

Annual Report 2015-2016



Silver Hill Horace Mann Charter School
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Table of Contents

Introductory Description of the School	3
Letter from the Chair of the Board of Trustees	
School Performance Criteria Relating to Faithfulness to the Charter	4
School Performance Criteria Relating to Academic Program Success	12
School Performance Criteria Relating to Organizational Viability	13
Additional Information:	
Appendix A – Accountability Plan Evidence Template	13
Appendix B – Charter School Recruitment and Retention Plan	16
Appendix C – School and Student Data Tables	23
Appendix D - Additional Required Information	24
<p>Attachments: Accountability Plan Evidence</p> <p>A.1 Grant Funded Professional Development and Programs A.2 2015-2016 Organizational Chart A.3 Principal’s Survey A.4 2015-2016 Master Schedule A.5 ELL and Special Education Students Accepted/Waitlisted for the 2016-2017 school year</p> <p>Budget and Finance Reports:</p> <ul style="list-style-type: none"> • 1.a. Unaudited FY15 statement of revenues, expenses, and changes in net assets (income statement) • 1.b. Statement of net assets for FY16 (balance sheet) • 1.c. Approved School Budget for FY17 <p>http://www.silverhillcharterschool.org</p>	

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 (June 2016 Data)	578 Lottery Students
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days per school year	180	Students on Waitlist	K – 10 1 – 39 2 – 14 3 – 3 4 – 0 5 – 0 Total 66
School Hours	9:00 – 3:15	Age of School	8 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 style="text-align: center;"><i>Our students have their own child friendly version: The Mission of SHMCS 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 2015-2016, 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.

Educational and Social Support for the Whole Child

Each year Silver Hill Horace Mann Charter School focuses on a school theme determined by careful data analysis, which guides the Curriculum, Instruction, and Assessment (CIA) Leadership Team in determining the year's professional development. During the 2015-2016 school year the theme was *The Why Behind RTI*. This theme was used as the heading on all agendas reflecting that new initiatives in professional development were interconnected with ongoing improvement to our instructional practices. PLC and School wide SMART goals included outcome measures as well as progress measures, and aligned with the Educator Evaluation Inclusive Practices model, adopted this year for teacher and Principal evaluation.

A critical component of implementation of RTI was the school's consistent and comprehensive STAT (Student-Teacher Assistance Team) process. 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. Our interventionists also provide short-term targeted support for students in the pre-referral process (STAT). Teachers meet and discuss concerns of struggling students and then develop an action plan for 3-week targeted instruction, continued for nine weeks, with progress monitoring throughout. Interventionists use the research-based interventions described above. The STAT Team then re-meets and discuss results of pre and post assessment and determine if further intervention is needed. 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. During the 2015-2016 school year, data indicated that the STAT process was not consistently effective, and student success varied. In reviewing student plans and outcomes, the STAT team determined these critical components that were lacking, and will be addressed in 2016-2017:

- one person designated to coordinate and oversee all STAT referrals
- differentiation provided by classroom teachers, with professional development in that area
- increased supervision of Title 1 tutors
- consistency in STAT meeting dates
- using a designated STAT meeting time at the end of the day, when all necessary staff are available to meet

ELA

Curriculum/Instruction

Silver Hill currently uses teacher created, common core aligned curriculum modules for reading, delivered in a workshop model in a Launch-Explore-Summary format. These modules integrate science and social studies through interdisciplinary project based learning. This year was our first year of implementation of Lucy Calkins Units of Study for Writing. We have established a partnership with Teaching and Learning Alliance (TLA) for professional development. TLA works closely in conjunction with staff to customize professional development to ensure full engagement of teachers.

Assessment

Silver Hill administers the Fountas and Pinnell Benchmark Assessment three times per year. Our Assessment Calendar is followed, based on trimester periods and report cards. After each assessment period, all teachers participate in Data Days, with substitute coverage. During all Data Days teachers are given an RTI pyramid to calculate their own students' progress, as well as determine accurate reading levels and strategies for guided reading and conferring. This data is also used to determine intervention groupings. At the first Data Days held in September every teacher was given a CAAG (Classroom at a Glance) providing them with their students' internal, and if applicable, external data. CAAG are updated at each trimester. During Data Days grade level PLCs meet to analyze each student's F&P benchmark outcome using the *Systems of Strategic Actions for Reading* and the *Continuum of Literacy Learning* as guides. Teachers and specialists then develop a plan for each student following a specific criteria (Fountas and Pinnell Instructional Expectations for Reading c2012), including planning for the following practices; guided reading with classroom teacher, intervention, enrichment, special education and/or ELL services. During the first testing window in November, teachers administered the assessment focusing on fiction. The next testing window in February assessed non-fiction. This mid year assessment was done by the Reading Team, rather than classroom teachers, to check for rater reliability. The final testing window in May/June, allowed teachers and/or students to choose the genre for the final assessment. Data from the May/June PD was used to determine placement for the 2016-2017 school year, determine intervention groupings to begin the 2016-2017 year, determine which students were to be screened through a STAT process beginning in September, and determined who was eligible for our Title 1 ESY Summer Reading Camp.

Intervention/Enrichment

During 2015-2016 SHHMCS grant funding was used to restructure staffing and provide professional development to address the RTI model. Based on the grants' RFP, in collaboration with the Principal, this year the grants were written by the teachers who would be implementing the specific program, e.g. Fund Code 274 was written by the Special Education Team, and Title IIA was written by the ELA Coach and Reading Specialist. Title I funding was used to hire four half time tutors to assist our Reading Specialist and ELA and Math coaches as interventionists, freeing up the Coach for time with classroom teachers. Each grade level has a dedicate half-hour block during which time specialists and teachers provide necessary interventions to help students achieve their individual growth model.

We currently use Leveled Literacy Invention (LLI) and Reading with TLC "Lively Letters" as tier 2 interventions, in small groups up to 4 times per week. LLI is a small group, supplementary intervention designed for students who are struggling in reading and writing. It is a short-term program, which helps develop a deep comprehension of text, build writing strategies, increase fluent-phrased reading and utilizes a systematic approach to phonics. Lively Letters is a research-based program that teaches students the critical skills of phonemic awareness, letter sound associations and the ability to decode and encode words fluently. All Title I interventionists received training in both LLI and TLC. Several Silver Hill teachers tutor students before and after school, with no charge to the families

Students performing at least a full year above grade level according to Fountas and Pinnell Benchmark Assessment are recommended to participate in an enrichment reading group. One enrichment group per grade leveled is formed based on benchmark data as well as teacher recommendation, and meets once weekly. These students receive instruction from their classroom teacher at a differentiated level, as well as enrichment and extension activities provided by the Title 1 literacy coach 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. Students participate in a shared inquiry method of learning based upon the Junior Great Books program. This program enables teachers to foster a vibrant environment in which children learn the habits and strategies of good readers by using high quality literature and student centered discussion.

SHHMCS utilizes Title I funds for an extended year program for our Tier 2 students. The summer school theme is based on "Summer Camp", running for four weeks in July. Fifty students entering grades 1-5 are enrolled with 7 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 using the school's Integrated Lesson Plan format to develop lesson plans integrating literacy and science reading and exploration, and progress monitoring students for baseline and exit data. Students are engaged in multi graded small group activities based on their F&P level and specific strategies being addressed. Time is divided between academic small group direct instruction, and outside activities for exploration integrating literacy with "summer camp" theme activities, including a field trip to explore tide pools at Fort Foster in Kittery Point, Maine. Weekly summer school attendance to date averaged 95%.

