

Annual Report 2014-2015



Silver Hill Horace Mann Charter School

675 Washington Street
Haverhill, Massachusetts 01832

Margaret C. Shepherd, Principal
mshepherd@haverhill-ps.org
(P) 978-374-3448 (F) 978-374-3461

<http://www.silverhillcharterschool.org>

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Introductory Description of the School

<i>Silver Hill Horace Mann Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location	Haverhill, MA
Regional or Non-Regional?	Non-regional	Districts in Region (if applicable)	N/A
Year Opened	2008	Year(s) Renewed (if applicable)	2013
Maximum Enrollment	580	Current Enrollment (October 2014 Data)	578 Lottery Students (Plus 15 waived LCC students)
Number of students enrolled as of 7/1/2015	578 Lottery students (Plus 10 waived LCC students)	Students on Waitlist	116 students: 54% increase over 2014 57 in kindergarten 27 in grade 1 17 in grade 2 10 in grade 3 5 in grade 4 0 in grade 5
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days during the 2014-2015 school year	180	School Hours	9:00am - 3:15pm
		Age of School	7 years
<p>Mission The mission of the Silver Hill/Horace Mann Public Elementary School is to be a whole school community that provides a thriving learning environment educates, inspires, challenges and nurtures the minds and well-being of our diverse population of children in kindergarten through grade 5 where all children will achieve high academic standards and develop positive citizenship and character traits. Silver Hill supports the growth of the Whole Child and the continuous professional development of the teachers in collaboration with the families of Silver Hill and the Haverhill community.</p> <p><i>Our students have their own child friendly version: The Mission of SHHMCS is to be N.I.C.E. – Nurture, Inspire, Challenge, and Educate all students (Us!).</i></p>			

Accountability Plan Objectives and Measures (See Appendix A)

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

Silver Hill's mission is based on three guiding principles: educational and social support for the whole child; continuous growth in teaching methodology; and community involvement is integral to student success. For the academic year 2014-2015, the following Annual Report represents evidence of faithfulness to these guiding principles.

1. **Educational and Social Support for the Whole Child:** The school recognizes each child has unique gifts and strengths and deserves a rich, authentic, and meaningful learning experience, which is accomplished by providing Core Competencies, Social-Emotional Competencies, and Enrichment Competencies.
2. **Continuous growth in teaching methodology:** High quality practitioners will learn along with their colleagues and students, engage in meaningful dialogue, and reflect on their practices in order to improve instruction.
3. **Community involvement is integral to student success:** The school recognizes the importance of family and community to learning. As a Title 1 school, we have active parent involvement. We emphasize equal access to education and establish high standards and accountability, by providing each child with fair and equal opportunities to achieve an exceptional education.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
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1. We know the curriculum and plan thoughtfully and collaboratively (Standard I)
2. We know our students and their world both within and outside of our classrooms (Standard II)
3. We know our families and become involved members of the community (Standard III)
4. We know and care for each other (Standard IV)

Educational and Social Support for the Whole Child:

- **Core Competencies, Social-Emotional Competencies, Enrichment Competencies**

Curriculum, Planning, and Assessment

Teaching All Students

Professional Culture

Year two of a systems change at Silver Hill Horace Mann Charter School brought about several challenges for the faculty in continuing to implement the new curriculum and instructional model set forth in our Amendment to the Charter. It was clear that all staff felt overwhelmed by the deadlines required during the 2013-2014 school year, which continued into 2014-2015 in order to meet all conditions set forth in the Summary of Record. There were extensive initiatives including, but not limited to, fully implementing a standards based report card with grading rubrics, the first full year of implementation of a workshop model of instruction, and the first year of staff training and implementation of PBIS, our new social/emotional curriculum to support the Whole Child. The school theme for 2014-2015 was ***Simplify, Focus, Make Connections***, used as the heading on all agendas to remind staff that all the new initiatives were interconnected, streamlining the hard work to be completed in order to make deadlines while still implementing an excellent educational program for all learners - and maintain our sanity and humor! Passion and persistence prevailed! As a result of the successful DESE Charter Targeted Site Visit in January 2015, SHHMCS teachers were recognized by Mitchell Chester, Commissioner of Education, in his Memorandum dated February 13, 2015 for creating and implementing a comprehensive, coherent educational program with professional development aligned to school goals, and all conditions imposed on the school were removed.

The findings from the January 2015 Targeted Site Visit and the previous site visit in February 2014 determined the school wide goals for all Silver Hill faculty for the 2014-2015 school year. These goals included the following, with all goals achieving a Met status in this Annual Report:

- Implementation of a standards based academic curriculum fully aligned to the Common Core
- Social/emotional curriculum that fosters success for the Whole Child
- Data driven instruction with formative and summative assessments aligned to the school's DDMs and SMART goals
- Standards based report card and grading rubric to inform all stakeholders of the benchmarks of proficiency used to grade students
- Instruction provided in a Launch-Explore-Summary model, including Reader's and Writer's Workshop
- Performance based curriculum/instruction
- PLCs that include grade level teams collaborating with support personnel and administration
- Professional development aligned to the school goals
- Shared leadership model with a Curriculum, Instruction, and Assessment Committee/Academic Excellence Committee
- ELA coach and Mathematics coach, funded through Title I
- Vertical and horizontal alignment achieved through school wide collaborative teams

SHHMCS uses the Multi Tier System of Support. All classroom teachers differentiate to meet the needs of their students progressing on Tier 1. For Tier 2 students who have been determined through assessment to require interventions to meet the grade level standards, the reading specialist and Title I staff provide direct instruction in an intervention model, implementing several programs designed to meet the individual student's needs. These may include TLC, LLI, and/or a variety of research based interventions. For Tier 3 students identified as needing special education services, special educators including academic support, behavior support, speech and language, OT, and PT personnel provide direct instruction based on the student's IEP service grid.

Regular education students: SHHMCS uses weekly STAT (Student Teacher Assistance Team) meetings to discuss regular education students who are struggling and to identify additional interventions that may assist them. These meetings are held during weekly grade level PLC meetings, with colleagues working collaboratively with administration, the ELD teacher, the ELA and Math Coaches, special education teachers and support staff such as the speech therapist, to share best instructional practices and strategies for specific skills building. If a student does not make progress after implementing additional interventions through progress monitoring with data collection, the student will be referred for special education testing to determine if he/she is eligible.

Special education students: Using the above-mentioned STAT process, the team recommends students for special education testing when academic progress is limited. The Special Education Facilitator conducts appropriate SPED meetings with administration, regular education classroom teacher, special education teacher, school psychologist, Speech/Language therapist, behavior intervention specialist, occupational/physical therapists and parents. If a disability has been determined through an educational evaluation using an RTI model, the team develops the IEP.

ELL students: Students who appear to need ELD services are referred by the classroom teacher for a screening through the ELD teacher. If a student qualifies for services SHHMCS has a full-time ELD teacher who will work with the student in a combination of pull-out/push-in small group instruction. The ELD teacher functions as a Content Literacy specialist, collaborating and/or co-teaching with classroom teachers to pre-teach ELL students vocabulary and concepts in the content areas. She also provides monthly professional development to all teachers. All classroom teachers have been trained in sheltered English immersion (SEI) and have either taken the RETELL course during the 2014-2015 school year, or will be taking it in the 2015-2016 school year. Both the Principal and the Assistant Principal have completed the Administrator Endorsement Course.

Students who are determined to be significantly above grade level receive instruction from their classroom teacher at a differentiated level, as well as enrichment and extension activities provided by the Title I literacy coach using Junior Great Books and with the Math coach using Khan Academy. In several instances, these students may come from different classes at the same grade level, and meet with their peers during guided reading.

Silver Hill administration has improved the transition of special education siblings and all new lottery students (including incoming kindergartners) already enrolled in Haverhill Public Schools, to be more proactive in providing for these students educational programs. Soon after the January lottery, administration reviewed all current IEPs of these children to determine services. The principal then contacted the principals of the sending schools, as well as Haverhill Public School's Director of Special Education, to request early transition meetings to begin to plan for each individual child's needs through the IEP process. These meetings also allowed our staff to be involved in working with the sending school's team to develop the IEP

that would come with the student to Silver Hill. Parents/guardians were always invited to these meetings, to help give them confidence that the transition would be smooth, with HPS and Silver Hill collaborating to meet the needs of their child.

