

DRAFT 6-6-17
Application for Renewal of a Public School Charter



Silver Hill Horace Mann Charter School
675 Washington Street
Haverhill, Massachusetts 01832

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Date of the Board of Trustees Approval of the Application: June 6, 2017
Application Submission Date:





Charter School Office
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

To Whom It May Concern:

On behalf of the staff, students, and families of Silver Hill Horace Mann Charter School, I respectfully submit the school's Application for Renewal of a Public Charter School.

Since February 2008 when Silver Hill Horace Mann Charter School first received its Charter, the school has remained committed to providing a learning environment that nurtures, inspires, challenges and educates the minds and well-being of the diverse population of Haverhill's children from Kindergarten to Grade 5 where all children will achieve their optimal academic level and develop positive citizenship and character traits.

The school continues to be the only school within the Haverhill Public Schools District to offer all day kindergarten free of charge. Silver Hill Horace Mann Charter School has five all day kindergarten classes and consistently has a wait list for enrollment. This serves as a testament to the excellent reputation that the school has gained throughout the community and offers entering students the stability of the Silver Hill environment through grade 5.

The SHHMCS Board of Trustees has seen a change in Leadership and the addition of Board members representing teachers, parents, and community members, including new members with legal expertise and representatives from Haverhill non-profit organizations. The Board of Trustees completed a Board Training in December 2016, which will continue to guide the Board in a more structured and transparent way, including prioritizing Committees to better support our school community. The school's Foundation was also revitalized during the 2014-2015 school year, and works in collaboration with the Board Development Committee to seek avenues for fundraising events to support the expenses of the Charter school.

The 2013-2014 school year also brought a change in school leadership with Principal Margaret Shepherd. As a response to the Summary of Report from February 2014, faculty revised the original Accelerated Schools Program into a new instructional model of Launch-Explore-Summary and began revisions of the curriculum to be in alignment with the MA Frameworks Incorporating the Common Core. A Major

Amendment was successfully filed with the DESE in February 2014. The revised instructional model included Integrated Lesson Plans with the Launch-Explore-Summary Model, as well as an emphasis on including Social Emotional Learning as a curriculum. SHHMCS adopted the School Wide Positive Behavior Interventions and Supports Model in order to address the Whole Child. To go along with our Mascot, Jack the Jaguar, our students follow our ROARS (Respect, Ownership, Attitude, Responsibility, Safety) rubric for expected behavior and engage in our ROARS assemblies and PAWS parties! 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.

Data Analysis is critical to decisions made by the site-based Curriculum, Instruction, and Assessment (CIA) Leadership Team. The instructional staff is empowered to use real-time student data to drive choices of instructional strategies and models, and select focused professional development that targets strengths and challenges as noted in the data. With support from the SHHMCS Board of Trustees and the SHHMCS Foundation these decisions receive financial support. Principal Shepherd pursues all avenues of potential grants to fund these targeted initiatives.

We are extremely proud of our accomplishments over the past five years and have continued to build on a foundation of excellence going into our second Charter renewal. The Board solidly supports the efforts of the school administration and faculty and is ready to address any growing pains that come with the ever-changing demands of educating our children to their fullest potential. In the next five years we look forward to expanding the scope of influence of our research-based instructional practices and real-time successes to work collaboratively throughout the Haverhill Public Schools. The grass-roots movement that originally seeded the birth of SHHMCS is revitalizing new families in Haverhill to consider how site-based management and a stable educational community can foster true academic growth and social-emotional well being.

Euthemia Gilman
Board of Trustees Chairperson

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Introduction to 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)	567 (March 2017)
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days per school year	180	Students on Waitlist (As of May 26, 2017)	K – 42 1 – 40 2 – 19 3 – 8 4 – 9 5 – 0 Total - 118
School Hours	9:00 – 3:15	Age of School	9 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 SHHMCS is to be N.I.C.E. – Nurture, Inspire, Challenge, and Educate all students (Us!).</i></p>			

[Charter School Performance Criteria Relating to Faithfulness to the Charter](#)

[Criterion 1. Mission and Key Design Elements](#)

Silver Hill Horace Mann Charter School’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. The following Application for Renewal 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. 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.

Key Design Element- Educational and Social Support for the Whole Child

Using the Charter 5 Year Summary of Report for guidelines, Silver Hill has undergone a systems change in curriculum, instruction, and assessment practices. To ensure a standards based curriculum, with both vertical and horizontal alignment, the School embarked on a rigorous journey of focused professional development, shared leadership in making school wide changes including the Master Schedule, and careful data analysis to adapt the curriculum, instruction, and assessments to the needs of our student population. A significant change has been in using the Student Growth Percentile as the primary measure of student success. This was imperative as we found that although our Student Achievement remained consistent, our Student Growth was either flat or declining.

For the last four years, Silver Hill Horace Mann Charter School has focused 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.