Mathematics

Curriculum/Instruction

Silver Hill adopted the EngageNY modules for Tier 1 instruction in mathematics, delivered in a workshop model. It has been a steep learning curve in both the teaching and learning of our new mathematics program! An initial challenge was learning the new language of the program, which impacted the upper grades more than the lower, with gaps in prior knowledge. On the positive side, Silver Hill teachers were impressed that there were multiple resources available online, including videos of "real teachers" teaching the lessons,

and the key principles in the New York State Common Core Learning Standards (CCLS) for Mathematics standards are *focus*, *coherence*, and *rigor*, elements that our data was showing us that we lacked in our previous program, EnVisions. EngageNY requires that at each grade level, students and teachers focus their instructional time on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and apply what is learned across many arenas. This increased time on one area proved to be a problem in determining trajectories, and teachers felt that some areas did not get covered sufficiently and too much time had been spent on other areas. Allocating appropriate time for each unit will be an area of professional development with the Math Coach for 2016-2017 now that teachers are aware of the demands of the program.

Teachers have found that EngageNY emphasizes deeper learning, problem solving and critical-thinking. A *focus* of the curriculum is to give students an opportunity to understand concepts and practice different applications in order to reach a deep and fluent understanding. *Coherence* in the curriculum includes progressions that span grade levels, building students' understanding of increasingly sophisticated mathematical concepts and applications. *Rigor* includes a combination of fluency exercises, chains of reasoning, abstract activities, and contextual activities throughout the module. The modules provide teachers with detailed units of study, daily lesson plans, sample tasks and questions for students, homework ideas, quick quizzes and mid- and end-of-unit assessments. It wasn't just teachers who had some difficulties learning the "new math"...parents and guardians had lots of questions, too, and the Principal held a well attended *Got Math?! Coffee* with the Principal. The website has a parent and family resources section, which has recommendations for learning games and explanations of the new standards and what they emphasize. Parents also can view the curriculum modules to keep up with what their children are learning and watch the videos to learn more about good instruction.

Assessment

All teachers in grades K-5 use the EngageNY "Exit Tickets" as daily formative assessment. These are quick assessments with specific questions about what was learned that day. Exit tickets:

- Teach students to be held individually accountable for the work they have done after one day's instruction
- Provide the teacher with valuable evidence of the effectiveness of that day's lesson for planning purposes
- Tells the teacher which students need some extra time and support through intervention

The program also includes mid and end-of-module assessments determine student understanding at benchmark points.

In grades 3-5 computer based MAP assessments as well as PARCC/MCAS are also part of a comprehensive assessment plan. Silver Hill administers MAP testing in the fall (September), winter (January), and spring (May/June), included in the CAAG and reviewed during Data Days. Classroom teachers use the Learning Continuum that is provided by NWEA to see where each student is and what they need to learn to make the appropriate growth by spring. This document allows teachers to make their math groups for intervention and enrichment. In analyzing our MAP data, our students were not grasping number sense concepts, which preclude all mathematical skills. MAP provides us with a detailed Learning Continuum for each student, which tells the student RIT (Ready for Instruction Today) score and specific concepts that the student needs to master in order to progress to the next level.

The four goals (standards) that the students are assessed on are:

- Operations and Algebraic Thinking
- Number and Operations
- Measurement and Data
- Geometry

After each assessment period all teachers participate in "Data Days" to analyze student progress. For example, our March day focused on the Number and Operations goal and sub-goals. Using this data along with classroom teacher input from classroom assessments, exit tickets, mid-module assessment and end-of-the module modules, intervention and enrichment groups are formed, supported by Title 1 tutors.

Using this data, Data Days for math targeted:

- Individual Student growth from the Achievement Status and Growth Summary Report provided to teachers.
- Determined the students who have not made growth as well as students who have exceeded growth to build intervention/enrichment groups as well as to determine student grouping for math workshop.
- Item analysis from PARCC

Intervention/Enrichment

All grade levels have a 30-minute intervention/enrichment block either before or after their 60-minute math block. During this time, using the RTI model, children are receiving the appropriate intervention/enrichment from their classroom teacher or Title 1 tutor. Pull out intervention groups are taken up to four days a week.

We are also using the on-line Khan Academy, which aligns to the NWEA MAP assessment, to help all students reach their growth model. Each student is directed to the appropriate standard they need to master to move forward to the next grade level standard. Khan Academy is used during the intervention/enrichment block and for homework differentiation. In small groups, Title 1 tutors use the Concrete-Pictorial-Abstract model to provide instruction. The lessons are researched and collected from Greg Tang Math, Dr. Nicki Newton YouTube videos, and other research based programs. We also piloted Touch Math and have purchased the program for use in 2016-2017.

School Wide Enrichment

Recognizing that students excel in a variety of arenas, 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, often proposed and organized by the students themselves

Special Education

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.

Using a variety of data and assessments such as, Fountas and Pinnell Benchmark testing, MAP testing, PAARC, MCAS and a variety of ongoing formative assessments, strengths and weaknesses within the special education population were addressed. In analyzing PARCC data, the special education team concluded that students did not make expected growth with in reading, writing or in math. They responded by making changes to their programs and using Fund Code 274 and Grant 240 funding to take courses through Landmark Outreach. Data indicated that students had very weak encoding and decoding skills, indicating a need for a phonics-based reading program that provided a systematic, explicit, sequential and multi-sensory approach, found in the SPIRE program. Teachers also incorporated reading with TLC with our grades 3-5 students. This program was adopted for use in kindergarten three years ago, and grade 1 two years ago, so many of our current special education students in grades 3-5 did not have a solid phonemic awareness base. Because of the Lively Letters multisensory component of TLC, each corresponding with an interactive picture and story, our students have a vivid mnemonic connection to letter/sounds.

The Founts and Pinnell benchmark assessments assists us in analyzing where our students have weaknesses in reading. Utilizing this data, special educators explicitly teach strategies/skills needed for our students to increase their level of comprehension of a text. They also began to utilize the online Raz Kids reading program to ensure that our students are able to read books at their independent reading levels at home and at school. Another school wide change was the Lucy Calkins Units of Writing. This program allows for our special education students to have consistent explicit instruction and ample opportunity for writing.

In analyzing MAP Math data, many students had gaps in their learning. As a whole, our school had chosen a new math program, EngageNY. This program is utilized in the classroom and enables our students to build upon their number sense as they progress through the standards.

With each of these new programs, the students participate in the “launch” (introduction or modeling of the lesson) with the whole class to access to their grade level curriculum standard. After the “launch”, our students “explore” using the same standard but at their modified level. This enables them to be in the least restrictive environment and allows exposure to what the class is working on as a whole.

Silver Hill administration and Special Education Facilitator attend all transition meetings 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. These meetings allow 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.

ELL students

Although all potential ELL students entering kindergarten are screened through Haverhill Public School's registration, based on our own kindergarten screening and classroom teacher input, students who appear to need ELD services are referred by the classroom teacher for a screening with 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 taken the RETELL course. Both the Principal and the Assistant Principal have completed the Administrator Endorsement Course.