Our Title 1 summer school meets the needs of our Tier 2 students. The summer school theme is based on “Summer Camp”, running for four weeks July 6 – July 30. Fifty students entering grades 1-5 are enrolled with 6 teachers. The Principal acts as Director of our Summer School Program, overseeing all hiring, planning, instruction, assessment, bussing, and all day-to-day operations. There is a component of professional development for the Summer Camp, including developing lesson plans integrating literacy and “camp themed/science” reading and exploration, and progress monitoring students for baseline data and exit data. Students are engaged in small group activities based on their F&P level and specific skills. Time is divided between academic small group direct instruction, and outside activities for exploration integrating literacy with “camp” theme activities, e.g. Alphabet Scavenger Hunt and a field trip to explore tide pools at Fort Foster in Kittery Point, Maine. Weekly summer school attendance averaged 92%.

- Increased interventions in an RTI model both for remedial and enrichment opportunities for students in grades K-5. Title IIA funds were used to supplement instruction in an intervention model, including the LLI Program (Leveled Literacy Intervention); Junior Great Books (enrichment for above grade level readers); Touch Math Program for intervention and Kahn Academy for enrichment in mathematics; AIMS Math materials.
- SHHMCS has a full-time registered public health nurse and a full time School Adjustment Counselor available for all students.
- Silver Hill consistently has the highest attendance rate of all the Haverhill Public Schools. This year was 96%. This is achieved by daily follow up attendance calls, and frequent supportive communication with all families, but especially with those at risk of chronic tardiness and absenteeism.
- First year of staff training and implementation of PBIS, our new social/emotional curriculum to support the Whole Child. Two coaches and a school team trained received a two-day training through the May Institute, and met with the consultant monthly. Full staff training and implementation occurred in the 2014-2105 school year.
- As a result of our PBIS goals to make the playground safer and ensure that no child ever feels excluded, we have gone to a structured playground model, with a variety of “stations” that will appeal to every child. We are fortunate to have two beautiful fields, so the playground stations have been set up on each side of the building to allow us to have two grades out at recess at the same time.

Comparison of recess accident data pre and post PBIS Structured Playground indicate a significant decrease in both the numbers and severity of playground accidents.

<i>Data from Playground March 2014 – June 2014 (Pre PBIS)</i>		
Number of recess accidents 37	Severity of the accident: Concussion – 2 Broken Bone/s -2 Stitches – 1	Incident Summary Type Accident – 31 Assault – 6
<i>Data from PBIS Structured Playground March 2015 – June 2015:</i>		
Number of recess accidents 22	Severity of the accident: No students required medical attention beyond the school nurse	Incident Summary Type 100% Accident

Additional enrichment opportunities for students include:

- Before and after school advanced classes in art and music for students in grades 3,4,5
- Band and orchestra offered to grade 5 students
- Chorus offered to grade 3-5 students
- Academic Bowl offered to grade 4 and 5 students
- Chess Club
- Student Council in grades 4 and 5
- Large participation in city wide intermural sports including Cross Country, Basketball, and Track and Field
- Community Service projects included in Appendix A

Professional Culture

We are frequently asked what makes Silver Hill different from the Haverhill Public Schools. Administration and Board always answer, “We have incredibly supportive families and the best staff anywhere.” Silver Hill has a dedicated and talented staff. The fundamental belief supported by research is simple. The best teachers make the best school, and the quality of the teachers determines perceptions of the quality of the school. The variable for success of the school is not only high

expectation held by teachers for their students, but what teachers expect of themselves. This is evident at Silver Hill and the school succeeds because of its culture. Teachers provide opportunities for our students to observe adults working together successfully in our school, something some of our students may never see at home. Collaboration is modeled at Silver Hill.

- A shared leadership model governs our school, with decision making coming from the CIA Committee (Curriculum, Instruction, and Assessment) our leadership committee which represents all stakeholders
- As part of the professional development for the Educator Evaluation model, the Principal emphasizes that the Teacher Educator Evaluation Standard IV, Professional Culture, is a priority in evaluations of all staff
- The Principal develops a budget with staff input that aligns with the school's vision, mission, and goals, using LEA funding, Title 1 and Title IIA, Fund Code 262 (Early Childhood), Fund Code 274 (Special Education), and any other received grant money
- The Principal is transparent and forthcoming about expectations for all team meetings. Agendas are provided for all meetings, and shared with Board of Trustees as part of the monthly Principal's Report
- A Master Schedule has been created and implemented that maximizes meeting times for all PLCs and allow specialists and support personnel to belong to at least one grade level PLC
- Teachers responded positively to the ELA and Math coaching model, and invited them into their classrooms to model lessons
- Silver Hill has an educator led design and implementation of induction, support, and job embedded professional development, all of which are aligned to school and PLC team goals
- Professional Learning Communities support collaborative decision making and shared leadership
- Grade level/team PLCs meet weekly for planning and inquiry based lesson studies
- Art and music teachers' SMART goals integrated with classroom teachers' ELA curriculum
- Several Silver Hill teachers tutor students before and after school, with no charge to the families
- A Silver Hill teacher runs a well attended Chess Club; four teachers coach intramural sports
- Silver Hill staff are a community of lifelong learners (Also see Standards I and II, and Appendix A):
- Implementation of the PBIS Program, with full staff training, using our school mascot, Jack the Jaguar, as the model for our acronym ROARS, **R**espect, **O**wnership, **A**ttitude, **R**esponsibility, **S**afety
- School wide ROARS Assemblies to recognize students (and sometimes staff!) for exemplary behavior in **R**espect, **O**wnership, **A**ttitude, **R**esponsibility, **S**afety
- Children's birthdays and special events are included in Morning Announcements
 - Silver Hill teachers go above and beyond to show their fun side to their students
 - Annual Student – Staff Basketball Game
 - Staff volunteer for the Morning Valet Duty, frigid in the winter on our very windy Silver Hill!
 - As students arrived to school during standardized testing, they found several teachers in bright colored wigs and the halls were decorated with signs made by teachers and other grade level students cheering them on
 - Staff participates in Spirit Days, including Twin Day, Crazy Hair/Hat Day, Wear Your Colors Day, Red Sox Day
- And they remember the collegial side of teaching
 - Staff participated in the ALS Challenge
 - Our Teacher's Room is SRO during lunches. This is a time for socialization.
 - Excellent food shared at Data Days
 - Social gatherings over the holidays, an end of the year dinner out, and a last day celebration
 - Always supporting one and other during difficult times both professionally and personally

Continuous Growth in Teaching Methodologies:

SHHMCS began the changes necessary for full implementation of an RTI model. This included extensive data analysis through three Data Days, and careful progress monitoring of all students, using the Fountas and Pinnell Benchmark Reading Assessment and MAP assessments for math. Grade level PLCs (including support personnel assigned to each grade) meet weekly, rotating each week with the ELA Coach, Math Coach, ELL teacher, and the Principal, to ensure that teachers are understanding and implementing new initiatives and structures. Professional Development for all instructional staff:

- Weekly Professional Learning Communities with all grade levels and specialists targeting professional development on curriculum, instruction, and assessment. This year once a month teachers met on a rotating schedule with the ELA coach/interventionist, the Math coach/interventionist, the ELD teacher, and the Principal to focus on areas of need in professional development and curriculum implementation

- First full year of using a standards based report card to align with the new trimester format with a parent/guardian friendly benchmark rubric in alignment with the curriculum.
- The Charter 2013-2018 Accountability Plan Objectives are included on every agenda to connect Educator Evaluation goals to Charter goals.
- 100% of teachers received extensive professional development and support as part of being evaluated using the Educator Evaluator model, and 100% were evaluated using TeachPoint.
- Extensive PLC professional development to understand and begin to establish the structures for an effective Tiered System of Support
- Implementation of an RTI model, with progress monitoring and STAT meetings as part of weekly PLCs to address specific student concerns through an inquiry process (See also Standard I)
- Monthly Staff Meeting agendas were determined by the outcomes of each monthly CIA/Academic Excellence Committee meeting
- Monthly Curriculum Committee meetings focused on curriculum mapping and data analysis, including setting goals for 2015-2016
- Data Driven Instruction: Three Data Days with each grade level to learn how to analyze data using the ORID protocol, and applying this protocol to instructional practices to improve student learning and determine intervention groupings
- All teachers received professional development in differentiating for all students. This included increased interventions in an RTI model both for remedial and enrichment opportunities for students.
- Title IIA funds were used to supplement instruction in an intervention model, including the LLI Program (Leveled Literacy Intervention); Junior Great Books (enrichment for above grade level readers); Touch Math Program; AIMS Math materials
- Mentor text was purchased for all teachers as a resource to integrate science and social studies into our ELA curriculum
- Principal acts as the Director of our Title 1 Summer School Program that provides Tier 2 instruction to 50 students based on data collection. Teachers are selected based on grade level and areas of expertise, and professional development is a component of each day.
- All members of the Curriculum, Instruction, and Assessment Team (CIA) attended a variety of Department of Education conferences to provide networking opportunities and increased awareness of the DESE initiatives and mandates.

