachers, coaches, and leaders will use student data from Wit & Wisdom, StudySync, and i-Ready to refine instructional practices, strengthen intervention supports, and close achievement gaps across all student groups.*

Specific Actions:

- **Wit & Wisdom Curriculum Rollout:**
 - Roll out the Wit & Wisdom science-based reading curriculum district-wide in grades K-5, ensuring alignment with literacy goals.
 - Provide resources and support to classroom teachers, special ed teachers, ML teachers, literacy coaches, and reading interventionists so that they can implement this curriculum with integrity.
- **Writing Curriculum Rollout**
 - Offer revised Study Sync Extended Writing Project training for grades 6-8 supported by LAN consultants, to improve middle school writing instruction.
 - Facilitate professional development opportunities for K-8 teachers to collaborate and analyze writing progress, with sessions occurring at least twice per semester to ensure alignment of teaching strategies.

- Create cross-grade level and vertical team collaboration opportunities for K-8 teachers to review student data, share instructional strategies, and adjust their practices.
- **Reading & Writing Assessments:**
 - Administer district-wide reading & writing assessments for grades K-8 during the 2025-2026 & 2026-2027 school years (fall, winter, and spring). Assessments to include K-5 are Wit & Wisdom End of Module Tasks and StudySync End of Unit Extended Writing Projects.
 - Administer the i-Ready literacy diagnostic tool 3 times per year in grades K-8, with a 10% increase in the number of students meeting the expectations in the final assessment period over the fall administration.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Assessment /Goal
Instructional Leadership Team development and implementation of the observation cycle of WIN blocks	<ul style="list-style-type: none"> ● Subcommittee development, observation cycle begins. ● Using the TNTP literacy walkthrough tool. ● cycles/walkthroughs <ul style="list-style-type: none"> ○ Coaching cycles ○ Administrator walkthrough ○ District-level walkthrough ○ i-Ready walkthroughs 	September 2025 - ongoing	<ul style="list-style-type: none"> ● Utilize classroom walkthroughs and analyze student work. ● Student work protocol ● Google form walkthrough tool for school administrators. ● Determine next steps to improve tier 1 and 2 instruction.
Building-wide schedule designed by ILT to prioritize literacy for all students.	<ul style="list-style-type: none"> ● Staggered WIN blocks <ul style="list-style-type: none"> ○ Utilization of Walk to WIN or track A/B to ensure supports are equitable for all students. 	September 2025- ongoing	<ul style="list-style-type: none"> ● Progress monitoring throughout the year for small group instruction/ tiered intervention
Incorporate data reviews into PLCs to adjust instruction and plan targeted small-group supports.	<ul style="list-style-type: none"> ● Data wall utilizing i-Ready, Summit K-12, and fluency tasks through i-Ready. ● Regular data meetings discussing internal formative/summative assessments. ● Progress monitoring throughout the year based 	September 2025- ongoing	<ul style="list-style-type: none"> ● Benchmark data and progress monitoring. ● Meeting agendas ● PLC calendars

	on student achievement.		
Summit K-12 program implementation for multilingual learners to develop the English language to better access tier 1 instruction during core content instruction	<ul style="list-style-type: none"> 3 benchmark assessments to create personalized learning plans (PLP) for all MLs (September, October, May), in addition to ACCESS testing in January. 	Ongoing throughout the year	<ul style="list-style-type: none"> Daily student use of PLP in each language domain, with teacher-directed lessons based on student progress reports Creation of a data wall for tracking beginner language development progress
Targeting rooms to pilot and investigate the updated version of Letterland. proficiency, including fluency and automaticity, for foundational skills.	<ul style="list-style-type: none"> Letterland teacher feedback Progress monitoring using i-Ready literacy tasks, phonics screeners, and spelling screeners 	progress monitoring 6-8 weeks and 3x a year benchmark	<ul style="list-style-type: none"> Letterland teacher feedback will show positive feedback 6-8 week progress monitoring using i-Ready literacy tasks, phonics screeners, and spelling screeners i-ready diagnostic 3x a year
End of module Wit and Wisdom celebrations, inviting parents	<ul style="list-style-type: none"> End of each Wit and Wisdom module 	2 times a year	<ul style="list-style-type: none"> Student work celebrations showcase student work. Results from the parent engagement survey
Develop early literacy intervention plans for K-2 students performing below grade level, with progress monitoring every 6–8 weeks, to ensure they	<ul style="list-style-type: none"> MTSS tracker i-Ready progress monitoring around student needs, such as letter fluency, Pseudo fluency, and passage reading fluency. 	Every 6-8 weeks	<ul style="list-style-type: none"> 100% of students will demonstrate typical growth on the i-Ready diagnostic, and students who are a grade level or more below will achieve stretch growth, closing the achievement gap within two years.