The data collected for the ELD program comes from a variety of different assessments. We have been using the Fountas and Pinnell program for the last three years. Students are tested three times every year, providing data to track growth throughout a single school year as well as across the years. ACCESS test scores in the four domains of language are used. Since many of my students are also special education, many of them take tests such as MCAS, MCAS-ALT, or PARCC with many accommodations. Because of this, the ACCESS is a strong measure of the language abilities of the ELL students.

A trend among our ELL student data is that they enter school below grade level, especially in reading. Our kindergarten ELLs are coming into kindergarten with limited exposure to letters, sounds, and concepts of print, and they are arriving at the first fall Fountas and Pinnell assessment as non-readers when many of their grade level peers are coming in reading level A and level B books. This started many of the ELL students off with an immediate disadvantage. This was apparent not only with incoming kindergarteners, but also with ELL students coming to Silver Hill in the upper grades transferring from other schools. These students were beginning their school year behind the majority of their class, and the data showed that they were remaining behind the rest of their class. These low reading scores followed many of these students throughout the years, as seen in MCAS or PARCC. As one strategy for this, the ELD teacher implemented a stronger at home reading program, using an online reading resource called RAZ Kids, that is free and easily accessible. The ELD teacher selected books based on the students reading levels and they can read them at home on a computer, tablet, or even a cell phone. This was well received by the ELL families, who reported that their children saw this as fun, not homework! The ELD teacher also implemented interventions such as TLC Lively Letters, as well as Sight Words You Can See, multisensory approaches to phonemic awareness, to reinforce visuals to differentiate between letters and their sounds. Another strategy for all ELL students has been specifically pre-teaching the science and social studies content vocabulary within a small ELL group so the students are well prepared for what they will experience in the general education classroom.

Another trend noticed among our ELL population is low writing scores when the other three domains on the ACCESS test are higher. Students often excel in listening, speaking, and reading, and with writing score significantly lower. This was consistent with lower writing scores within the entire school population, due to having no consistent and systematic writing program in our school in the past, and no cohesive writing program across the grades. With the adoption of the Lucy Calkins writing program school-wide, the ELD teacher scheduled time to pull small groups to work on writing, using the Units of Study, to allow ELL students extra ELD direct instruction.

Social/Emotional Competencies

Whole Child –The school focuses on the development of the whole child. The school is in its second year of implementing the Positive Behavioral Interventions and Supports (PBIS) framework, although due to lack of funding, the school did not continue training with the May Institute in the framework. The school has set behavioral expectations through ROARS: Respect, Ownership, Attitude, Responsibility, Safety, with ROARS expectations posted around the school. Students can earn tickets for positive behavior, and classes can earn PAWS (points) to save up for rewards. The school also implements the Second Step anti-bullying program. The school also works to develop a sense of citizenship in students through community service opportunities.

All kindergarten teachers, our School Adjustment Counselor, speech/language pathologist, and Student Support Center teacher received training and materials to implement the Michelle Garcia Winner *Social Thinking* program in classrooms and small group services.

A priority this year was to more effectively restructure our special education programs to provide the most appropriate educational programs to meet the needs of all students. There continued to be significant challenges with student behaviors as parents rejected IEPs that only offered the student an in-district placement with Haverhill Public Schools, but SHHMCS did not have appropriate staffing for program delivery. This mandated that Silver Hill create and implement a substantially separate behavior management program to support students with an Emotional Disability, providing these services with existing staff. The plan was constantly revised as our student population and dynamics changed. Staff added new roles, teachers with specific areas of expertise acted as Case Managers, and administration provided both discipline and direct instruction. As the number of students in the program increased, as well as the frequency and intensity of their behaviors, the lack of a teacher for our behavior based classroom led to the PAWS program to become more reactive than proactive, with students receiving limited academic support. The escalating unsafe behaviors also necessitated frequent administrative intervention, taking away from instructional leadership in classroom visitations, and pulled CPI trained special

education staff away from their responsibilities. This was noted in both our Special Education CPR and our 8 Year Site Visit Report, receiving a Partially Met rating:

Administrators, parents and teachers reported concerns that these resources are not adequate to serve the growing population of students with special education needs at the school. While the school implements the PBIS model, administrators reported that the school is working to meet the needs of students with more severe behavioral needs. They have developed three rooms to work with these students; a drop in center, a sensory room, and the PAWS room, a classroom for students who are unable to return to their classrooms. However, their current staffing structure has made it a challenge to address the issues as they arise and to move the students back to working on content because there is not a dedicated teacher for the PAWS room.

As a result, SHHMCS was not able to sustain a successful substantially separate PAWS program, and three students were transferred to appropriate programs with Haverhill Public Schools. On July 17, 2016, Haverhill Public Schools posted a Behavior Teacher for SHHMCS, and we are hopeful that with the additional of this critical position, we will be able to implement a program for our students with emotional disabilities that provides them with both academic and social emotional success.

Continuous Growth in Teaching Methodologies: (See **Attachment 1** - Grant Funded Professional Development and Programs)

As Silver Hill teachers and administration continue to analyze data to provide a comprehensive educational program that ensures success for all of our students, we also continue to examine and revise our curriculum, instructional pedagogy, and program delivery. As such, we address professional development necessary for full and effective implementation of an RTI model. This year, Silver Hill adopted both the Lucy Calkins Units of Study in Writing, and EngageNY Math. In hindsight, taking on two major initiatives at once was at times an overwhelming endeavor! Using Title IIA grant funding, on site training in the Lucy Calkins writing program was provided on-site by Joia Kirby, a consultant with Teaching Learning Alliance. All grades 1-5 classroom teachers and support personnel received professional development in the form of modeling, coaching, how to write and implement a Focus Lesson, and PLC meetings. This will continue in 2016-2017, with kindergarten teachers also being trained. Our Title 1 Math Coach provided professional development in the same format as for writing. Due to the comprehensive nature of both programs, our first year of implementation was primarily spent on creating trajectories, keeping the most critical components of the programs and weeding out or revising as teachers became more skilled in recognizing the most effective resources from these tools. In an end of the year "Exit Ticket", 100% of teachers expressed that after the first year of both programs, they feel more ownership and have the knowledge and ability to "keep the best", and despite the significant work load of implementing two new programs, they felt their students received a more rigorous curriculum with showed improved outcomes, including increased student engagement.

Kindergarten teachers received Focus K2 grant training and materials, and will continue during the 2016-2017 school year, with the addition of a literacy coach provided through this grant.

With the exception of one retiring teacher, 100% of Silver Hill teachers and administration have completed the RETELL SEI course.

Understanding that continuous growth in teaching methodology is not just found in professional development provided by outside resources, but from the expertise within the school faculty, Silver Hill teachers continue their learning and growth from each other on a daily basis. Collaboration is not just critical for sharing ideas and improving teaching, it is also critical to support each other in the difficult job of teaching. The following represent continuous growth in teaching methodology as part of the professional culture of 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
- 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.
- The Master Schedule is created by the CIA Team, maximizing time on learning, intervention blocks, and meeting times for all PLCs that allow specialists and support personnel to belong to at least one grade level PLC
- Teachers were evaluated using the Educator Evaluation Inclusive Practice model
- Professional development is funding entirely through Silver Hill grants, written in collaboration with faculty and administration to align 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), Fund Code 240 (Special Education) and any other received grant money
- Teachers are encouraged to pursue professional development including graduate level courses using grant funding, and share this knowledge with their colleagues
- 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
- Teachers respond positively to the ELA and Math coaching model, and invited them into their classrooms to model lessons
- Weekly Professional Learning Communities support collaborative decision making and shared leadership and include all grade levels and specialists targeting professional development on curriculum, instruction, and assessment, rotating a weekly

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 for implementation new initiatives and structures.