Special Education staff participated in a wide variety of Professional Development to meet the needs of our diverse learners. This included:

- Special Education/ELL Monthly Curriculum Meetings
- Writing and overseeing Fund Code Grant 274
- Review of all testing materials for validity and reliability
- Analyzing Assessments and aligning them to IEPs
- Aligning IEPs to Common Core State Standards
- Reader's & Writer's Workshop Assessments and Rubrics
- Special education teachers attended Wilson Training; TLC Lively Letters Seminars;
- CPI recertification; Special Education Law seminar

Community involvement is integral to student success:

Family and Community Engagement (Also see Dissemination Efforts and Appendix B Recruitment and Retention Plan)

A survey with five questions was sent home to families and posted on our web site. We received surveys back from 73 families. Between 93% and 96% feel that SHHMCS is educating their children well and communicating adequately with parents. Silver Hill has improved each year because our parents/guardians are encouraged to be partners in their children's education. They support our teachers in a variety of ways, financially through extensive fundraising, but more so by showing their commitment daily in active volunteering and school involvement (you should see our teacher appreciation week!)

The following Educator Evaluation Indicators for Principals were used as benchmarks for Family and Community Engagement:

- *Collaborate with families to effectively address student needs and prevent further challenges*
- *Set clear expectations and provide support to educators to ensure that they regularly engage all families in supporting their child's learning both in school and at home, including children with disabilities and/or English Language Learners*
- *Set clear expectations for and supports all educators to design and implement frequent personalized communications, respond carefully and promptly to communication from families*
- *Solicit feedback from families that informs improvement to communication with the school*
- *Reach out to families proactively as soon as concerns arise and effectively reach equitable solutions that are in the best interest of the student*
- *Model for educators how to identify each student's academic, social, emotional, and behavioral needs, including our students with disabilities and English Language learners*

As a result, the following were either initiated or continued during this school year:

- New user friendly web site with Web Master for maintenance and frequent updates
<http://www.silverhillcharterschool.org>
- Morning Valet duty to greet each child with a smile, and make sure they are safely escorted into the building during inclement weather
- PTO Monthly meeting presentation for any staff funding request
- Principal's Open Door policy
- Parent Representative to the Haverhill Public School Parent Council
- Majority of faculty attend school functions held after school hours
- Open House held in August for the families of all new students entering grades 1-5
- Partners with Pizza, an informal evening gathering for our ELL families to get together for a light supper and share ideas of how Silver Hill can become more "user friendly" for our ELL population, as well as sharing ideas of how we can recruit more ELL students
- Two Open Houses for potential ELL students
- Faculty often attend the PTO Restaurant Fundraisers
- Fifth grade end of the year celebration
- Two teachers, the Assistant Principal, and Principal attend all Board of Trustees meetings
- The SHHMCS Foundation was renewed this year. Many faculty and two Haverhill Public School Committee members attended the very successful first annual SHHMCS Foundation Wine Tasting and Silent Auction, raising money to purchase 10 new MacBook Airs for Silver Hill teachers to replace their outdated technology.
- Coffee with the Principal Information Nights 2014-2015

September	Positive Behavioral Interventions and Supports
October	MCAS: How'd We Do, Plans from Here, PARCC This Year
October	Partners with Pizza – ELL Family Night
November	Health Services -Cheryl Praetz, Silver Hill's new school nurse and Katie Vozeolas, Supervisor of Nursing and School Health Services
January	Standards Based Report Cards
March	PARCC State Testing
May	Grade 5 Parents/Guardians - Meet the Administrative Team from the Consentino School

- Silver Hill seeks alternate funding sources as needed
 - Extensive PTO fundraisers to support enrichment opportunities for our students
 - PTO's *The Giving Tree* bulletin board for families to "pick an apple" and donate the teacher's request written on the apple
 - BoxTops for Education
 - Monies, banners, and "freebees" received from our student photograph company
 - In kind donations from local businesses, including copy paper and binders,
 - Board Fundraising activities to support a newly created "Innovative Education Grant" as well as all operating expenses that are unique to the public Charter school
 - Newly restructured Foundation held first annual Wine Tasting and Silent Auction to begin to assist in funding Silver Hill's technology plan

- Silver Hill principal and PBIS Coach worked with the Foundation to write the Amelia Peabody Foundation Grant proposal
- Individual teachers have received grants including Target, Wal-Mart, and GoFundMe
- Collaboration with Ruth's House, a non profit organization operating a charitable thrift store in Haverhill, to assist our low income families in obtaining a variety of resources
- Monthly Brown Bag program to provide the elderly low income in our neighborhood with food delivered from the Boston food bank.
- This year began collaboration with the YMCA program to offer a before and after school program housed at Silver Hill to assist Silver Hill and Consentino families with child care needs
- YMCA collaboration with Grade 4 experiential lessons through Camp Tricklin' Falls
- Early Childhood collaboration with Head Start Program at Community Action
- Student teacher internship program with Education Departments at Northern Essex Community College and Merrimack College
- Silver Hill hosts a number of volunteer organizations, including:
 - The Merrimack Valley Jewish Coalition for Literacy, who provide volunteers to read with our students, supervised by our Reading Specialist
 - Grade 3 Junior Police Program with Haverhill Police Department and the Haverhill Exchange Club
 - Haverhill Lions Club who annually present all of our third graders with a dictionary
 - Haverhill Public Library issues library cards to all students
 - Silver Hill honored over 120 parents and volunteers during their Volunteer Appreciation Day in May

Dissemination Efforts

The following are initiatives shared with Haverhill Public Schools:

- Provided the Assistant Superintendent with our Standards Based report cards and grading rubrics, shared with principals, an endeavor that took Silver Hill teachers over a year to complete, including extensive school year and summer stipend work, funded by our RTTT grant. This report card and grading rubric have been downloaded into Haverhill Public School's new Student Information System, SchoolBrains
- Provided Haverhill Public School's Director of Special Education with the following to assist HPS special education department in meeting several conditions cited in their Coordinated Program Review:
 - A schedule showing mainstream integration for the LCC classes
 - A comprehensive plan to reconfigure the current LCC programs to a more appropriate Language Based Learning Center model, written by Silver Hill special education teachers and the Principal, with guidance from the Charter Access and Equity Office
 - All forms and procedures for a STAT process that meets the requirement for a RTI model. This was shared by the special education department at the HPS Leadership meeting held on March 25, 2015.
- Haverhill Public Schools piloted Silver Hill's proposal submitted to DESE for a Language Based Learning Center (former LCC) at one of their elementary schools, with full implementation planned in 2015-2016
- Provided Haverhill Public School principal with all of Silver Hill's schedules to assist that principal in implementing an RTI schedule with dedicated intervention blocks for each grade level

The following are collaborative endeavors with Haverhill Public Schools: (Also see Recruitment Plan)

- August 6, 2014, meeting with Haverhill Public School's Superintendent, newly appointed Assistant Superintendent and Director of Strategy and Accountability, Chairman of the Silver Hill Board of Trustees, and the Principal of Silver Hill to begin collaboration with the new Central Office administrators
- August 7, 2014, the Principal attended the Absenteeism Meeting held at Merrimack with other Haverhill Public School administration present
- Silver Hill has consistently had the best student attendance data in Haverhill Public Schools, averaging over 96% in 2014-2015. As a result, the Supervisor of Attendance for the Haverhill Public Schools invited Silver Hill to be a part of the collaboration to develop a comprehensive plan to address chronic absenteeism in the city of Haverhill. The focus of the first meeting was on early intervention and included HPS administrators, probation and Juvenile court, clinicians from Lahey Health, and Merrimack College.
- The Silver Hill Board Chairman communicates on a monthly basis with the Superintendent