- **2013-2014 – *Slow and Steady Wins the Race*** - Addressing the Year 5 Charter Renewal Summary of Report findings, with conditions placed on the Charter necessitating a Major Amendment requiring systems changes in Curriculum, Instruction and Assessment
- **2014-2015 – *Simplify, Focus, Make Connections*** -Targeted Professional Development in English Language Arts and our Social Emotional Learning Curriculum
- **2015-2016 - *The Why Behind RTI*** – Realignment of grant funding for staffing ELA and Math Coaches and interventionists, with focused professional development provided in understanding and implementing the Multi Tiered System of Support in both ELA and SEL curriculum.
- **2016-2017 - *The 3 Ds ~ Data, Differentiation, and Discipline.....It's All Positive!*** – Grade level PLCs received weekly targeted professional development, rotating with the ELA, Math, ELD, and SEL coaches/teachers. Colleagues provided relevant resources and strategies to support all learners, with a focus on our High Needs students. Additional programs to support our diverse learners were added, including the web based STMath and Scholastic Short Reads in ELA.

The annual school theme is the heading on all agendas, reflecting that any new initiatives in professional development are interconnected with ongoing improvement to our instructional practices. PLC and school wide SMART goals include outcome measures as well as progress measures, and are aligned with the Educator Evaluation Inclusive Practices model. Teachers base both their SMART Goals and Accountability Plan Measure on this growth model and complete an RTI pyramid at each Data Day to track student growth and needs.

2013-2018 Accountability Plan Objectives

- ***Faculty will demonstrate continuously improving teaching strategies***

Data Days are critical to the success of our programs and our students. These are held four times a year in September, November, March, and May. Silver Hill administers the Fountas and Pinnell Benchmark Assessment three times per year. Our Assessment Calendar is based on trimester periods and report cards. After each assessment period and just before grading report cards, all teachers participate in grade level PLC Data Days. Grant money is used to provide substitutes so teachers can meet with the ELA coach for one-half the day and the Math Coach for the other half, and along with administration and support teachers, examine the data for every child individually. 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. Standards based grading rubrics are reviewed for consistency in grading report cards. At the first Data Days held in September every teacher is given a Classroom at a Glance (CAAG) providing them with their students' internal, and if applicable, external data. CAAG are updated at each trimester. During Data Days grade level PLCs and support teachers 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 administer the assessment focusing on fiction. The next testing window in February assesses non-fiction. One assessment may be double scored by the Reading Team, to check the rater reliability for consistency in scoring between teachers and grade levels. The final testing window in May/June, allows teachers and/or students to choose the genre for the final assessment. Data from the May/June PD is used to determine student placement for the following school year, determine intervention groupings to begin the next year, determine which students are to be screened through a STAT process beginning in September, and determined who is eligible for our Title 1 ESY Summer Reading Camp. In this way, Data Days provide not only information on trends and patterns to adjust our curriculum and instruction, but also determine individual student interventions/enrichment, staffing needs, LEA budget requests, and priorities for the following year's grant funding written by Silver Hill.

Another critical component over this Charter term was the implementation of an RTI model with a consistent and comprehensive STAT (Student-Teacher Assistance Team) process which focused on "knowing the child". The STAT Team looks at both the academic and social emotional profile of the referred students. Our current STAT team is comprised of the ELA and Math coaches, our Educational Team Facilitator (ETF), the classroom teacher and often another teacher at that same grade level, interventionists when applicable, the ELD teacher when applicable, the School Adjustment Counselor, and administration. A designated time at the end of each day was included in the Master Schedule, which allows teachers a common block of time with coverage provided by a specialist. Colleagues work collaboratively to review the progress monitoring data and share best instructional practices and strategies for specific skills building. Our interventionists also provide short-term targeted support for students in the STAT process, using an action plan for 3-week progress monitored instruction, continued for nine weeks. Interventionists use research-based interventions aligned with the needs of the student, including Leveled Literacy Intervention (LLI) and Telian Learning Concepts (TLC). At the end of the nine week intervention, the STAT meets and discusses results of pre and post assessment and determines if further intervention is needed. If a student does not make progress after implementing additional interventions, the student will be referred for special education testing to determine if he/she is eligible. The STAT data collection provides information on the child's strengths and challenges, to either be used for future classroom differentiation, or in the case of a special education referral, to indicate which services would be appropriate. During the 2016-2017 school year, data indicated that the STAT process was effective in determining which students did not respond to intensive interventions taught with fidelity. Of the 51 students who went through the STAT process, 9 were moved to special education and one child was screened and identified for our ELL program (20%). Children who are not referred to special education continue with intervention until they meet their goals. During the last four years, by using end of the year student growth data analysis, the STAT process has been revised and refined to be a more effective RTI model. We were excited to see that lots of hard work from students and staff has paid off based on the May 2017 Data Days outcomes, with above 81% growth for our Low Income students in ELA, and 85% growth for students in the LLI intervention. This is also evidenced in the overall student growth in English Language Arts, with 92% of teachers meeting the Accountability Plan ***Faculty will demonstrate continuously improving teaching strategies Measure: At least 85% of all teachers will achieve their student learning goals and professional practice goals under the Massachusetts Evaluation System.***

We emphasize that our Social Emotional Learning Curriculum represents 50% of our educational program, along with the 50% academic. A child cannot learn if he or she does not feel safe, both physically and emotionally. (See also Criterion 7: Culture and Family Engagement). We have increased awareness and implementation of our Social-Emotional Curriculum, including the addition of a new school nurse, a Behavior Teacher, and a School Adjustment Counselor. Systems are in place to ensure that these positions are involved in whole school program delivery as well as individual students. Teachers received training in the Michelle Garcia Winner *Social Thinking* program, and this was added to our Social Emotional Curriculum in two kindergarten classes as well as for students on 504s and IEPs who have social-emotional goals and accommodations.