- All instructional staff participate in two hour monthly Curriculum Meetings for continuous unpacking of standards to address implementation of new programs (Lucy Calkins Units of Study in Writing, EngageNY Math), with revision to our standards based report card
- The Charter 2013-2018 Accountability Plan Objectives are included on every agenda to connect Educator Evaluation goals to Charter goals.
- Monthly Staff Meeting agendas were determined by the outcomes of each monthly CIA/Academic Excellence Committee meeting
- Four Data Days, and careful progress monitoring of all students, including daily formative assessments and using the Fountas and Pinnell Benchmark Reading Assessment and MAP assessments for math, using the ORID protocol to analyze data, and applying this protocol to instructional practices to improve student learning and determine intervention groupings
- Mentor text used as a resource to integrate science and social studies into our 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.

Community involvement is integral to student success:

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

In our end of the year satisfaction survey, between 91% and 95% feel that SHHMCS is educating their children well and communicating adequately with parents. They support our teachers in a variety of ways, financially through extensive fundraising, attending concerts and instructional fairs, and by showing their commitment daily in active volunteering and school involvement.

The following were either initiated or continued during this school year:

- Web site <http://www.silverhillcharterschool.org>
- Every grade level hosted a content based “Fair” as a culmination to project based learning
- Every grade level celebrated student writing with either an Author’s Tea or some other student led celebration
- Silver Hill honored over 120 parents and volunteers during their Volunteer Appreciation Day in May
- 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
- Two Open Houses for potential ELL students
- New Informational Fair for incoming kindergarten families
- Fifth grade end of the year celebration
- One teacher, the Assistant Principal, and Principal attend Board of Trustees meetings
- The SHHMCS Foundation fundraiser funded the purchase of 10 new MacBook Airs for Silver Hill teachers to replace their outdated technology.
- Student teacher internship program with Education Departments at Northern Essex Community College and Merrimack College
- Coffee with the Principal Information Nights 2015-2016

September	Meet and Greet: Members of the Board of Trustees, SHHMCS Foundation, PTO
October	Presenter Jack Agati: “Birth Order, Why Do Kids Do the Things They Do?”
November	<i>Got Math?!</i> (EngageNY Math)
December	Standards Based Report Cards
December	Meet and Greet SHHMCS Board Member and Haverhill Councilman Andy Vargas
January	Open House
March	PARCC State Testing
April	Kindergarten Information Fair
May	Grade 5 Parents/Guardians - Meet the Administrative Team from the Consentino Middle School

➤ **Collaboration with Non-Profits:**

- Bradford Grange assisted our grade 2 students with a new “Good Food” garden, with fresh vegetables donated to the Sacred Hearts Food Pantry
- Monthly Brown Bag program to provide the elderly low income in our neighborhood with food delivered from the Boston food bank.

- YMCA offers a before and after school program housed at Silver Hill to assist Silver Hill and Consentino families with child care needs. Funding from this program provides SHHMCS with a Student Activity Account
- YMCA collaboration with Grade 4 experiential lessons through Camp Tricklin' Falls
- Early Childhood collaboration with Head Start Program at Community Action
- **Silver Hill hosts a number of volunteer organizations, including:**
 - The Merrimack Valley Jewish Coalition for Literacy provides 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
 - Bradford Grange, Chris's Farm Stand, Knapp's Greenhouse, and Kimball Farm, provided instruction, materials and manpower to plant seedlings in our school greenhouse and build our raised bed vegetable gardens in our Grade 2 Plant Unit

Amendments to the Charter

Date	Amendment Requested	Approved
February 22, 2016	Expulsion Policy	Yes

Dissemination Efforts

The following are initiatives shared with Haverhill Public Schools:

- Silver Hill's ELD teacher mentored two new Haverhill Public School's ELD teachers, and collaborated with HPS to provide professional development to their ELL teachers during District Curriculum Meetings, including the following:
 - Model Performance Indicators
 - Model Curriculum Units for ESL
 - Using WIDA standards
 - Using TLC Lively Letters with ELLs at Silver Hill
 - Co-Teaching success in general education classrooms at Silver Hill
- Silver Hill ELD teacher was the Coordinator of the Title 3 Summer Program for the Haverhill Public Schools
- Continued to provide the Assistant Superintendent with all revisions to our Standards Based report cards and grading rubrics. Principal met with Assistant Supt and provided the Power Point shared at SHHMCS's Standards Based Report Cards Coffee with the Principal, as well as a brochure created by SHHMCS explain the Standards Based Report Card, and answering the most FAQ. This information was shared at an all District Curriculum Meeting in May.
- Shared our grant information (Fund Code 262) and invited pre-school teachers from the Moody School, a sending school for several of our kindergartners on IEPs, to observe and possibly implement *Handwriting Without Tears* into their Prek programs.

The following are collaborative endeavors with Haverhill Public Schools:

- When Consentino School had a flood that destroyed their library, Silver Hill opened it's library for use by Consentino classes
- Our art, music, and physical education teachers all teach two periods at Consentino, using a schedule agreed upon by the two schools' principals
- All fifth graders attended a Step Up Day at the neighborhood school that they will attend in 2016-2017
- 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's Title 1 ELA Coach and Reading Specialist attend all Balanced Literacy Committee meetings
- Silver Hill's reading specialist/literacy interventionist is a member of the Haverhill Public School's Book Room Committee.
- Silver Hill is 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
- SHHMCS/Consentino Santa's Parade Float – SHHMCS hosts Decorating Day, providing float materials and manpower (hot cocoa!) Principals for Silver Hill and Consentino share the Santa's Day Float and walk together in the parade
- 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 took second place in the 2015-2016 Haverhill City Tournament
- Participation in the District Art Show
- Participation in the District Math Museum – This year two of our fifth graders received the First Place overall best project
- Haverhill Public School’s Write Away Contest – Silver Hill had winners in grades K-5
- Greater Lawrence Educational Collaborative Enrichment Program: Appleseed Literary Magazine and Pen Pal Program
- The Peace Poetry Contest sponsored by Northern Essex Community College
- Over 100 Silver Hill student and five 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. A new School Committee member took us up on the offer and spent a morning visiting our classes
- 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

Understanding that elements of the MOU will impact academic program success, and to address DESE findings including CHART comparisons indicating low enrollment of ELL students and Year 8 Site Visit Report, *The board does not currently have a trustee with legal expertise, nor is there a legal advisor to the board. Board members identified the need to recruit new members with legal expertise in order to navigate the relationship with the district*, the Board recruited a City Councilman who is active in the Latino community and a parent who is an attorney.

Student Performance

Silver Hill Horace Mann Charter’s School 2014 report card link is as follows.

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04770010&fycode=2014&orgtypecode=6&>

In 2015, SHHMCS administered the PARCC assessment in grades 3 through 5 and the MCAS assessment in grade 5 in science and technology/engineering. SHHMCS remained in Level 1 in 2015.