become proficient readers before entering grade 3.			
Instructional coaching cycles focused on planning, modeling, and feedback tied to <i>Wit & Wisdom</i> and foundational skills.	<ul style="list-style-type: none"> 6-8 week cycles 	ongoing	

Strategic Objective #3 Academic Excellence: All Schools

SMARTIE GOAL:

Goal: By June 2026, HPS will improve equitable learning experiences for all students by conducting at least four scheduled instructional walkthroughs in each school each year, utilizing research-based tools such as the TNTP and i-Ready Walkthrough tools. School administration and teachers will be joined by district leadership, TNTP, and other relevant supports to enhance this experience. Actionable feedback will be provided for each walkthrough.

Specific Actions:

1. **Walkthroughs for Equitable Instruction:**
 - o Conduct at least four scheduled walkthroughs per school by June 2026 and again by June 2027
 - o Work with the TNTP observation framework to restructure their walkthrough tool to include specific data on SEI and special education strategies and other targeted needs based on HPS strategic goals.
2. **Walkthrough Debrief and Action Planning:**
 - o Following each walkthrough, building leadership teams will develop actionable plans to improve equitable instructional practices, particularly in supporting diverse learners and those with special needs.
 - o Meaningful feedback will be provided to teachers, and support will be provided via PD and PLCs to address stated needs and move forward.
3. **Parent Engagement and Education:**
 - o All principals will include a family engagement component with an academic focus on their educator goals and SIP.
 - o Embedded parent education regarding curriculum expectations, W & W literacy curriculum, standards-based grading, kindergarten readiness, college and career readiness, and ways to support student learning at

home in at least 10 parent and community events during the 2025-2027 school years.

- o Obtain feedback from parents and families on their expectations and perceptions of what is needed to advance student academic success and college/career preparation

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Assessment /Goal
Walkthroughs for equitable Instruction will provide staff with meaningful and timely feedback with supports that will improve Tier 1 & 2 instruction	<ul style="list-style-type: none"> ● TNTP Walkthrough tool ● Schedule of classes to visit (varies each time to be equitable) ● ILT subcommittee protocol and feedback tool 	Ongoing throughout the year	<ul style="list-style-type: none"> ● District Leaders, administration, coaches, the ILT Subcommittee, MTSS Ambassador, and i-Ready representatives will use the TNTP walkthrough tool to help identify areas of strength and opportunities for teachers. ● Coaches will support staff on areas of need to assist in the improvement of Tier 1 & 2 instruction with coaching cycles.
Walkthrough debrief and action planning	<ul style="list-style-type: none"> ● Admin will provide timely feedback to teachers who were observed. ● Walk to WIN is an option for grade-level teams to try this year during WIN blocks. ● PLC meetings are conducted weekly (6-day cycles A-E) at each grade level and focus on the following areas (Team, Data, ELA & Math) ● MTSS data tracker used across the district as a database for intervention services ● Monthly PD sign ups on Teachpoint. 	Ongoing throughout the year	<ul style="list-style-type: none"> ● Coaches and Admin will help staff analyze data to create action plans with instructional support for diverse learners in the classrooms. ● Coaches will work with grade-level teams interested in implementing a Walk to Win model in ELA and Math. The team will analyze the data to create groups and provide the necessary support to bridge the gaps in ELA and Math. ● The MTSS portal will house our intervention data and be used to form flexible groupings for WIN block groupings in ELA and Math. ● PD is provided by the district during curriculum days to