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
- Silver Hill/Consentino Academic Bowl Team (Silver Hill, Grade 5)
- Band and orchestra offered to grade 5 students
- Chorus offered to grade 3-5 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

Key Design Element- Continuous Growth in Teaching Methodologies: (See Appendix F - Grant Funded Professional Development and Programs and Criterion 8: Capacity – Professional Climate)

The autonomy of the Charter school has allowed administration and faculty to use grant sources to fund a variety of professional development opportunities to support teachers in instructional practices for new programs and initiatives. Appendix F outlines the professional development provided during the term of this Charter renewal. 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.

Teachers have embraced this professional development, which requires dedication to students and commitment to continuous learning. It has been a tremendous amount of work for our teachers, and yet 96% of Silver Hill's Haverhill Education Association faculty voted for the Charter renewal!

Key Design Element- Family and Community Engagement (Also see Criterion 4: Dissemination and Criterion 7: Culture and Family Engagement)

Silver Hill is especially proud of the strong family partnerships so critical for children's success in school. Volunteers can be seen in our hallways and classrooms, our concerts are standing room only, and the attendance at our Project Based Learning Fairs, Bingo for Books, even our first annual VIP dance are just a few of the many ways that families show their enthusiasm for their child's school community. Many of our volunteer projects involve community service for our students, and as a result our children are learning how they can give back to their community, while developing good habits of citizenship. But the most overwhelming show of support from our school community was recently when almost 100 members of our families, children included, attended a School Committee meeting and filled the Haverhill City Hall Counsel Chambers and hallways in support of our pending Charter Renewal. At Silver Hill it truly takes a village!

- Addition of a Title 1 Parent/Community Liaison
- Silver Hill honors over 120 parents and volunteers during each Volunteer Appreciation Day in May
- Every grade level hosts a content based "Fair" as a culmination to project based learning

- Grade levels 1-5 celebrated student writing with either an Author’s Tea or some other student led celebration
 - 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
 - Faculty attend at least two 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
 - Partners with Pizza ELL night
 - Monthly Coffee with the Principal Information Nights
 - Informational Fair for incoming kindergarten families
 - Fifth grade end of the year celebration, coordinated by grade 4 parents/guardians
 - Two teachers and the Principal attend Board of Trustees meetings
 - The Principal attends all PTO meetings
 - The SHMCS Foundation fundraisers funded the purchase of new technology to replace outdated hardware
 - Student teacher internship program with Education Departments at Northern Essex Community College and Merrimack College
- **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
 - Partners with the Mount Washington Alliance dedicated to improving the education of children in our Mount Washington Street neighborhood
 - Annual Community Service projects with Emmaus House, and participation in their Information Fair
 - 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.
 - Early Childhood collaboration with Head Start Program at Community Action, including recruitment efforts
- **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 annually present all of our third graders with a dictionary
 - Haverhill Public Library issues library cards to all students
 - Mount Washington Alliance Health Fair is held at Silver Hill

Amendments to the Charter

Date	Amendment Requested	Approved
December 31, 2013	Major Amendment to Curriculum and Instruction	Yes
February 22, 2016	Expulsion Policy	Yes

Criterion 2. Access and Equity

Silver Hill's student attrition is very low, demonstrated by the following statistics:

Attrition	2013-2014	94%	2014-2015	96%	2015-2016	96%
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The few departures of our students over this charter term have largely been a function of moves out of the area. We are committed to the success of every child and find resources to serve students' individual needs. We view parents as our partners and this is key to our strong student retention.

Silver Hill's Recruitment and Retention plan implements many strategies to assure equal educational opportunities to all students before, during, and after enrollment. Through these plans we attract, enroll and retain a commensurable student population to other schools in the Haverhill School District for special education. We follow all nondiscriminatory enrollment practices in our lottery. Silver Hill works diligently to meet the needs of all students who attend our school by providing specialized programs and services, in particular those enrolled in special education, English Language Learners and those with other diverse learning needs.

Silver Hill has embedded a positive behavior intervention system (PBIS) to address school wide, classroom, and individual student social, emotional and behavioral concerns. This includes participation in trainings with all school staff members. Students feel safe at Silver Hill because they are exposed to adult modeling and explicit teaching of behavioral skills - the same way we teach academic skills.

Silver Hill has had several successes as well as challenges in implementing our Recruitment and Retention Plan. Using the CHART tool, **Appendix G** shows comparison tables for enrollment data of our High Needs students.