- HPS Superintendent surprised Silver Hill by having a huge Level 1 banner hung from the front of our school. (See photo on the cover of this report). Haverhill's Mayor Fiorentini visited the school and presented us with the Mayor's Excellence in Education Award.
- The Principal attends all monthly Principal Meetings and either the Principal or Assistant Principal attend all Haverhill Public Schools Leadership Meetings, including the four day Summer Retreat.
- Silver Hill hosted the first Leadership Meeting of 2014-2015.
- The Principal provided professional development to two Haverhill Public School principals on how to use Fountas and Pinnell data to correlate with the MCAS growth model
- Silver Hill's Title 1 ELA Coach attends all Balanced Literacy Committee meetings; the Principal attends whenever she is able.
- Silver Hill's reading specialist/literacy interventionist is a member of the Haverhill Public School's Book Room Committee.
- Silver Hill is now the drop off designation for the monthly Brown Bag program to provide the elderly low income in our neighborhood with food delivered from the Boston food bank. Our fourth and fifth grade students and Haverhill High School's Life Skills students and staff assist with putting the bags together, and we have built a partnership with the Elder Services of the Merrimack Valley
- As part of our Charter Recruitment and Retention Plan, the Principal and ELD teacher have actively worked with HPS ELL department to recruit ELL students.
- Frequent communication with Haverhill Public School's new Supervisor of Nursing and Health Services, Katie Vozeolas, including a Coffee with the Principal to introduce Ms. Vozeolas and allow our families the opportunity to have a question and answer time regarding their child/children's medical needs at school
- Our neighboring school, Consentino, administration has been introduced as our "Partner in Education" at the last two lotteries, and either their Principal or Assistant Principal have drawn the lottery numbers
- Santa's Float Decorating Day – We provide the hot cocoa! Principals for Silver Hill and Consentino share the Santa's Day Float and walk together in the parade (This year they were Mr. and Mrs. Willy Wonka!)
- The June *Coffee with the Principal* is an informal forum for fifth grade parents/guardians to meet the Administrative team from Consentino, and hold a Q/A session
- Consentino students in grades K-5 take part in our Field Day activities
- Consentino administration covers for the Silver Hill Principal in her absence if Silver Hill's Assistant Principal is also out of the building
- Consentino School has been offered access to all of our Leveled Library resources
- HPS School Resource Officer, "Officer Steve" is an important and appreciated resource shared with Silver Hill
- The Silver Hill/Consentino Academic Bowl Team was the 2014-2015 Haverhill City Champs!
- During the Haverhill Public School's Health Fair, Silver Hill's physical education teacher, along with over 30 students, demonstrated an example of a game used at Silver Hill as part of our PBIS structured recess program
- Participation in the District Art Show
- Participation in the District Math Museum – This year one of our kindergarten classes placed third overall, as part of our project based learning
- Haverhill Public School's Write Away Contest – Silver Hill had winners in grades K-5 (kindergarten student won first place for the district)
- Greater Lawrence Educational Collaborative Enrichment Program: Appleseed Literary Magazine and Pen Pal Program – Silver Hill had eleven students published, including a 5th grader's illustrated poetry for the back cover
- The Peace Poetry Contest sponsored by Northern Essex Community College – A Silver Hill fourth grader won first place overall, and five third graders placed or had Honorable Mention
- Over 100 Silver Hill student and four teacher/coaches participated in the District Cross Country and Track and Field Meet
- An open invitation to all School Committee members, Central Office administration and supervisors, and the Mayor, to visit Silver Hill during a school day to see our students' learning environment.
- Silver Hill students and staff are Haverhill Public School's students and staff. Silver Hill staff advocates for them in every decision we make to ensure an exemplary educational program to support the Whole Child.

Academic Program Success

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

Silver Hill Horace Mann Charter's School 2013 report card link is as follows. 2014-2015 PARCC data is not available at this time:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04770010&fycode=2013&orgtypecode=6&>

The changing systems in special education necessitated that our Title 1 ELA and Math Coaches/Interventionists take on increased leadership roles. They did so with a *We Can Do This* attitude! Both coaches had been teachers at Silver Hill, respected by peers and parents. The coaches attended weekly team PLCs providing professional development, mentored teachers, provided modeling in individual classrooms, and used inquiry based Lesson Studies with every grade level. They also provided intervention, as well as overseeing an ESP, who serviced Tier 2 students using the LLI program. The ESP and LLI were funded through grants. As a result of their combined efforts with classroom teachers, Academic Support teachers, our ELD teacher, and administration we are pleased that we achieved a whole school 79% Growth Rate for the Fountas and Pinnell benchmark testing, especially as this was the first full year of implementation of a Reader's Workshop model. Although our 2014-2015 school wide goal SMART Goal was to meet an 80% growth as measured by the Fountas and Pinnell Reading Benchmark system, and we fell short of meeting our goal by one point, this was an eleven point gain over last year, and data indicates our professional development focus is moving us in the right direction, and thorough data analysis revealed individual teachers as well as school wide strengths and challenges in implementing a Response to Intervention model

In mathematics, our school growth as measured by the NWEA MAP testing, Student RIT Projection, has remained flat at 61% growth. This will be an area of focus for professional development and curriculum mapping in 2015-2016.

Program Delivery

- A Multi-Tier System of Support (RTI) that includes monthly progress monitoring to ensure that classroom strategies are effective in improving student learning
- A revised Master Schedule that allows for improved common planning time between support teachers and classrooms teachers, common blocks of time at each grade level for intervention and enrichment, and increased time on learning. The 2015-2016 schedules are completed, and include a designated 30-minute period for every grade level to receive a dedicated intervention block.
- Workshop model of instruction with small groups skills and strategies interventions in both ELA and math
- Guided reading using leveled books that match students' needs, with on going assessment and using the Continuum of Learning to keep the groups fluid
- Increased use of Conferencing with all students
- All students are present during the Launch, including children receiving special education services
- Frequent and systematic professional development opportunities to review curriculum, instruction, and assessment
- Revisiting the ELD teacher's role to be more of a content literacy teacher, emphasizing the WIDA language standards
- More effective co-teaching with the ELD teacher, special educators, interventionists, and classroom teachers
- Revised assessment calendar to progress monitor SMART goals, including the school goal of one school year's growth for students based on the Fountas and Pinnell Benchmark Assessment System
- Faculty requests to investigate, research, and pilot programs, to support the curriculum, in order to best meet the needs of our diverse students.
- PLC based and School wide SMART goals include outcome measures as well as progress measures, and align with the Educator Evaluation model
- Continued fundraising activities to purchase more resources to implement the Fountas and Pinnell leveled book system, including classroom libraries and multiple copies. This will allow for each child to have a sufficient number of books for independent reading, and teachers to have adequate leveled books to integrate science and social studies into ELA, with a 50/50 mix of literature to informational text.

Increased use of data analysis has been instrumental in evaluating the curriculum and program implementation. Teachers use the School's common assessments District Determined Measures (DDMs) including Fountas and Pinnell benchmark assessments, a variety of writing rubrics, mathematics unit tests, MAP, and when applicable, State standardized testing data, to analyze student achievement and growth. As a result of this data analysis, several processes and procedures were initiated/continued to evaluate whether the curriculum is effective and program delivery is successfully implemented and Silver Hill has a cohesive and comprehensive educational program supporting the Whole Child, fully aligned to the Massachusetts Curriculum Framework Incorporating the Common Core.

A priority this year was to restructure our special education programs to provide the most appropriate educational programs to meet the needs of all lottery chosen students and their siblings. There were significant challenges with student behaviors as parents rejected IEPs that only offered the student an in-district placement with Haverhill Public Schools. This mandated that Silver Hill create and implement a substantially separate behavior management program to support students with an Emotional Disability, and provide an inclusionary model for our students diagnosed with Autism. Due to LEA budgetary constraints these programs had to be staffed by the existing Silver Hill personnel. Silver Hill welcomes all students, regardless of their abilities, and administration and the special education Student Support Center teacher developed a plan that would provide these services using the staff we had. The plan was constantly revised as our student population and dynamics changed. Staff added new roles, and teachers with specific areas of expertise acted as Case Managers. A special education teacher with an expertise in working with autistic children was assigned as the case manager, providing on-site consultation. Through the IEP process, Dr. von Hahn, a Developmental-Behavioral Pediatrician specializing in ASD from the Floating Hospital for Children, Tufts Medical Center, was available for conference calls. Students showed both academic and social growth using this model, and with some refinement it will continue to be implemented next year.