In 2015, SHHMCS administered the PARCC assessment in all relevant grade levels (Grades 3 through 5) in English language arts (ELA) and mathematics. In alignment with state guidance, schools that participated in the PARCC assessment were held harmless (Levels would not be negatively impacted by assessment results). Prior to the PARCC, SHHMCS was a Level 1 school. After the assessment, SHHMCS remains at Level 1.

MCAS Results (Grade 5: Science and Technology/Engineering)

In 2015, 38 percent of all students scored Proficient and Advanced in science and technology/engineering, below the state average of 53 percent. The school’s 2015 MCAS CPI for science was 71.8.

PARCC Results (Grades 3-5: math and ELA)

PARCC scores are designated by Levels, with Levels 4 and 5 meeting and exceeding expectations respectively. In 2015, 64 percent of SHHMCS students received a Level 4 or 5 in ELA, above the state average of 60 percent. Forty-eight percent of students received a Level 4 or 5 in mathematics, below the state average of 54 percent. The transitional CPI was generated using linked PARCC and MCAS scores; the school’s transitional CPI for 2015 was 86.6 in ELA and 81.6 in mathematics. The transitional SGP was generated using current PARCC and prior MCAS scores; the school’s transitional SGP for 2015 was 44.0 in ELA and 44.0 in mathematics.

Program Delivery (See Also Core Competencies, Enrichment Competencies)

- Lucy Calkins Units of Study in Writing
- EngageNY Math
- Social Thinking added to our Social Emotional Curriculum in kindergarten and for students on 504s and IEPs with social-emotional goals and accommodations
- Handwriting Without Tears now used in grades K-1
- Increased mentor text used to integrate science and social studies
- RazKids On line program used for ELL and Special Education students

- Kahn Academy math on line program used for all students for intervention, enrichment, and when applicable, homework
- Continued fundraising activities to purchase more resources to implement technology, with the goals of having all instructional staff using a MacBook Air in 2016-2017
- 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
- Master Schedule 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.
- Workshop model of instruction in both ELA and math with small groups skills and strategies interventions
- All students are present during the Launch, including children receiving special education services
- Increased a co-teaching component with the ELD teacher, special educators, interventionists, and classroom teachers

Social, Emotional, and Health Needs (See also Social-Emotional Competencies)

- Increased awareness and implementation of our Social-Emotional Curriculum, including the addition of a new school nurse, and new Behavior Teacher and School Adjustment Counselor for 2016-2017, and systems to ensure that these positions are involved in whole school program delivery as well as individual students.
- Michelle Garcia Winner *Social Thinking* added to our Social Emotional Curriculum in kindergarten and for students on 504s and IEPs who have social-emotional goals and accommodations

Organizational Viability

Organizational Structure of the School

2015 – 2016 Organizational Chart ([Attachment 2](#))

Network Structure

Not applicable as we do not operate multiple schools.

Teacher Evaluation

This year SHHMCS used the Educator Evaluation for Inclusive Practice. Teachers voted which Power Elements to use as school wide standards, with agreement on Collection of Evidence <http://www.doe.mass.edu/edeval/guidebook/>

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*

1.d. *Capital Plan for FY16* 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 2015-2016

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 ACCOUNTABILITY PLAN EVIDENCE 2015-2016

	2015 - 2016 Performance	Evidence
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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 projects annually with at least one project integrating technology.	MET	<p>K – 1) Petunia Plants (parts and needs) 2) Brochures about visiting Haverhill 3) Community Worker research poster with work in computer lab and presentation</p> <p>Grade 1 – 1) Animal Research project 2) School Community Class Map 3) American symbols research project using the computer lab</p> <p>Grade 2 – 1) Invent-a-saurus –present orally using content specific vocabulary 2) Five Pocket Biography with research in computer lab 3) Poetry across the curriculum – writing and illustrating a collection of poems</p> <p>Grade 3 – 1) Simples Machines writing with scavenger hunt webquest 2) Wampanoags – focus on wetus with writing, building 3) Animal lap book including information researched in computer lab</p> <p>Grade 4 – 1) Immigration Unit – America’s Salad (DESE MCU) 2) Water Cycle research and writing 3) American Revolution informational book using technology to research</p> <p>Grade 5 – 1) Energy and Ecosystems project 2) Math Museum Project 3) Maya, Inca and Aztec research 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>K – 1) 93% 2) 84% 3) 83%</p> <p>Grade 1 – 1) 100% 2) 92% 3) 100%</p> <p>Grade 2 – 1) 98% 2) 100% 3) 77%</p> <p>Grade 3 – 1) 100% 2) 100% 3)</p> <p>Grade 4 – 1) 100% 2) 100% 3) 100%</p> <p>Grade 5 – 1) 84% 2) 86% 3) 86%</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>Kindergarten – Life Cycle of a Plant with 86% proficient</p> <p>Grade 1 – Hibernation (sequence of) with 97% proficient</p> <p>Grade 2 – Invent-a-saurus writing and science research piece with 98% proficient</p> <p>Grade 3 – Design and build a simple machine with 100% proficient</p> <p>Grade 4 – Electricity Science Fair with 91% proficient</p> <p>Grade 5 – Rock/Mineral Project with 85% 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>Kindergarten – Students donated canned goods for families in need, donating to the Emmaus House.</p> <p>Grade 1 – Students raised money to support animals at the Zoo New England and each class “adopted” an animal.</p> <p>Grade 2 – Students participated in Earth Week activities by planting flowers and picking up litter on the fields used by the community for soccer and baseball. As part of the Plant Unit, there is now a</p> <p>Grade 3 – Students collected blankets, towels, kitty litter, etc. for a local animal shelter.</p> <p>Grade 4 – Students chose an activity to help their community be a better place (such as donating clothing, food, helping the MSPCA) and then chose a way to display it and present it to their peers.</p> <p>Grade 5 – Students organized a book drive and raised money to replace the books in the library of the middle school next door that was flooded.</p> <p>Whole school – Students participated in collecting money for “Heavenly Hats”, coin drive for a local homeless shelter, school-wide Earth day clean up, and collected supplies for the local MSPCA, and students volunteered monthly, assisting elder services with the Brown Bag program.</p> <p>Summer School made Than You cards for the school resources officers who assist with the summer program and Grade 3 Junior Police (cover photo)</p>
Measure: The number of students in grade 3-5 who participate in extra-	PARTIALLY MET	Extra-curricula activities this year included the Haverhill Public School Write Away contest; Academic Bowl (4-5), District Math Museum;

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 grade 3-5.		District Art Show; submission for the CREST Apple Seed magazine; chorus (3-5); band (5); intramurals - cross country (4-5), basketball (4-5), track and field (4-5); chess club; Student Council (5); ski club, and NECC Peace Poetry contest. Many of our students are also involved in the City teams, including soccer and baseball. Overall, in grade 3-5, 74% of the students participated in an extra-curricular activity. Grade 3 – 46% of students participated Grade 4 – 83% of students participated Grade 5 – 94% of students participated
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	Kindergarten – History of Shoe Factories in Haverhill Grade 1 – Using Google Maps they explored the geography of Haverhill to develop their own maps Grade 2 – Researching and exploring favorite places in Haverhill community Grade 3 – History of Haverhill with scrapbook, Treasures of Haverhill tour, scavenger hunt at Buttonwoods Museum 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	Kindergarten – 94% Grade 1 – 100% Grade 2 – 96% Grade 3 – 100% Grade 4 – 100% Grade 5 – 86%