			<p>help support instruction in all areas. This year, some teachers will be able to choose the PD they are interested in taking so they can strengthen their practice in an area they would like to concentrate on.</p>
<p>Parent Engagement and Education</p>	<ul style="list-style-type: none"> ● School holds 5 family nights with a curriculum focus ● Summit K-12 Accounts for ML families to increase language acquisition 	<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> ● The school will provide an academic piece to Family Engagement events. Efforts will be made to provide information in multiple languages. ● Every family event will have opportunities for parents and families to become more familiar with the curriculum their child is using and how to support them at home. ● PBIS flyers are provided to families explaining school-wide expectations.
<p>Involving parents, teachers and the community to provide information and receive feedback on a student's educational experience and ways to enhance and support the whole child.</p>	<ul style="list-style-type: none"> ● Site Council Meetings ● PTO Meetings ● PTC (2x/year) ● Progress reports/report cards ● Math/ELA intervention letters in a variety of languages 	<p>Monthly or 2-3x/year</p>	<ul style="list-style-type: none"> ● Site council meetings are held monthly or at least seven times a year to inform members of all things relevant to a child's education. Data is presented, various supports are discussed, and family events are often planned together to ensure all families feel welcome and supported. ● Community outreach partners often attend and provide resources to help families become involved in the school and their community. Opportunities are often presented for parents to acquire computer skills, enroll in classes to

			<p>learn English, and access numerous other valuable resources available to them. (Mount Washington Alliance & Make It Haverhill have been our strongest supporters over the years)</p> <ul style="list-style-type: none"> • Math and reading Intervention letters are sent home for cycles 2-4 to notify parents that their child is receiving intervention. Available in English, Spanish, Portuguese, and Creole.
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Any initiative unique to your school that impacts student outcomes:

Time on Learning: Elementary is 900 hours, and secondary is 990 hours. Attach a schedule here.



TILTON WEEKLY SCHEDULE

	GRADE K		GRADE 1		GRADE 2	GRADE 3	GRADE 4	
	Sands, Sullivan Forisso	Whelan & Fischer	Bando & DeAvila	Harper, Paradis, Marchand	Track A	Track A	Track A	Track B
9:00 AM								
9:15 AM	Science/ Social Studies 9:00-9:40	Science/ Social Studies 9:00-9:40	PA & Phonics 9:00-10:00	PA & Phonics 9:00-10:00	Literacy 9:00-10:15	Core Math 9:00-10:30	Literacy WIN 9:00-9:30	Literacy WIN 9:00-9:30
9:30 AM								
9:45 AM	PA & Phonics 9:45-10:15	PA & Phonics 9:45-10:15					Social Studies 9:30-10:10	Science 9:30-10:10
10:00 AM								
10:15 AM								
10:30 AM	Special 10:20-11:00	Special 10:20-11:00	Core Literacy 10:00-11:00	Core Math 10:00-11:00	Phonics 10:15-11:00	Math Walk to WIN 10:30-11:00	Core Literacy 10:10-11:40	Core Math 10:10-11:10
10:45 AM								
11:00 AM								
11:15 AM			Lunch/Recess 11:00-11:40	Lunch/Recess 11:00-11:40	Recess/Lunch 11:00-11:40	Specials 11:00-11:40		Math WIN 11:10-11:40
11:30 AM	Math 11:00-12:15	Core Literacy 11:00-12:15						
11:45 AM			Literacy WIN 11:45-12:15	Literacy WIN 11:45-12:15				
12:00 PM								
12:15 PM					Core Math 11:45-12:45	Lunch/Recess 11:40-12:20	Recess/Lunch 11:40-12:20	Recess/Lunch 11:40-12:20
12:30 PM	Lunch/Recess 12:20-1:00	Recess/Lunch 12:20-1:00						
12:45 PM			Core Math 12:15-1:15	Core Literacy 12:15-1:15		Literacy WIN 12:20-12:50	Specials 12:20-1:00	Specials 12:20-1:00
1:00 PM					Math Walk to WIN 12:45-1:15			
1:15 PM						Phonics 12:50-1:10		
1:30 PM	Core Literacy 1:00-2:30	Math 1:00-2:30	Math WIN 1:15-1:45	Math WIN 1:15-1:45	Literacy Walk to WIN 1:15-1:45		Core Math 1:00-2:00	
1:45 PM						Core Literacy 1:10-2:15		Core Literacy 1:00-2:30
2:00 PM			Specials 1:45-2:25	Specials 1:45-2:25	Science/SS 1:45-2:25			
2:15 PM							Math WIN 2:00-2:30	
2:30 PM								
2:45 PM	Structured Play/Centers 2:30-3:15	Structured Play/Centers 2:30-3:15	Science/ Social Studies 2:30-3:15	Science/ Social Studies 2:30-3:15	Specials 2:25-3:05	Science/ Social Studies 2:15-3:15	Science 2:30-3:15	Social Studies 2:30-3:15
3:00 PM								
3:15 PM								
3:30 PM	DISMISSAL							

Accountability Summary: MCAS, ACCESS, Disciplinary, Attendance, etc.. Insert below.