With the help of a dedicated and talented Student Support Center teacher and her two ESPs, along with creative staffing schedules, staff planned and implemented a behavior based substantially separate behavior program which provided both social/emotional curriculum as well as an academic program to ensure that students with an Emotional Disability continued to receive academic support using the same standards based curriculum as their age matched peers in their assigned classroom. We quickly found that to be able to accomplish this, we needed to find more space and create a “pod” of rooms to safely address student behaviors, without having this interfere with other student learning. We turned a technology storage closet into a sensory integration room, and moved our leveled library book room to create a separate space for students who meet with our Student Support Center teacher (also now the behavior teacher) for their check-ins. Although it is still very much a work in progress with plans for improved staffing and more sensory integration materials, we are very proud of the new PAWS (Positive Always WinS) behavior classroom pod. The positive impact that we observed and documented on children who otherwise may not have made the progress has been a motivator not only for all staff directly involved, but also for the entire school community. We were all able to witness the growth of these students throughout the school environment. It has provided proof that given the right time and support, amazing amounts of patience and empathy from staff, combined with extensive collaboration from a wide variety of supporting staff using appropriate instruction, all children will show growth academically and socially, and gradually build resiliency and stamina to be able to interact and learn in a mainstream classroom

Academic Priorities for the 2015-2016 school year:

Year three of the systems change (2015-2016) has all of the structures of a Response to Intervention model in place, and the theme for 2015-2016 is ***The Why Behind RTI***. Professional development will focus on differentiation for all learners:

- Full implementation of an RTI schedule, including a dedicated 30 minute intervention block for each grade level to receive intervention and enrichment support from interventionists
- Data Analysis applied to the RTI pyramid, with professional development for differentiation and the use of the Fountas and Pinnell Literacy Continuum.
- Using data to apply diagnostic strategies for improved Tier 1 differentiation
- Strengthening our coaching and intervention capacity for our Tier 2 students
- Continuing to strengthen our special education programs and staffing and use a wide variety of tools for instruction for our Tier 3 students
- Strengthen the collaboration between our ELD teacher and classroom teachers
- Review and revise the STAT process, specifically using an RTI model with improved progress monitoring through a variety of assessments relevant to the skill being measured
- Data Day during each trimester for progress monitoring of all students in both ELA and Math
- In-service professional development for all grade levels on Reader’s Workshop with continuing emphasis on effectively using the Continuum of Learning, conferencing, and Interactive Read Aloud
- Implementation of the Lucy Calkins Units of Study Writing program, with systematic professional development
- Solidifying the workshop model across the curriculum, including Reader’s Workshop, Writer’s Workshop, and Math Workshop.
- Review and revise the current math curriculum to eliminate the EnVisions math program as the mathematics curriculum, and research and implement a standards based mathematics curriculum
- Professional development in data driven standards based mathematics, including increased communication and oversight of grade level teams with the Title 1 mathematics coach
- Expand implementation of the School Wide Positive Behavior Interventions and Support curriculum into other school environments, addressing the PBIS Staff Survey data

- Continue each of the above through professional development and team collaboration with a focused lens on using data to improve instruction, with a school wide goal of Fountas and Pinnell growth at 80% of all students making a minimum of 10 months gains in levels, and 80% of all students on Tier 1; and 70% of students in grades 2-5 achieving their NWEA MAP Student RIT Projection.

Organizational Viability

Organizational Structure of the School

2015 – 2016 Organizational Chart

Network Structure

Not applicable as we do not operate multiple schools.

Teacher Evaluation

SHHMCS uses: a. the Massachusetts Model System of Educator Evaluation

Budget and Finance

See Attachments for Budget and Finance Reports:

- 1.a. *Unaudited FY14 statement of revenues, expenses, and changes in net assets (income statement)*
- 1.b. *Statement of net assets for FY15 (balance sheet)*
- 1.c. *Approved School Budget for FY16*

Capital Plan for FY15

The SHHMCS Board of Trustees has not identified any capital projects that are expected to be initiated within the next ten years. The school facility is owned by the City of Haverhill, and any Capital Plan will be done in conjunction with Haverhill Public Schools Facilities Department.

Additional Information

Appendix A: Accountability Plan Performance for 2014-2015

Appendix B: Recruitment and Retention Plan for 2015-2016

Appendix C: School and Student Data

Appendix D: Additional Required Information

Conditions: As a result of the successful DESE Charter Targeted Site Visit in January 2015, Silver Hill Horace Mann Charter School teachers were recognized by Mitchell Chester, Commissioner of Education, in his Memorandum dated February 13, 2015 for creating and implementing a comprehensive, coherent educational program with professional development aligned to school goals, and all conditions imposed on the Silver Hill Horace Mann Charter School were removed.

Complaints: No official complaints (written) were received by the Board of Trustees pursuant to the state's charter school regulations, 603 CMR 1.09.

Appendix A

2013 – 2018 Accountability Plan Evidence Template

	2014 - 2015 Performance (Met/Not Met)	Evidence
Objective: Students will acquire a deeper knowledge of the subjects they are studying through a project-based approach.		
Measure: All students will participate in at least one cross-curricular project annually with the number of cross-curricular projects increasing each year until the students participate in a minimum of three cross-curricular	MET	Evidence: Kindergarten – 1) Where's My Shoe? Haverhill History Shoes Quilt 2) Growing Grass writing and science project Grade 1 – 1) Animal Research project 2) School Community Class Map Grade 2 – 1) Invent-A-Saurus writing and science research

projects annually with at least one project integrating technology.		<p>piece 2) Five Pocket Biography</p> <p>Grade 3 – 1) Simple Machines writing with scavenger hunt webquest 2) Wampanoags</p> <p>Grade 4 – 1) Immigration Unit – America’s Salad (DESE MCU)</p> <p>2) Magnetism/Electricity</p> <p>Grade 5 – 1) Energy and Ecosystems project 2) Math Museum Project</p>
Measure: 75% of the students in each grade level completing the cross-curricular projects will demonstrate proficiency on rubrics created by grade level teams and will be assessed as often as a project is completed, up to three times annually.	MET	<p>Evidence:</p> <p>Kindergarten – 1) 87% 2) 84%</p> <p>Grade 1 – 1) 95% 2) 95%</p> <p>Grade 2 – 1) 96% 2) 96%</p> <p>Grade 3 – 1) 100% 2) 100%</p> <p>Grade 4 – 1) 86% 2) 94%</p> <p>Grade 5 – 1) 87% 2) 87%</p>
Measure: Students at each grade level will participate in a hands-on science project with 75% of the students scoring in the proficient range or better on rubrics created by grade level teams.	MET	<p>Evidence:</p> <p>Kindergarten – Planting Grass -100% proficient</p> <p>Grade 1 – Animal Project - 95% proficient</p> <p>Grade 2 – Invent-A-Saurus – create and present - 96% proficient</p> <p>Grade 3 – Design and build a simple machine - 100% proficient</p> <p>Grade 4 – Electricity Science Fair - 95% proficient</p> <p>Grade 5 – Rock/Mineral Project - 91% proficient</p>
Objective: Students will be responsible members of the community.		
Measure: All students will participate in a project annually to improve the school community, the school neighborhood, the environment or the quality of life for individuals as reported by grade level teams.	MET	<p>Evidence:</p> <p>Kindergarten – Students wrote pen pal letters to other students in the Merrimack Valley.</p> <p>Grade 1 – Students raised \$50 per classroom to sponsor an animal at the Franklin Park Zoo in the Bird’s World Exhibit.</p> <p>Grade 2 – Students participated in collecting books for Jamaica.</p> <p>Grade 3 – Student collected blankets for a local animal shelter,</p> <p>Grade 4 – Students chose an activity to help their community be a better place and then chose a way to display it and present it to their peers.</p> <p>Grade 5 – Students volunteered monthly, assisting elder services with the Brown Bag program.</p> <p>Whole school – Students participated in collecting money for Ryan’s Well; holiday coin drive for Emmaus House, a local homeless shelter; collected birthday cards to honor a sick girl’s wish (Addie); school-wide Earth day clean up; collected supplies for the local MSPCA.</p>
Measure: The number of students in grade 3-5 who participate in extra-curricular activities during the school year, such as being a member of the Student Council, participating in the annual Math Museum, or submitting an entry to the district Write Away will increase each year of the charter until there is at least 75% participation from the student body in grades 3-5.	MET	<p>Evidence:</p> <p>Extra-curricula activities this year included the Write Away contest, Academic Bowl (4-5), District Math Museum, District Art Show, District Health Fair, submission for the CREST Apple Seed magazine, chorus (3-5), band (5) cross country (4-5), basketball (4-5), track and field (4-5), chess club, student council (5), ski club, and Peace Poetry contest. Many of our students are also involved in the City teams, including soccer and baseball. Overall, in grade 3-5, 87% of the students participated in an extra-curricular activity.</p> <p>Grade 3 – 77% of students participated</p> <p>Grade 4 – 90% of students participated</p> <p>Grade 5 – 95% of students participated</p>
Objective: Students will know the geography and history of Haverhill or Massachusetts in the context of the History frameworks at their grade level.		