(See Attachment 3 – PRINCIPAL’S SURVEY for evidence for the next two objectives):

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	Evidence: (See Attachment 4- Principal’s Survey) 100% of teachers met their Professional Practice SMART Goal based on the Educator Evaluation Summative and Formative Assessments and Collection of Evidence of all teachers during the 2015-2016 school year 52% 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: (See Attachment 4 - Principal’s Survey) 100% of teachers participate in Curriculum Committees and all school professional development opportunities. This is a critical component of our Shared Leadership model. See table below for results of the annual Principal’s Survey.
Measure: Teachers will participate in a minimum of fifteen hours of professional development opportunities that directly relate to improving teaching practices.	MET	Evidence: (See Attachment 4 - Principal’s Survey) All teachers participated in professional development opportunities that directly relate to improving teaching practices, including: <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 • Monthly All Staff Meetings • Four Data Days for all teachers • All kindergarten teachers attended a Focus K2 training

		<ul style="list-style-type: none"> 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. A variety of conferences/workshops including: CPI Training; PARCC Workshops and Webinars; MCAS ALT Training 																								
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: (See Attachment 4 - Principal's Survey) 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: (See Attachment 4 - Principal's Survey) The school's weekly schedule is designed to include common planning time so 100% of grade level teachers, special education teachers, intervention and enrichment teachers and specialists can meet during weekly PLCs with administration in attendance. (Attachment 4- 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: (See Principal's Survey above) <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 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.																								
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: In the Annual Parent/Guardian Survey – May, 2016 between 91% and 95% feel that SHHMCS is educating their children well and communicating adequately with parents. <table border="1"> <thead> <tr> <th></th> <th>Satisfied</th> <th>Somewhat Satisfied</th> <th>Not satisfied</th> </tr> </thead> <tbody> <tr> <td>Rate your overall satisfaction with the school.</td> <td>90 (91%)</td> <td>9 (9%)</td> <td>0</td> </tr> <tr> <td>Are you satisfied with the education your student receives?</td> <td>93 (94%)</td> <td>6 (6%)</td> <td>0</td> </tr> <tr> <td>Are you satisfied with your student's academic progress?</td> <td>90 (91%)</td> <td>8 (8%)</td> <td>1 (1%)</td> </tr> <tr> <td>Are you satisfied with the communication from your child's teacher?</td> <td>94 (95%)</td> <td>5 (5%)</td> <td>0</td> </tr> <tr> <td>Are you satisfied with the support your family receives?</td> <td>93 (94%)</td> <td>5 (5%)</td> <td>1 (1%)</td> </tr> </tbody> </table> Students waitlisted for 2016-2017: K – 10, 1 – 39, 2 – 14, 3 – 3, 4 – 0, 5 – 0		Satisfied	Somewhat Satisfied	Not satisfied	Rate your overall satisfaction with the school.	90 (91%)	9 (9%)	0	Are you satisfied with the education your student receives?	93 (94%)	6 (6%)	0	Are you satisfied with your student's academic progress?	90 (91%)	8 (8%)	1 (1%)	Are you satisfied with the communication from your child's teacher?	94 (95%)	5 (5%)	0	Are you satisfied with the support your family receives?	93 (94%)	5 (5%)	1 (1%)
	Satisfied	Somewhat Satisfied	Not satisfied																							
Rate your overall satisfaction with the school.	90 (91%)	9 (9%)	0																							
Are you satisfied with the education your student receives?	93 (94%)	6 (6%)	0																							
Are you satisfied with your student's academic progress?	90 (91%)	8 (8%)	1 (1%)																							
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**APPENDIX B
RECRUITMENT PLAN 2016-2017**

School Name: Silver Hill Horace Mann Charter School
Date: July 31, 2016

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:

During the 2015-2016 year, 49 siblings entered kindergarten (54%), leaving only 41 spots for lottery applicants. Of the 49 siblings, only 3 were previously identified as SPED, none were ELL students. This impacted the number of High Needs students SHHMCS was able to accept, although the high number of waitlisted children indicated an increase in the number of these students. This also created a wait list for grade 1 siblings in the 2016-2017 lottery, the first time for the school to have a sibling waitlist at any grade level.

Based on CHART data, the School's enrollment for the four subgroups has declined or remained flat, especially for students with Low Income. During the 2015-2016 school year, extensive recruitment efforts were made to increase our High Needs population, with a 4% increase in Economically Disadvantaged (36%-40%), and a 2% increase in special education (16%-18%) from October 2014 data to June 2016. ELL students remained at 4%.

With the decrease in kindergarten siblings (40%), we were able to accept more lottery students, including at other grade levels through attrition with students moving at the end of the school year. The **Attached Table 5** indicates an increase in the number of ELL and students on IEPs who were either accepted or waitlisted for 2016-2017, including Level 3 ELL.

Strategies:

- Extensive professional development was provided during the 2015-2016 in the areas of special education, and all teachers and administration except one retiree have completed the RETELL course (**Attachment 1**)
- Andy Vargas, Haverhill's first Latino elected to office as a City Councilman, joined our Board of Trustees, acting as liaison for the Latino community, providing information on the Charter including a presentation at St. James Church, encouraging and assisting in recruitment and completing applications, and assisting with follow up when an ELL student was accepted in the lottery
- Meet and Greet evening with Andy Vargas, open to the school community
- SHHMCS's new Special Education Facilitator attended monthly "Boot Camp" meetings with Haverhill Public Schools special education Facilitators, facilitated by HPS's new Director of Special Education, providing information on Silver Hill's programs
- SHHMCS provided space for Consentino Summer DARE Camp for neighborhood students in grades 5-8 for 6 weeks, and for their Discovery Program once/week for 6 weeks, overlapping sessions with our own Summer School, allowing these children and their families the opportunity to share in experiences at our school
- SHHMCS's ELD teacher mentored two new HPS ELD teachers at our neighboring school, Consentino, and provided professional development during Haverhill Public School Curriculum Meetings
- Principal began using SchoolBrains system for "Weekend Updates" to send emails to families, with the capacity for translated information, providing information on a variety of school related events and programs.
- Principal attended the Haverhill Public School's Information Fair, meeting with interested parents/guardians
- Increased use of web site to promote Silver Hill's student diversity and programs
- Included the newly establish SHHMCS Foundation in co-sponsored fundraisers and events to inform an extended community about 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, emphasizing our recruitment of Beginner ELL students.
- Translated brochures and applications are provided to local non-profit organizations, daycares, posted at the local businesses, Market Basket, at adult ESL programs in Haverhill Public Schools
- Principal received permission from Haverhill Public Schools to take over grant writing and management of Fund Code 240 SPED IDEA for improved alignment of funding for staffing and programs to meet SHHMCS's special education demands

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. School Tours assisted by our Student Council Student Ambassadors and Title 1 Parent Liaison

Recruitment Plan – Goals and Strategies 2016-2017

Demographic Group	Goals and Strategies
--------------------------	-----------------------------

Special education students

Goal: Develop a proactive rather than reactive approach to availability of services for students with disabilities.