English Language Learners and Economically Disadvantaged

Of the High Needs categories, English Language Learners have been the most difficult for us to recruit, reflected in the CHART data. Through very targeted and extensive efforts, we have been actively recruiting English Language Learners, including an extensive Communication Plan included in our Recruitment and Retention Plan. (**Attachment H – Communication Plan**) Much of our recruitment efforts in the past have not been as successful as we anticipated due to HPS not allowing Level 1 or Level 2 children to attend our school, telling parents/guardians at registration that Silver Hill did not have a program for them. This came to light three years ago when the principal attended the Magic School Bus Tour at registration, a service for Latino families. Based on the following e-mail from HPS registration, we are encouraged that we will be able to begin an extensive ELL program at Silver Hill, with appropriate staffing. We have enrolled our first Level 1 student, to enter for the 2017-2018 school year, and have requested the appropriate staffing during the budget process addressed in the principal's FY18 Budget.

May 4, 2017

We have concerns about the Level 1 student. Level 1 student need full day grade level ELL service. Is that available at Silver Hill? Or does that student need to go to another school that has the services?

How can we make sure that the students winning the lottery at Silver Hill are appropriate for the services SH can provide?

---Registration Specialist

Burnham Registration Center

45 Fountain St.

Haverhill, Ma 01830

May 8, 2017

That is good to hear, that the beginner ELL students will get the support they need. I realize that with multiple grade levels, 6?, that the single ELL teacher that you have now, would not be able to adequately services beginner ELL students who need support most of the day. I am also very glad to hear that an effort is being made to encourage families whose children speak little or no English to attend SH.

As a resident of Haverhill, and a parent who had two children attend SH many years ago, I recognize that there is insufficient information out in the community about SH's lottery process and timeline. I hope that your efforts will be successful in reaching those families who could so benefit from SH's educational services.

*---Registration Specialist
Burnham Registration Center
45 Fountain St.
Haverhill, Ma 01830*

We have reached out to members of the Latino community in Haverhill, and with the assistance of a Haverhill City Councilman, Community Action, Head Start, our own Latino families, and this year with the newly formed Mount Washington Alliance, we are seeing increased applications and enrollment at a slow but steady pace. We have also recruited members of two non-profits to be on our Board of Trustees. Our web site can be translated into many languages, the first web site in Haverhill to do so. All applications and informational flyers are provided in both English and Spanish. Using grant funding, we pay someone to do the translations, so we have them in a timely manner. Through these extensive efforts, we increased our Latino lottery applications for the 2016-2017 school year by 91% and based on the 2017-2018 lottery, we are making continued progress in recruiting English Language Learners.

[\(Attachment I- ELL and Special Education Accepted/Waitlisted Comparison for 2016 – 2017 \).](#)

Curriculum, Instruction, and Assessment

All potential ELL students whose parents indicate a second language is spoken through the Home Language Survey are screened at Haverhill Public School's registration. Unidentified students may be referred by the classroom teacher for a screening with the ELD teacher, who administers another Home Language Survey along with the WAPT. If a student qualifies for services Silver Hill 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, including daily formative assessment rubrics. We have been using the Fountas and Pinnell program for the last three years and 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 several of our ELL students are also special education, many of them take tests such as MCAS, MCAS-ALT, or PARCC with accommodations.

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 to address this, the ELD teacher implemented a stronger at home reading program, using an online reading resource called RazKids, that is 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! This year we also used grant funding to purchase a license for STMath, a web based spatial temporal math program that

uses no language. JiJi the Penguin challenges our students to a variety of problems! We have assisted ELL families who do not have access to computers in setting up the Comcast computer program, and our ELD teacher provides a homework block at the end of the day. 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 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. 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 Units of Study in 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.

Our outreach documented in our Communication Plan and Recruitment Plan reflects the on-going efforts to recruit and retain ELL and Economically Disadvantaged children.

Special Education

Silver Hill is extremely proud of our Special Education programs, and our current special education percentage as of March 2017 is 17.2, in line with the Statewide Average of Comparison Schools, and over the percentage of our neighborhood school, Consentino. We offer services to students with the following disabilities: autism, communication, intellectual, neurological, hearing impaired, development delay, health, SLD. We also offer a substantially separate behavioral learning program for children with an emotional disability. Although we are not provided with staffing for integrated classrooms from our LEA, we are an inclusionary school. School based grant funding is used to supplement what we consider essential staffing for our High Needs students, as well as to provide professional development opportunities in special education topics for all staff. Despite the extra provisions of our grants, we are still faced with a lack of staffing for our students with an Emotional Disability as we attempt to gradually reintroduce them into the inclusionary classrooms in a safe way. (See Criterion & Culture and Family Engagement) At times, this has necessitated us sending these students to a program in another HPS. However, as parents/guardians refuse this option, it has created several unsafe situations school wide. This was noted in the principal's FY17 and FY18 Budget Cover Letter, with a request for additional spending to ensure that all students at Silver Hill receive a safe and appropriate education.

Curriculum, Instruction, and Assessment

Using the above-mentioned STAT process, the team recommends students for special education testing when academic progress is limited in the RTI model. 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.