Measure: All students will participate in a project annually that introduces them to, or expands their knowledge of the history, cultural diversity, ecology, geography, or economy relating to Haverhill or Massachusetts in accordance to their grade level history and geography standards.	MET	Evidence: Kindergarten – Family Shoe Project about favorite places in Haverhill Grade 1 – My Neighborhood Map Grade 2 – Researching and exploring favorite places in Haverhill community Grade 3 – History of Haverhill with scrapbook, Treasures of Haverhill tour, scavenger hunt and guest speaker Mr. Reusch Grade 4 – Hall of Fame: Famous Haverhill Citizens Grade 5 – Watershed Project focusing on the Merrimack River
Measure: 75% of the students in each grade will demonstrate proficiency on rubrics created by grade level to go along with the presentation, field trip or project.	MET	Evidence: Kindergarten – 88% Grade 1 – 95% Grade 2 – 96% Grade 3 – 100% Grade 4 – 100% Grade 5 – 85%
Objective: Faculty will demonstrate continuously improving teaching practices.		
Measure: At least 85% of all teachers will achieve their student learning goals and professional practice goals under the Massachusetts Evaluation System.	MET Professional Practice Goals PARTIALLY MET Student Learning Goals	Evidence: Based on the Educator Evaluation Summative and Formative Assessments of all teachers during the 2014-2015 school year: 100% of teachers met their Professional Practice SMART Goal 41% of teachers Met the Student Learning SMART Goal
Measure: At least 85% of all teachers who serve on a curriculum committee will indicate through a yearly survey that the work on the curriculum committee helped improve student learning and achievement.	MET	Evidence: <i>When asked in a survey:</i> <u>Teachers have input into curriculum decisions</u> – 95% of instructional staff responded <i>Strongly Agree</i> or <i>Agree</i> <u>Professional development opportunities helped improve student learning and achievement</u> – 100% of instructional staff responded <i>Strongly Agree</i> or <i>Agree</i> Curriculum Committee research, investigation, and piloting during the 2014-2015 year resulted in the following goals to be implemented in 2015-2016 to help improve student learning and achievement: ELA – Lucy Calkins Writing Units of Study; Handwriting Without Tears (K-1); TLC Lively Letters as the core phonemic awareness curriculum in kindergarten and mid point of grade 1, and the intervention program for mid grade 1 and grade 2; restructuring of our intervention programs to include a dedicated intervention block for each grade level daily Mathematics – Eliminate the EnVisions program as the core mathematical curriculum, and move to a standards based curriculum, using EnVisions and other resources as tools Social Studies/Science – increased project based activities, with a culminating Learning Fair open to the community for each grade level. This year was Grade 1, Animal Research; Grade 2, Pocket Biographies; Grade 4, Electricity Fair; Grade 5, Math Museum Special Education/ELL – Full implementation of our new PAWS Program for students with an Emotional Disability; revise and refine our programs for students who are both special education and ELL, with a co-teach model; implement a resource room model for improved staffing and delivery of

		<p>services for direct instruction in reading</p> <p>School Culture/PBIS – Review and refine our PBIS program, targeting common areas of the school; increased number of assemblies to represent each letters in our ROARS plan; improved understanding and consequences for major and minor infractions</p> <p>Crisis Committee – More meetings are necessary; review and revise all crisis plans</p>
<p>Measure: Teachers will participate in a minimum of fifteen hours of professional development opportunities that directly relate to improving teaching practices.</p>	MET	<p>Evidence:</p> <p>All teachers participated in professional development opportunities that directly relate to improving teaching practices, including:</p> <ul style="list-style-type: none"> • Curriculum Committees meet monthly for two hours to review data, review current programs and instructional practices, explore new programs, and plan the following year's school wide goals • All grade levels and specialists met in weekly PLCs weekly to revise and refine our Standards Based Curriculum Modules, including DESE Model Curriculum Units, with mentor text, integrated lesson plans, intervention and enrichment lessons, aligned to our Standards Based report cards • All kindergarten, grade 1, grade 2, ELD, and special education staff trained in the Reading with TLC Lively Letters programs Parts I, II, and III, which resulted in kindergarten data showing 93% of all kindergarteners and 84% of all first graders made a 10 month growth measured by the F&P grade level benchmark • Monthly All Staff Meetings • Three Data Days for all teachers • Implementation of the PBIS Program, with full staff training, and school wide ROARS Assemblies • All kindergarten teachers attended a DESE GOLD training, to learn how to administer this assessment to find a child's Social/Emotional level • All members of the Curriculum, Instruction, and Assessment Team (CIA) attended a variety of DESE conferences to provide networking opportunities and increased awareness of the DESE initiatives and mandates. • Title 1 Math Coach and a grade 1 teacher attended the National Teachers of Mathematics and Science Exposition in Boston • All kindergarten and grade 1 teachers attended Handwriting Without Tears training and received materials to implement this program in 2015-2016, funded through an early childhood special education grant, Fund Code 262 • Assistant Principal, Student Support Center Teacher, and Special Education Facilitator attended the Special Education Law Conference • 22 teachers and the principal attended the Lucy Calkins Writing Units of Study professional development day sponsored by Haverhill Public Schools on June 26 • A variety of conferences/workshops including: Guided Reading; ABA Training; CPI Training; Red Cross CPR Training; PARCC Workshops and Webinars; MCAS ALT Training; numerous graduate level courses

Objective: Faculty will participate in shared school leadership.		
Measure: Teachers will participate in monthly curriculum staff meetings, curriculum meetings and weekly grade level meetings (PLCs) with a minimum attendance rate of 85%.	MET	Evidence: Every teacher participated in at least 85% of weekly grade level PLC meetings, curriculum meetings and curriculum committee meetings.
Measure: The school's weekly schedule will be designed to include common planning time for Professional Learning Committees for minimally 80% of grade level teachers, special education teachers, and enrichment teachers.	MET	Evidence: The school's weekly schedule is designed to include common planning time so that grade level teachers, special education teachers, intervention and enrichment teachers and specialists can meet during weekly PLCs with administration in attendance. (Appendix A.3 - Master Schedule)
Measure: Each year the number of staff in leadership positions will increase until 80% of the staff serves in a leadership position. Leadership positions include participation on the leadership team, serving as a facilitator for grade level curriculum meetings, serving as a facilitator at curriculum committee meetings or leading a professional development workshop for staff.	MET	Evidence: <ul style="list-style-type: none"> Monthly All Staff Meetings include all instructional personnel 100% of faculty belong to weekly grade/team PLC's, and rotate roles 100 % of all faculty belong to at least one Curriculum Committee, analyzing data to improve instruction <p>100% of teachers have served in a leadership position. 50% (16 out of the 38 teachers) have served on the Curriculum, Instruction and Assessment Committee (our leadership team) and/or have facilitated a professional development workshop for staff this year. In addition, every teacher has facilitated a Curriculum Committee meeting and/or a grade level PLC meeting this year.</p>
Objective: There will be a demand for students to attend SHHMCS from parents whose children are eligible to attend other schools in the District.		
Measure: An annual parent survey will demonstrate that at least 80% of SHHMCS parents who respond to the survey think that SHHMCS is educating their children well and communicating adequately with parents.	MET	Evidence: Currently there is a wait list of 116 students. This is a 54% increase over 2014, and represents students from all sectors of Haverhill Public Schools. 57 in kindergarten 27 in grade 1 17 in grade 2 10 in grade 3 5 in grade 4 0 in grade 5 A Parent/Guardian School Satisfaction Survey was sent home to families, and provided on-line through our web site. We received surveys back from 73 families. Between 93% and 96% feel that SHHMCS is educating their children well and communicating adequately with parents. <ol style="list-style-type: none"> 1. Rate your overall satisfaction with the school: 96% 2. Are you satisfied with the education your student received? 93% 3. Are you satisfied with your student's academic progress? 95% 4. Are you satisfied with the communication from your child's teacher? 95% 5. Are you satisfied with the support your family receives? 95%

Appendix B Recruitment Plan 2015-2016

School Name: Silver Hill Horace Mann Charter School

Date: July 31, 2015

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.

Implementation Summary:

SHHMCS's Recruitment and Retention Plan was not approved in our 2013-2014 Annual Report. It was amended and resubmitted in December 2014. As a result, our Recruitment and Retention Plans were only partially implemented, and the School will continue with the 2014-2015 Goals and Strategies for continued implementation in 2015-2016.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities:

1. Collaboration with Haverhill Public Schools Administration, specifically the Superintendent, Assistant Superintendent, Director of Special Education, ELE District Supervisor, and all principals
2. Local newspapers (*Eagle Tribune, Haverhill Gazette*)
3. SHHMCS Website and Haverhill Public School Website
4. Haverhill Public Schools Registration Center all year
5. Applications and brochures in English and Spanish are available at the local Haverhill YMCA, Haverhill Boys' and Girls' Club, Haverhill Community Action Inc. Head Start program, local private Pre-k and kindergarten programs, Haverhill Public Library, through Lahey Health Behavioral Services and South Bay Counseling, and neighborhood social service agencies and meeting places
6. Two publicized informational nights and a Saturday prior to the lottery Open House with an information and question and answer session
7. With appointments, School Tours assisted by our Student Council Student Ambassadors

Recruitment Plan – Goals and Strategies

List goals and strategies for recruitment activities for each demographic group.