2025 Official Accountability Report - Tilton

Organization Information	
DISTRICT NAME Haverhill (01280000)	TITLE STATUS Title I School
SCHOOL Tilton (01280075)	GRADES SERVED K,01,02,03,04
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
48% - Moderate progress toward targets	36

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	75%	31%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	48%	
	Moderate progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	-	-	-
	Mathematics achievement	0	4	-	-	-	-
	Science achievement	-	-	-	-	-	-
	Achievement total	1	8	60.0	-	-	-
Growth	English language arts growth	2	4	-	-	-	-
	Mathematics growth	2	4	-	-	-	-
	Growth total	4	8	20.0	-	-	-
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	-	-	-
Weighted total	2.2	7.2	-	-	-	-	
Percentage of possible points	31%			-	-	-	
2025 Annual criterion-referenced target percentage				31%			

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	79%	17%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	42%	
	Moderate progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets				
Indicator		High Needs Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	0	4	-
	Science achievement	-	-	-
	Achievement total	0	8	67.5
Growth	English language arts growth	2	4	-
	Mathematics growth	2	4	-
	Growth total	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	4	4	10.0
Weighted total	1.3	7.6	-	
Percentage of possible points	17%			-
2025 Annual criterion-referenced target percentage				17%

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	487.0	486.6	-0.4	490.3	162	1	Recovery Path: No Change
Lowest Performing	-	-	-	-	18	-	-
High Needs	484.4	483.7	-0.7	488.0	135	0	Recovery Path: Declined
English Learners and Former English Learners	481.7	476.6	-5.1	484.2	37	0	Path Forward: Declined
Low Income	483.6	483.1	-0.5	487.2	125	1	Recovery Path: No Change
Students with Disabilities	475.4	475.8	0.4	478.7	37	2	Path Forward: Improved Below Target
American Indian or Alaska Native	-	-	-	-	1	-	-
Asian	-	-	-	-	1	-	-
Black or African American	-	-	-	-	10	-	-
Hispanic or Latino	484.4	484.1	-0.3	487.6	100	1	Recovery Path: No Change
Multi-Race, Not Hispanic or Latino	-	-	-	-	3	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	491.4	491.5	0.1	495.8	47	2	Recovery Path: Improved Below Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	497.1	491.5	-5.6	500.8	162	0	Recovery Path: Declined
Lowest Performing	-	-	-	-	18	-	-
High Needs	493.8	488.3	-5.5	498.1	135	0	Recovery Path: Declined
English Learners and Former English Learners	487.9	482.4	-5.5	491.4	37	0	Path Forward: Declined
Low Income	493.6	487.8	-5.8	497.9	125	0	Recovery Path: Declined
Students with Disabilities	483.1	478.7	-4.4	486.5	37	0	Path Forward: Declined
American Indian or Alaska Native	-	-	-	-	1	-	-
Asian	-	-	-	-	1	-	-
Black or African American	-	-	-	-	10	-	-
Hispanic or Latino	493.9	490.2	-3.7	497.6	100	0	Recovery Path: Declined
Multi-Race, Not Hispanic or Latino	-	-	-	-	3	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	503.3	495.2	-8.1	507.8	47	0	Recovery Path: Declined

Capital Improvements: Optional

- Cafeteria Remodel - Redesign the kitchen with updated appliances and optimized service line flow.
- Basketball Hoop - Installation of basketball hoop to enhance the recess experience for students.

School Components required in accordance with Section 1114(b)(2)

- Annual Comprehensive needs assessment to gather feedback and determine areas of improvement based on student performance
- School-wide reform strategies that are inclusive and equitable to all subgroups.
- Instruction by highly qualified professional staff
- Professional Development for teachers, support staff, and paraprofessionals
- Strategies to attract highly qualified teachers
- Strategies to increase parent involvement
- Strategies for assisting students to the next level

- Steps to include teachers in the decision in regards to assessments
- Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of performance (MTSS)
- Coordinate and integrate federal, state, and local programs and services.

***School Name* School Site Council 2025-2026**

SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES

CHAIRPERSON:

Terrence Conant

COCHAIR

Lindsey Chastney

RECORDING SECRETARY:

NAME

TEACHERS:

NAME AND GRADE

PARENTS:

NAME AND ADDRESS/CITY

COMMUNITY REPRESENTATIVE

NAME AND COMMUNITY AFFILIATION _____