Strategies:

- **Increased awareness for all stakeholders of SHHMCS of the purpose and requirements of the Charter School Recruitment and Retention Plan:**

As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a recruitment and retention plan which is updated annually. (603 CMR 1.05(1)). "The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient, special education, free lunch, and reduced-price lunch students, as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)). Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school's recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district.

- **Based on data analysis, using grant funding, teachers received extensive professional development throughout the 2015-2016 school year to be able to provide more differentiated special education programs, including teaching students with dyslexia. (See Attachment 1)**
- **Principal received permission from Haverhill Public Schools to take over grant writing and management of Fund Code 240 SPED IDEA for improved alignment of funding for staffing and programs to meet SHHMCS's special education demands**
- **Kindergarten teachers received professional development and materials through the FocusK2 grant for more age appropriate hands on instructional practice**
- **Restructure our Social-Emotional personnel and programs to create a comprehensive site based mental health curriculum, with highly qualified staffing. This includes hiring a new school nurse with extensive mental health background; hiring a new School Adjustment Counselor who is also a licensed Social Worker, staffing our PAWS behavior classroom with a full time Behavior Teacher and Special Education Educational Support Person to provide a comprehensive curriculum to support both the social-emotional and academics needs of those students.**
- **Academic Support Teachers**
- **Write revised Enrollment Plan**

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.
- Meet on a regular basis with Haverhill Public School's 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.
- 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
- Continue to improve the transition of special education siblings and all new lottery students 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

<p>Limited English-proficient students</p>	<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> <ul style="list-style-type: none"> • Continue to actively recruit for bi-lingual staff, including grant funded position for bi-lingual resources • Restructure our Title 1 Parent Liaison position to include more extensive community outreach, daily contact to absent and tardy students, daily web maintenance, and collaborative efforts with the ELD teacher to ensure that all information provided to non-English speaking families is translated. Position currently posted, "Bi-Lingual preferred" • Board of Trustees member Andy Vargas will assist with recruiting efforts • Collaboration with Daniel Richer, Director of Recruitment and Admission, Northern Essex Community College, to provide SHHMCS with interns to teach Spanish to our kindergarten students during part of their library block, and to assist with implementing a Latino Resource Center • Principal has joined the Mount Washington Alliance, a group on non-profit organizations dedicated to improving the social and educational structures of the Washington Street area of Haverhill, where Silver Hill is located. Using grant funding secured by this organization, a liaison will be assigned to the school to assist in providing resources to the Hispanic community, including the potential for a Resource Center located in SHHMCS. • 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 communicates on a regular basis with Haverhill Public School's ELE District Supervisor to actively recruit and support our Limited English-proficient students, encouraging implementation of a Beginners Program. • Advertise our ELD program with flyers in a variety of local establishments, including neighborhood stores and agencies. • Improved web site
<p>Students eligible for free or reduced lunch</p>	<p>(Also see above Limited English-proficient students, as many of our ELL students live in subsidized housing within the HPS District, including our Washington Street neighborhood.)</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"> • Recruit a representative from Head Start to be a Board Trustee and collaborate with Head Starts early childhood programs for recruitment and transition of accepted students. • 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 • Continue to recruit from a community non-profit organization to be a Board Trustee • Establish relationships with Mount Washington Alliance (see Limited English Proficient Students) • Improve process for administration and returns of MA Free and Reduced Price School Meal Application, for consistency in getting the forms back, and to encourage all families to apply. To ensure privacy, the applications will be mailed home to each family, with a stamped return address envelope. There will also be a raffle ticket to be returned with the application (regardless of whether or not the family qualifies), with the prize being one of our most highly sought after parking spaces in the front row! • Our Grade 2 Good Food Garden planted with assistance from the Bradford Grange provided fresh vegetables all summer to the Sacred Hearts food pantry. As families and staff delivered the produce, we educated the staff at Sacred Hearts about our school, providing brochures and invitations to Open House. This will become an annual community service project, with recruiting efforts for local food pantries and continued alliance with the Bradford Grange. • An annual coin/can drive for Emmaus House will benefit the families who live at and access the services of Emmaus House. Through this all school community service project, we are able to make connections with Emmaus House staff who work directly with families with school aged students.

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.
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.

RETENTION PLAN 2016 – 2017

Overall Student Retention Goal and Evidence 2015 - 2016	
<p>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.</p>	<p>96% Retention Rate 14 moved out of district 2 entered a private school 1 Transfer to District SPED program 1 Transfer to Out of District SPED 5 returned to district schools 2 entered Montessori Charter</p>
<p>As a result of comprehensive academic and social-emotional services to address the Whole Child, our retention rate was 96% for the whole school. Grant funding, including Title 1, Title IIA, 240, and Fund Code 262 supported professional development and programs for all students, targeting Tier 2 and Tier 3. (See Attachment 1, <i>2015-2016 Professional Development/Programs Funded through SHHMCS Grants</i>). Teachers then presented at a Faculty Meeting and in weekly grade level PLC meetings, <i>How did this activity change/improve your instruction? How will you be able to measure this improvement? What is one strategy from this activity that you will share/model with colleagues?</i> Through this model, several strategies including Sketchbook, Lively Letters, and introducing WIDA Can Dos have been included in classroom instructional practices to provide additional differentiation. With the exception of one teacher who is retiring, all instructional staff took the RETELL course and have SEI Endorsement. Our Reading Specialist attended a course in working with behaviorally challenged students during reading/writing blocks, and assisted in providing daily ELA instruction in our PAWS behavior based classroom. The number of Data Days was increased to four, with the reading team completing the mid year Fountas & Pinnell assessment on all students to double score and check rater reliability. Several misconceptions in scoring were discovered, and professional development was provided in both administration and scoring of this assessment, leading to a more comprehensive scoring process with increased validity and reliability in using the data to inform instruction.</p> <p>In terms of our High Risk students, co-teaching models were successful with both the ELL teacher and academic support teachers using a push in model for writing. This was especially evident with content-based</p>	

vocabulary, and for the first time in several years, our grade 5 science data improved above target with our Economically Disadvantaged students. The YMCA before and after program offered our families safe and reliable day care from 6:30 am until 6:00 pm, providing snacks, fun activities, and homework centers. This has been especially beneficial for our families who may not otherwise have the time or resources to assist their child with homework. Several students are scholarshiped for this program, and the principal meets daily with the Y site based director to review at risk students' situations. We continue to address the concern of not having bilingual staff, especially for translations. Our Board member who is an active member of the Latino community has been very helpful in making phone calls and following up with non-English speaking families, also evidenced by our increase in our ELL recruitment numbers. Throughout the year, we continued to address the lack of appropriate staffing for our PAWS behavior classroom and integrated classrooms, and as a result, one student was placed in a district alternative program, one student was placed in an out of district special education placement, and two students returned to their neighborhood school, which was able to provide an appropriate integrated program to meet the students' needs. In one instance, the sibling of the child also transferred back to the home school due to transportation concerns with the family. We are hopeful that with appropriate staffing we will be able to support and retain in enrollment all High Risk students.