Using a variety of data and assessments such as Fountas and Pinnell Benchmark testing, MAP testing, PARCC, MCAS and a variety of ongoing formative assessments, strengths and weaknesses within the special education programs were addressed. In analyzing PARCC data, the special education team concluded that students did not make expected growth in reading, writing or in math. They responded by making changes to their programs and used 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 Fountas 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. Special education teachers have also been involved in the Lucy Calkins Units of Study in Writing professional development, a new whole school writing program. 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 has 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. This is a very rigorous program, with a strong language component that we found was difficult for many of our High Needs children. To provide a supplemental visual program, STMath was introduced in grades 2-5, with grade 1 being added in 2017-2018.

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 will come with the student to Silver Hill. Parents/guardians are 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.

The school is finding that the WIAT scores do not correlate with our RTI model, and are researching more appropriate assessments for special education referrals.

Social/Emotional Competencies

The school focuses on the development of the whole child. The school is in its third year of implementing the Positive Behavioral Interventions and Supports (PBIS) framework, and 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 works to develop a sense of citizenship in students through community service opportunities.

Two 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 has been to more effectively restructure our special education programs to provide the most appropriate educational programs to meet the needs of all students. A goal continues to adequately staff our Substantially Separate Behavior program and we are hopeful that we will be able to implement a program for our students with emotional disabilities that provides them with both academic and social emotional success.

Criterion 3. Compliance

The school is operated in accordance with the provisions of General Laws chapter 71, section 89, and 603 CMR 1.00 and all other applicable federal, state, and local laws, regulations, required trainings

The Summary of Review issued in February 2013 included the following finding, “*Finding: The board of trustees is not following Open Meeting Law (OML).*” Specifically the renewal inspection team found that there were no records of subcommittee meetings. The school began working to address this compliance issue by creating a template to take meeting notes on to be used to create minutes and the meeting minutes were maintained in a binder. This practice has not been consistently used by all subcommittees but will be reviewed with the current Board of Trustees so going forward accurate minutes of all subcommittee meetings are taken and maintained.

The Year 8 Site Visit Report issued on February 25, 2016 included the following finding under Criterion 3, “*Finding: The school has not yet updated its enrollment policy to reflect revised regulations. The school has an approved enrollment policy in place; however, per guidance issued in June of 2015, the policy needs to be updated to align to current regulations and guidance.*” The school is working to address this compliance issue and the administration has drafted an enrollment policy that will be sent to the Silver Hill Horace Mann Charter School Board of Trustees for review and will be submitted to the Charter School Office after receiving feedback from the Board of Trustees.

For the 2013-2014 Civil Rights Data Collection the school was unable to provide data in four categories as the data was collected but for IDEA and LEP data it wasn’t broken down by gender. An Action Plan was created and approved on 10/16/15. For the 2014-2015 Civil Rights Data Collection the Action Plan was followed and the data collection was completed in full. Silver Hill is in compliance with the Civil Rights Data Collection.

The Coordinated Program Review Mid-Cycle Report issued in June 2016 included findings for nine criterions. A corrective action plan was provided with the report with progress report due dates of September 20, 2016, January 16, 2017 and March 31, 2017. The corrective action was implemented and progress reports were completed within the deadline. After the March 31, 2017 was submitted DESE approved the corrective action and Silver Hill is currently in compliance with the Coordinated Program Review.

Our number one priority at Silver Hill is the safety of our students and staff. Over the past four years Silver Hill has witnessed events including a robocall bomb threat, medical emergencies for both students and staff, fire drills, and a missing child. Thankfully all were addressed with a positive outcome, with staff effectively implementing the necessary drill. After each event, we have a staffing/debriefing to review the protocol used and make any changes necessary. We have an active Crisis Team who meet on the first Friday of each month to review and update plans and any new regulations. We frequently practice all drills, including fire, Soft Lockdown, Bomb Threat Protocol, Code M (missing child), and Code Blue (medical emergency of student or staff), and have an evacuation plan in place should we need to evacuate to our neighboring school. All staff have received ALICE training through Haverhill Public Schools, and this is an area that we will continue to address for any facilities adjustments necessary to execute this plan. Our drills include safety plans for all students who require special accommodations and assistance, with 1:1 personnel assigned to these students. We utilize walkie-talkies throughout the day, and they are a critical component of every drill.

Criterion 4: Dissemination (Due to the formatting of this document, the Dissemination Chart is included as **Appendix J)**

Silver Hill’s web site provides information and resources in a wide variety of topics, including Community Connections, “In the News”, PTO, BOT, Principal’s Weekly Updates, Teachers monthly updates, Nurses Notes, Counselor Resources, and many other topics. We also have a very active Facebook page. <http://silverhill.haverhill-ps.org>

Academic Program Success

Criterion 5: Student Performance

MCAS and PARCC have been used to analyze State Standardized testing. Silver Hill is currently Level 1 Held Harmless. Recognizing that our student growth is flat and in some cases declining, we have analyzed data extensively to develop improved systems to accommodate our High Needs learners. We know that we have room for improvement, and based on data driven instruction, we align resources to accommodate all learners. (See Appendix K - Comparison from 2013 to 2016: MCAS in 2013-2014, PARCC in 2015-2016)

2013-2018 Accountability Plan – Growth Model 2016 – 2107

- *Faculty will demonstrate continuously improving teaching strategies*

Measure: At least 85% of all teachers will achieve their student learning goals and professional practice goals under the Massachusetts Evaluation System.