Demographic Group	Goals and Strategies
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Special education students	<p>Goal: Develop a proactive rather than reactive approach to availability of services for students with disabilities.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • SHHMCS will continue to collaborate with Community Action, Inc. Head Start, Boys and Girls Club, YMCA, DCF (Department of Children and Families) and numerous other social service organizations within Haverhill, such as Lahey Health Behavioral Services, South Bay, and Angel Care Kids Therapy Center, to recruit students in the special education subgroup from all areas in our community. These organizations are supplied with brochures educating them of the services offered at SHHMCS. • Principal will meet on a regular basis with Haverhill Public School's Superintendent, Assistant Superintendent, and Director of Special Education to provide continuous guidance on the regulations for Charter School Special Education, specifically 603CMR 28.10. • Align special education personnel and schedules to have available a full continuum of services for students with disabilities, including Autism and Emotional Disability.
	<ul style="list-style-type: none"> • Evaluate current special education programs at SHHMCS for evidence of student progress and growth, in order to highlight successes in specific areas of special education to prospective applicants. • Collaborate with the SDOR to recruit and retain at SHHMCS students with emotional disabilities. Due to the increasing number of students enrolled at SHHMCS with the disability of Social/Emotional, a focus for this school year will be on developing a comprehensive education program with appropriate personnel to meet the academic and social needs of these students, with the goal of gradual release from substantially separate to partial inclusion with support. • Recruit students who are at risk of failing in their current school settings, through HPS Director of Special Education • Improve the transition of special education siblings and all new lottery students (including incoming kindergartners) already enrolled in Haverhill Public Schools. Immediately after the lottery, administration will review all current IEPs of these children to determine services then contact the principals of the sending schools, as well as Haverhill Public School's Director of Special Education, to request early transition meetings to begin to plan for each individual child's needs through the IEP process. Process to be completed before the end of May. • Improve user friendly web site, with a Special Education topics page

Limited English-proficient students	<p>Goal: Develop and implement culturally sensitive practices to engage families and ensure that all families feel welcome at Silver Hill.</p> <p>Strategies:</p> <p>Based on the rate of decline in our Limited English-proficient student subgroup, this was an area of focus for the 2014-2015 school year. SHHMCS works closely with Community Action, Inc. Head Start, Boys and Girls Club, YMCA, and numerous other social service organizations within Haverhill, to recruit students in limited English-proficient subgroup. These organizations were supplied with applications and brochures educating them of the services offered at SHHMCS. The Principal also communicated on a regular basis with Haverhill Public School's ELE District Supervisor to actively recruit and support our Limited English-proficient students. Silver Hill actively recruited Limited English-proficient students through a variety of forums, including:</p> <ul style="list-style-type: none"> • Improved user friendly web site, with a new drop down at the top of the Home page to translate in multiple languages • Improved translations of school information, and development of improved ELL friendly application, brochure, and review of our ELD program. • Held an informal "Partners With Pizza" supper for our current ELL families to find out how we can improve our communication with the Limited English-proficient student subgroup, make our current families feel more a part of our school, and ask assistance from our current families in recruiting their families and friends. • Principal attended the Latino service at St. James Church in Haverhill to address the congregation during the Community Messages, with the assistance of a SHHMCS parent interpreter. With the help of the Pastor and SHHMCS Latino families, distributed brochures, applications, and posted an invitation to Open Houses after the service. • Held both an evening and a Saturday Open House in November specifically for Limited English-proficient students, with interpreters to assist with questions and applications. HPS ELD Coordinator, Graciela Trilla, was in attendance to assist with interpreting. • Advertised our ELD program with posters in a variety of local establishments, including neighborhood stores and agencies. • Improved networking with local and state agencies to discuss opportunities for students at charter schools • Attended Haverhill Public School's "Magic School Bus Tour" with Graciela Trilla, where ELL families learn about HPS offerings. Specifically the tour of HPS Registration Center, to correct the misconception that "newcomers" cannot apply to SHHMCS. • Met with the Principals of the HPS "newcomers" programs to provide information and brochures for our ELD program, and offer any assistance in helping them meet the needs of their overcrowded programs, including recruiting efforts made directly at our neighboring school • Met with staff of HPS Registration Center and HPS Supervisor of ELL Program to review SHHMCS's recruitment plan for Limited English proficient students.
Limited English-proficient students	<p>Continue above and add:</p> <ul style="list-style-type: none"> • Leave translated brochures and applications at adult ESL programs in Haverhill Public Schools. • Kindergarten students will learn basic Spanish during their weekly library time • Offer an activity based after school program for beginning Spanish in conjunction with our YMCA after school program

Students eligible for free or reduced lunch	<p>(Also see above Limited English-proficient students, as many of our ELL students live in subsidized housing within the HPS District)</p> <p>Goal: Increase the number of students eligible for free or reduced lunch by 2%</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Students are recruited through the Community Action, Inc. Head-Start program. Each year the Principal addresses parents/caregivers at a Kindergarten registration Informational Meeting. A brief overview of the K-5 program and the free all-day kindergarten program is presented. Lottery applications are made available for these parents. Students are also recruited through brochures and information made available to the wrap-around services including Haverhill YMCA and YWCA, and Haverhill Boys' and Girls' Club, WIC (Women, Infants, and Children), Haverhill Public Library. • Provide before and after school programming to assist working parents • Recruit from a community non-profit organization to be a Board Trustee • Establish relationship with Ruth's House, a non-profit corporation operating a thrift shop in Haverhill. Their mission is to recycle, reuse, and renew for charity, including helping to clothe low-income people; and Emmaus House, a local homeless shelter.
Students who are sub-proficient	<p>Goal: To provides stability for families with fragile students adjusting to the school experience.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Students are recruited by stressing the stability that SHHMCS offers as students can attend SHHMCS regardless of where they live in the city of Haverhill for six continuous years and transportation will be provided. This includes those families that have both English Language proficiency issues and special education needs. • Include information about our Special Education and Intervention services in our brochures, at Open Houses, and through our web site
Students at risk of dropping out of school	<p>Goal: To provide families with resources for wrap around services</p> <p>Strategies:</p> <ul style="list-style-type: none"> • SHHMCS works closely with the local YMCA, the Boys' and Girls' Club, and several local day cares, which provide before and after school care for many of our students and we provide transportation to and from these programs. We refer and have many therapists from South Bay Counseling and Lahey Behavior Services provide both in school at home based therapy for our students and their families. We provide applications in English and Spanish to each of these agencies every fall and encourage them to distribute them to families who would benefit from these wrap around services. • Improved communication with HPS Attendance Office • Continuous efforts to work with families to emphasize not only attendance, but coming to school on time each day, and includes family outreach with our Parent Liaison, teachers, collaboration with Lahey Health Services, and continuous follow up with the principal. • Principal met with Haverhill Community Truancy Panel, comprised of educators and local agencies
Students who have dropped out of school	Not applicable.
Other subgroups of students who should be targeted to eliminate the achievement gap	By working closely with wrap around services to articulate that we offer a stabile school experience for six years regardless of where the family lives in Haverhill attracts all subgroups of students who should be targeted to eliminate the achievement gap.