Retention Plan 2016-2017

Demographic Group	Goals and Strategies
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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"> • Restructure the STAT process to ensure appropriate pre-referral interventions through RTI, and if applicable, determine the most appropriate assessments for special education qualification • Using grant funding, special education teachers will continue to receive extensive professional development throughout the 2016-2017 school year. (See attachment 3), • Kindergarten teachers will continue to received professional development and materials through the FocusK2 grant, including a school based Literacy Specialist assigned to Silver Hill kindergarten teachers for 20 hours of professional development in setting up classroom centers and instructional implementation of age appropriate curriculum • Restructure our Social-Emotional personnel and programs to create a comprehensive site based mental health curriculum, with highly qualified staffing. This includes hiring a new school nurse with extensive mental health background; hiring a new School Adjustment Counselor who is also a licensed Social Worker, to provide both individual and school wide programs as well as provide professional development for faculty in Social Thinking, behavior management, mindfulness, trauma, anxiety, depression and ADHD concerns; staffing our PAWS behavior classroom with a full time Behavior Teacher and Special Education Educational Support Person to provide a comprehensive curriculum to support both the social-emotional and academics needs of those students • Current Student Support Center behavior teacher will be designated as primary classroom responder for children in crisis • Streamline and focus delivery of services for social-emotional goals between the SSC behavior teacher and SAC • Restructure alignment of teacher responsibilities and student support in the classroom, by careful implementation of 504 and IEP goals. • ELA curriculum, instruction, and assessment in the PAWS classroom will be provided by the Reading Specialist • Create an Integrated Kindergarten classroom, staffed with a classroom teacher, an integrated kindergarten teacher (funded through 240), and an ESP assigned to a child with medical/safety concerns • Provide more comprehensive professional development in classroom management for teachers new to the position, including coaching and modeling • Restructure our Title 1 Parent Liaison position to include more extensive community outreach, daily contact to absent and tardy students, daily web maintenance • Special Educators, Nurse, and School Adjustment Counselor will contribute monthly information to the school’s website • Use grant money to bring back the May Institute for improved implementation of PBIS • Academic Support teachers will provide professional development to all teachers during at least one two hour Curriculum Meeting on specific strategies to differentiate for special education students • Special Educators will co-present at least one “Coffee with the Principal” for parents/guardians with an emphasis on strengthening the home-school connection • Principal has joined the Mount Washington Alliance, a group on non-profit organizations dedicated to improving the social and educational structures of the Washington Street area of Haverhill, where Silver Hill is located. Using grant funding secured by this organization, a liaison will be assigned to the school to assist in providing resources to the Hispanic community, including the potential for a Resource Center located in SHHMCS. • Continuation of Principal’s Weekend Updates sent through SchoolBrains e-mail system • All faculty will continue with on site professional development provided through the Teaching Learning Alliance in the area of writing, with writing being provided as a push in model for special education students • Touch Math will be added to the mathematics programs available for special education students • Continued on site counseling and wrap around provided by outside agencies including Lahey and South Bay • Continued professional development provided by the ELA and Math coaches in implementing a Workshop Model of instruction for reading, writing, and mathematics • All teaching staff will attend four Data Days to ensure student growth by analyzing internal and external
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<p>Limited English-proficient students</p>	<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"> • Restructure our Title 1 Parent Liaison position to include more extensive community outreach, daily contact to absent and tardy students, daily web maintenance, and collaborative efforts with the ELD teacher to ensure that all information provided to non-English speaking families is translated. Position currently posted, “Bi-Lingual preferred” • ELD teacher will provide monthly professional development to all teachers on culturally sensitive practices and SEI instructional practices • ELD teacher will co-present at least one “Coffee with the Principal” for our ELL parents/guardians with an emphasis on strengthening the home-school connection • Principal has joined the Mount Washington Alliance, a group on non-profit organizations dedicated to improving the social and educational structures of the Washington Street area of Haverhill, where Silver Hill is located. Using grant funding secured by this organization, a liaison will be assigned to the school to assist in providing resources to the Hispanic community, including the potential for a Resource Center located in SHHMCS. • Continuation of Principal’s Weekend Updates sent through SchoolBrains e-mail system • Actively recruit for bi-lingual staff • 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
<p>Students eligible for free or reduced lunch</p>	<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 • Teachers and administration maintain close communication with all families to be aware if there is an event that would cause financial hardship • Improved process for administration and returns of MA Free and Reduced Price School Meal Application will ensure accurate tracking of our Economically Disadvantaged families (See Recruitment Plan)
<p>Students who are sub-proficient</p>	<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
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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 (June 2016 Data)		
Race/Ethnicity	# of students	% of entire student body
African-American	14	2.0%
Asian	11	2.0%
Hispanic	92	16%
Native American	1	.1%
White	453	79%
Native Hawaiian, Pacific Islander	1	.1%
Multi-race, non-Hispanic	4	.8%
Special education	103	18%
Limited English proficient	22	4%
Economically Disadvantaged	231	40%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Margaret Shepherd, Principal	Instructional leader for curriculum, instruction, and assessment; oversee all school based personnel, and responsible for supervision/evaluation 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; write and manage budget, including Title I, Title IIA, IDEA 240, Fund Code 262, Fund Code 274; preparation of ESE and CSO reports; coordinate and supervise Title 1 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 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departure during the	Departures at the end	Reason(s) for Departure

		2015-2016 school year	of the school year	
Teachers	33	0	4	1 LCC teacher whose position was eliminated was transferred to another HPS special education program 1 classroom teacher was transferred to another HPS 1 ELD teacher accepted a promotional position with another District 1 First year teacher Non-renew
Other Staff	Administration – 2 Office - 2 Nurse – 1 Instructional ESP – 2 SPED ESP – 9 ELA Coach -1 Math Coach – 1 Reading Specialist –1 Sped Facilitator – 1 SAC – 0 S/L – 1 OT - .5 Teacher of Deaf - .5 Custodial – 2.5 Cafeteria - 4	2		Nurse - Transferred to smaller Haverhill Public School School Adjustment Counselor Non-renew

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Term Begins	Term Expires
Gene Zylkuski	Chair	Governance, Finance	1	1/16/13	1/15/16
Margaret Shepherd	Principal	Academic Excellence, Finance, Governance	1	8/1/2013	N/A; term renews
Jennifer Chmielecki	Treasurer	Finance	2	7/1/2012	6/30/2018
Jennifer Russell	Secretary	Academic Excellence	2	7/1/2012	6/30/2018
Russell Marino	Trustee	Governance	1	4/1/2015	4/1/2018
Paula Desmairis	Trustee	Development	1	2/1/2015	2/1/2018
Megan Duffy	Trustee, Teacher Rep	Academic Excellence	2	7/1/2012	6/30/2016
Richard Dellea	Trustee	Development	1	2/7/2013	2/7/2016
Judy Tracey	Trustee	Governance, Development	1	2/12/15	2/12/18
Andy Vargas	Trustee	Academic Excellence	1	1/25/16	1/25/19
Joyce Bergeron	Trustee	Finance, Development	1	3/1/16	3/1/19
Joseph Sullivan	Trustee	Governance	1	5/2/16	5/2/19

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes: SIMS Coordinator – Justin Dyer

Position	Name
Board of Trustees Chairperson	Gene V. Zylkuski
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	Justin Dyer
English Language Learner Director	Ashley Bock

Facilities

Location	Dates of Occupancy
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No Change	
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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 27, 2017
Lottery	February 10, 2017