92% of teachers met their ELA SMART Goal Student Growth Percentile, as measured by Fountas and Pinnell Instructional Text Reading Levels

56% of teachers met their Math SMART Goal Student Growth percentile, as measured by Curriculum Based Assessments in kindergarten and grade 1, and NWEA MAP in grades 2-5.

In order to increase our Student Growth Performance, our focus in data analysis is on a growth model along with an RTI triangle achievement model. This focus has led us to examine in depth our High Needs students and High Achieving students, looking at patterns for low growth. With this shift in how we look at our data, we have seen an increase in our ELA student growth percentage. By using the growth model during our May end of the year Data Days, we have already established which students will be immediately STATED next year, and which students require the first round of intervention/enrichment. We have also looked at revising curriculum trajectories as we evaluate the efficacy of new programs. We are planning some revisions in our staffing models for more co-teaching for ELL and special education students, and teachers used this end of the year data to meet in PLCs to complete SMART goals for 2017-2018. Based on our math student growth, we will be examining our core mathematics program, EngageNY, for revised trajectories, and supplementing with increased opportunities for differentiation. This year our math coach piloted *Math in Practice* as part of our RTI intervention. This is a comprehensive, grade-by-grade professional learning resource flexibly designed to fit with any math program. Rather than presenting as an additional curriculum or worksheets, it is “professional development in a book”. *Math in Practice* was reviewed by teachers during Data Days, and the decision was made to implement with support from the Math Coach next year.

(Appendix L - High Needs Growth at each Grade Level – ELA – Math – 2016-2017) represents our High Needs student growth. Based on analysis of the PARCC 2016 data, we realized that our High Needs students, particularly the Economically Disadvantaged were achieving significantly lower than the non-economically disadvantaged. In September, as we reviewed Classroom at a Glance data, and every student falling into any High Needs categories was highlighted for increased support for diverse learners. This will continue to be a school goal, carefully examining longitudinal data. In this way, our classroom differentiation and intervention programs will be more focused on High Needs children. Through this data analysis, we have plans to revise our ELL program delivery for more integration of reading and writing. We are also looking at increased staffing to support these children in math, as well as ELA.

Criterion 6: Program Delivery

- 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
- 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 for ELA and math
- 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
- Focus K-2 Curriculum in Kindergarten
- Project Based Learning
- Lucy Calkins Units of Study in Writing
- EngageNY Math
- STMath
- Kahn Academy math on line program used for all students for intervention, enrichment, and when applicable, homework
- Social Thinking added to our Social Emotional Curriculum in two kindergarten classes 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
- Chrome Books for STMath, RazKids, research, and writing

English Language Arts

1. Curriculum

Silver Hill currently uses teacher created, common core aligned curriculum modules for reading. These modules integrate science and social studies through interdisciplinary project based learning. We are currently in our second 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. We will be piloting Lucy Calkins Units of Study for Reading for the 2017-2018 school year. Our Kindergarten is in the first year of implementation of Focus on K2 an interdisciplinary, exploratory comprehensive curriculum developed through Boston Public Schools. Focus on K2 curriculum has four units that are common core aligned and provide enriched vocabulary experiences as well as home and school extension activities. For the upcoming school year Silver Hill has opted to adopt the program *Words Their Way*, as a means to improve encoding, spelling and writing. During the final Data Days this May, the changes to the MA Frameworks ELA and Literacy in the Content Areas were reviewed and discussed, with notations to necessary changes in our Standards Based Report Card grading rubrics.

2. Instruction

Silver Hill uses the Workshop methodology for delivery of ELA and math instruction. Teachers use the Launch Explore Summary (LES) model during the workshop. Teachers have received professional development in using the Integrated Lesson Plan for Modules, the Focus Lesson Plan during Writer's Workshop, and a Guided Reading lesson plan during Readers Workshop.

LAUNCH 10 -15 minutes

- Focus Lesson
- Whole-group instruction (IRA)
- Explicit modeling
- Anchor charts
- Guided practice

EXPLORE 30-40 minutes

- Guided Reading
- Independent level reading with "just-right" texts
- Small-group instruction (Instructional level/Skills group)
- Center Activities
- Conferring

GROUP SHARE/SUMMARY

5 minutes

- Summarize learning
- Students share strategies
- Model Exemplars
- Accountable Talk

Silver Hill teachers have common instructional practices focused on providing multisensory approaches to support all learners. Some of the practices that are most prominent in our classrooms include the following:

- Teachers post and instruct the Enduring Understanding and Essential Question/s for each Module.
- The Workshop model is organized into whole group, independent/small group, and 1:1 conferring to ensure that students receive sufficient support and the opportunity to practice independently. Groupings are individualized based on data analysis.
- Anchor charts are prominently displayed and referred to during direct instruction and as a resource for students to use during independent work
- Content vocabulary is emphasized in pre-reading activities, and displayed during instruction.
- Visitors will see hands on learning and real life situations in all curriculum areas
- Teachers frequently ask questions and do quick checking for understanding both verbally and in writing to develop critical thinking skills. These may include Turn and Talk, thumbs up, and Exit Tickets.
- All classrooms follow the PBIS model, with our ROARS expectations clearly posted, including a rubric for expectations of behavior. This along with individual classroom management systems minimize disruption to instruction, and allow students to transition quickly from one activity to the next.
- The use of Chrome Books has allowed for increased whole class participation in web based learning, and every students has a password for our grant funded STMath and RazKids.

3. Assessment and Program Evaluation

Silver Hill administers the Fountas and Pinnell Benchmark Assessment three times per year. After each assessment period, all teachers participate in *Data Days*. During *Data Days* grade level teams meet to analyze each students' 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 (see Fountas and Pinnell Instructional Expectations for Reading c2012) students may receive one or more of the following practices; guided reading with classroom teacher, intervention, enrichment, special education or ELL services.

Data Days have been an effective means of evaluating our programs and for teacher self-evaluation. Each Data Day targets an area of concern noted through our Charter DESE Site Visits, our PLC meetings, and consistent student data analysis. The agendas for this year's Data Days are attached as **Appendix M1, M2,**

M3, M4 as evidence of the progression of both teacher and student learning and accountability throughout each school year. Appendix N is the Exit Ticket for each teacher to show evidence of meeting SMART goals for Student Learning and for self reflection.

4. Intervention/Enrichment/Supports for Diverse Learners

Silver Hill is currently using an RTI model to provide the appropriate interventions mentioned above. Each grade level has a dedicated 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. 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 trains students in the critical skills of phonemic awareness, letter sound associations and the ability to decode and encode words fluently. Students are taught by trained Title I interventionists in small groups up to 4 times per week. 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

Teacher observations and F & P assessment are used as guidelines for students to participate in an enrichment reading group. One enrichment group per grade level is formed based on benchmark data, meeting once a week for enrichment and follow up classroom activities. Students participate in a shared inquiry method of learning based upon the Junior Great Books program. These students receive instruction from their classroom teacher at a differentiated level, as well as enrichment and extension activities provided by the Reading Specialist and Title 1 interventionist. Students may come from different classes, and meet with their peers during guided reading in a walk-to-read model. 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.

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. Interventionists use the research-based interventions described above. Teachers then re-meet and discuss results of pre and post assessment and determine if further intervention is needed.

Classroom teachers utilize web-based programs such as RazKids, as a way to differentiate learning during intervention/enrichment. Students are able to access this at home, with teachers then having the ability to monitor the student’s participation and progress.

Silver Hill utilizes Title I funds for an extended year program for our Tier 2 students. Grant funding provides buses for these students to come to Silver Hill. 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. If a child is absent, a call goes home to remind families of the importance of summer school. Weekly summer school attendance over the past three years has averaged 95%.

Mathematics

1. Curriculum:

Beginning in school year 2015/2016, Silver Hill adopted the EngageNY modules for Tier 1 instruction in mathematics, delivered in a workshop model. The implementation was 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, due to gaps in prior knowledge. Silver Hill teachers have been able to utilize multiple resources available online, including videos of “real teachers” teaching the lessons, and the key principles in the Common Core Learning Standards (CCLS) for Mathematics. Our data was showing that we lacked focus, coherence, and rigor in our previous EnVisions Program. EngageNY requires that each grade level team 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 areas. 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 has been an area of professional development with the Math Coach for 2016-2017 now that teachers are aware of the demands of the program. We know we have a way to go with our mathematics instruction, but were pleased to see that the SGP increased for PARCC testing, and our growth percentage in grade 5 was higher than our host district. (Appendix I)

2. Instruction:

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. 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. Students in grades 2 through 5 also participate in STMath 3 days per week for 30 minutes. This program integrates with classroom instruction and incorporates the latest research in learning in the brain to promote mastery-based learning and mathematical understanding.

3. Assessment and program evaluation:

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 2-5 computer based MAP assessments as well as PARCC/MCAS in grades 3-5 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.

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 target:

- 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

ST Math:

- Provides daily student reports, which allows teachers to determine students' growth and intervene when students are having difficulties.

4. Supports for diverse learners:

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 online 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/ST Math 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, including Touch Math in grades K-2 and upper grades.

Science

1. Curriculum

Teachers attend district wide professional development regarding the Next Generation Science Standards lead by the Haverhill Public School's Supervisor of STEM. (See [Appendix N](#) for STEM Curriculum Topics)

2. Instruction

Silver Hill teachers follow the LEA, Launch, Explore, Summary format. Kindergarten students utilized the design process implemented in Focus K2: envisioning (and being inspired), research, planning, executing and revising to work independently and collectively with differentiated tasks. Students also learn that the design process helps students to construct structures, ideas and works of art. Students in grades one through five are introduced to the scientific method of experimentation, with hands on project-based learning. Students implement this method of discovery in greater depth as they progress through the grades. We also implemented an exciting new composting program using earthworms to breakdown our biodegradable waste in partnership with a student from Haverhill High School, and have a school garden with seedlings planted by our second graders.