Overall Student Retention Goal and Evidence 2014 - 2015	
Annual goal for student retention (percentage): SHHMCS will maintain a goal of 94% retention rate per year with not more than a 6% loss of students.	96% Retention Rate 18 moved out of district 1 entered a private school 4 returned to district schools

Retention Plan	
Demographic Group	Goals and Strategies
Special education students	<p>Goal: The regular education teachers, special education teachers and related service providers will collaborate regularly during PLC times and through inclusionary practices to provide a strong academic program that meets the unique, individual needs of each student.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Through staff collaboration, frequent communication with the student's parent/guardian and wrap around services, and progress monitoring, programs are modified as necessary to ensure students are successfully accessing the curriculum. • Teachers provide differentiated instruction to meet the needs of the diverse learners in our school, including special education students. An RTI model is implemented with intervention and enrichment. • Title I, Title IIA, and Fund Code 262 support professional development and programs for teaching High Needs students • Special education teachers will research and implement a variety of academic programs to meet the needs of individual learners. These will include, but may not be limited to, elements of: Wilson, SPIRE, Lindamood –Bell (LiPS and Visualizing and Verbalizing), TLC, Touch Math, Social Scripting • All teaching staff will receive professional development in the following: <ul style="list-style-type: none"> • Using the Fountas and Pinnell Reading Program, specifically the Continuum of Learning to address individual student needs • Lucy Calkins Units of Study Writing Program • Standards based mathematics instructions with increased exploration materials • Workshop Model of instruction for reading, writing, and mathematics • All teaching staff will attend three school based Data Days to ensure student growth by analyzing progress monitoring data • Co-teaching models will be researched and implemented when appropriate • New Speech and Language therapist and academic support special educators will be trained in the TLC phonemic awareness program for continuity and a cohesive language in these skills and strategies throughout the grade levels • School Adjustment Counselor provides counseling services to students on 504s and IEPs • Review all current 504s and IEPs handicapping conditions and goals to accurately reflect the academic and social needs of the individual students, thereby providing a more inclusionary special education program. • Collaborate with the SDOR to recruit and retain at SHHMCS students with emotional disabilities. Due to the increasing number of students enrolled at SHHMCS with the disability of Social/Emotional, a focus for this school year will be to continue to refine our PAWS program, with appropriate personnel to meet the academic and social needs of these students, with the goal of gradual release from substantially separate to partial inclusion with support. • Research and develop an inclusionary program for students with the disability of Autism

Limited English-proficient students	<p>Goal: SHHMCS ensures that our Limited English-Proficient Students are an integral part of our school community, and that the Silver Hill community consistently demonstrates culturally sensitive practices</p> <p>Strategies:</p> <ul style="list-style-type: none"> • The ELD teacher collaborates with the regular education teachers of the ELL students to provide the ELL students with a cohesive educational program that meets their needs, and acts as Content Literacy Specialist, providing classroom teachers with SEI strategies, specifically for vocabulary development, Co-teaching when appropriate • New web site is user friendly to ELL families, with drop down selections for multiple languages • Notices, communication, parent letters and report cards are translated. • Interpreters are made available for parent teacher conferences, IEP meetings and whenever a parent/guardian requests it, such as when they call the school to discuss a concern or issue. • Increased parental/guardian school involvement through “book swaps”, and Books for Bingo Nights, and Pizza with the Principal Information Night • Actively recruit for bi-lingual staff • Request funding from the Board of Trustees to pay a stipend for translations completed in a timely manner
Students eligible for free or reduced lunch	<p>Goal: SHHMCS offers consistency in the lives of young children when the families move around the city for affordable housing by allowing students to attend our school for six consecutive years despite where they live in Haverhill, and helping to support these families in the extra challenges they face.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • YMCA before and after school program based at SHHMCS, with a pledge to provide affordable and/or free daycare for families in need of this service. • Improved communication with DCF and wrap around agencies • “Jeans on Friday” fundraiser to raise money for donations of clothing and gift cards to assist Economically Disadvantaged families • Close communication with all families to be aware if there is an event that would cause financial hardship
Students who are sub-proficient	<p>Goal: SHHMCS teachers use continuous progress monitoring to assess students and have grade level Professional Learning Communities that utilize the data to determine which students would benefit from intervention.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Many teachers offer weekly tutoring sessions for students who struggle academically at no cost to the students. • Review and revise the current STAT process • Implement an effective RTI model, using a multi-tiered approach with frequent progress monitoring to provide appropriate delivery of the intervention programs • Implement the LLI intervention program with fidelity
Students at risk of dropping out of school	<p>Goal: SHHMCS will work closely with the attendance office of the Haverhill Public Schools and wrap around agencies to reach out to families of students who have poor attendance to see if we can provide resources and support services to help them attend school regularly.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • The school works with local counseling services providing student counseling on-site. • YWCA school based before and after school program, with scholarships • Parent liaison will phone every student who is absent without prior documentation • Work collaboratively with HPS attendance office to make a home visit after five absences • School Adjustment Counselor to collaborate with local counseling services
Students who have dropped out of school	Not applicable.
Other subgroups of students who should be targeted to eliminate the achievement gap	SHHMCS offers volunteer literacy training with our Reading Specialist. These parents/guardians are then better equipped to help their child academically.

Appendix C
School and Student Data Tables

Silver Hill Horace Mann Charter School's school report card link is as follows:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04770010&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (October 2014 Data)		
Race/Ethnicity	# of students	% of entire student body
African-American	24	4.0%
Asian	11	1.9%
Hispanic	108	18.2%
Native American	1	0.2%
White	443	74.7%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	5	1.0%
Special education	94	16%
Limited English proficient	22	4%
Economically Disadvantaged	215	36%

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Margaret Shepherd, Principal	Instructional leader for curriculum, instruction, and assessment; oversee all school based personnel, and responsible for hiring, supervision/evaluation and termination of all staff; oversee all professional development; maintain a collaborative relationship with Haverhill Public Schools, including attending all Principal's and Leadership meetings; oversee all special education programs, including attending all initial and re-evaluation meetings; oversee the ELD program; oversee the social-emotional programs, including student discipline procedures; communicates with the Board of Trustees, including a monthly update of all aspects of the school; manage budget; Title I, Title IIA, Fund Code grant writing and management; preparation of ESE and CSO reports; coordinate extended year program.	August 1, 2013	
Jennifer Russell, Assistant Principal	Assists with management of curriculum, personnel and budget; assists with evaluation of staff; 504 coordinator; Director of Special Education; assists with overseeing the social-emotional programs, including student discipline procedures; coordinates MCAS and PARCC; assigns substitutes	December 1, 2011	

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	37		3 ***	1 accepted an Administrative position in another district 1 LCC teachers whose position had been eliminated left to take a position as an Academic Support teacher in another district 1 classroom teacher was transferred to another HPS ***
TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR (Continued)				

Other Staff	1 Special Ed Facilitator 1 School Adjust Coun 1 Speech and Language 11 Instructional ESP 2 Sped Itinerant: (OT and Teacher of the Deaf/Hard of Hearing) 1 School Nurse .5 Principal Clerk 2.5 Custodial 4 Cafeteria	1 Sped Facilitator *** 2.5 Custodial 1 Principal Clerk	1	1 ETF (Sped Facilitator) Retired (Replaced with HPS Transfer Request) 1 S/L accepted a position in another district closer to home (Replaced with HPS Transfer Request) 1 Principal Clerk transferred 2.5 custodial retired (All replaced with HPS Transfer Requests)
*** Silver Hill attracts highly qualified teachers from within the Haverhill Public School District, and all new hires for 2015-2016 are agreed upon transfer requests from teachers currently at other Haverhill Public Schools, or licensed teachers who had been in an Educational Support Personnel role at Silver Hill and were promoted from that position into a classroom teaching role. Silver Hill has created our own feeder system to hire and retain great teachers, critical to sustain school improvement.				

BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Term Begins	Term Expires
Gene Zylkusi	Chair	Governance, Finance	1	1/16/13	1/15/16
Margaret Shepherd	Principal	Academic Excellence, Finance, Governance		8/1/2013	N/A; term renews
Jennifer Chmiesleski	Treasurer	Finance	2	7/1/2012	6/30/2018
Jennifer Russell	Secretary	Academic Excellence	2	7/1/2012	6/30/2018
Russell Marino	Member	Governance	1	4/1/2015	4/1/2018
Susan Bouchard	Member	Academic Excellence Development	2	7/1/2012	8/30/2015
Paula Desmairis	Member	Development	1	2/1/2015	2/1/2018
Megan Duffy	Member	Academic Excellence	2	7/1/2012	6/30/2016
Richard Dellea	Member	Development	1	2/7/2013	2/7/2016

Appendix D
Additional Required Information

Key Leadership Changes:

Director of Special Education – Jennifer Russell; SIMS Coordinator – Patricia Shaffer

Position	Name
Board of Trustees Chairperson	Gene V. Zylkusi
Charter School Leader/Principal	Margaret C. Shepherd
Assistant Charter School Leader	Jennifer Caruso Russell
Special Education Director	Jennifer Caruso Russell
MCAS Test Coordinator	Jennifer Caruso Russell
SIMS Coordinator	Patricia Shaffer
English Language Learner Director	Ashley Bock

Facilities

Location	Dates of Occupancy
No Change	

Enrollment: When is the estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 school year?

Action	Date(s)
Student Application Deadline	January 8, 2016
Lottery	January 28, 2016