3. Assessment

Students learning is assessed by utilizing student friendly rubrics as students are actively engaged in hands on experiments and projects, through teacher observations, and standardized assessments including MCAS in grade 5. Rubrics are used for any writing using the Lucy Calkins Informational Writing Rubric.

4. Supporting Diverse Learners

100% of Silver Hill classroom teachers, special educators, and administration will have SEI endorsement by 2017-2018 school year to support instruction for all learners. Science content vocabulary is pre-taught to help ELL students in particular to better understand concepts being introduced. Educators include the 7 steps of vocabulary instruction, realia, photograph content vocabulary cards, anchor charts, as well as peer support with mindful grouping of students during partner work and small group instruction. During our PLC, Professional Learning Community meeting, educators received professional development on a variety of differentiation strategies to meet the needs of our diverse community of learners.

Kindergarten teachers have shared their successes of the Focus of K2 STEM activities with other kindergarten teachers during district wide curriculum meetings. Educators hosted colleagues from the Riley School in Lowell to share Silver Hill's implementation of the Focus on K2 curriculum. This program integrate hands-on STEM activities, has rich content vocabulary, and engages diverse learners.

In addition, science is integrated into our ELA program. Silver Hill follows a 50% fiction/50% non-fiction reading model, with a great deal of science content. Science is often included in the Lucy Calkins' writing curriculum. For example, grade two explored the scientific method, and implemented a number of experiments. In their cooperative groups, the students proposed a problem or a question, made hypotheses, developed experiments to test these hypotheses, recorded data, and drew conclusions based on this data. The students wrote formal lab reports and presented their findings to the class. As part of that study, the students use their knowledge to create a dinosaur (inventosaurus) based on what they have learned about fossils and dinosaur characteristics. The students write about their creations and present these to the class.

Criterion 7: Culture and Family Engagement (See also Mission and Key Design Elements)

1. Social, Emotional and Health Needs

Silver Hill works diligently in a variety of ways to create and maintain an environment that is both physically and emotionally safe for students. A physically safe environment is the responsibility of all staff and faculty at Silver Hill.

The school nurse assists in the maintenance of the school children's health and welfare. Information used to determine the health of the children enrolled at Silver Hill include postural screenings to determine the need for a scoliosis evaluation, vision and hearing screenings, and height and weight screenings with body mass index calculations. The nurse is specifically responsible for medication administration and medication delegation as well as treating injuries and illnesses incurred during school hours. This includes assisting in the development of health and safety protocols and emergency action plans for individual students and student groups.

Employing a full time School Adjustment Counselor and more recently moving toward hiring a license Adjustment Counselor who also carries a LICSW (Social Worker) has been beneficial in providing more support for the whole child. In this capacity, this staff person provides: regular (or as needed) individual sessions for students, group sessions, parent support, monthly professional development for staff (related to social emotional topics), staff consultation regularly, classroom lessons and more.

The school focuses on the development of the whole child. The *Second Step* program is used as a school-based, social skills curriculum that gives children the social tools to prevent bullying by increasing levels of social competence in the areas of empathy, impulse control, and anger management. Through classroom lessons delivered by the classroom teachers (and with the support of the School Counselor), the program addresses concerns related to peer conflict and bullying.

The school also recognized the need for a comprehensive and cohesive social emotional curriculum to improve academic and behavior outcomes. Although the Responsive Classroom model is sited in the original charter application, there had been no consistent use of this model at Silver Hill. Thus, Silver Hill School Climate cadre researched several social-emotional models, which included two teams visiting the

Wetherbee School in Lawrence in 2009 to observe their School-Wide Positive Behavior Support model. The SWPBS model was chosen to be submitted to the Board for adoption. It was felt that the SWPBS, a systems change process for an entire school, was most aligned to the school's Mission and reflected the academic Multi-Tier Support System.

The underlying theme of teaching behavioral expectations in the same manner as any core curriculum subject would provide a common language for implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. However, the timing of this decision occurred during a change in principalship, and the proposal was not presented to the board at that time. With changes in leadership, professional development and implementation for the program occurred during the 2014-2015 school year. During the 2015-2016 school year the school continued to implement PBIS however, due to a lack of funding The May Institute was unable to provide consultation and support. This year, 2016-2017, The May Institute has rejoined our team providing consultation and training opportunities. The goals included regular monthly team meetings, completing relevant surveys to determine staff's perception and areas for needed support related to PBIS. These included the Self-Assessment Survey, and the Benchmark of Quality survey. After careful review of the initial survey, PBIS coaches met with grade level PLCs once a month, to address relevant topics in the Social Emotional learning curriculum, including but not limited to PBIS and working with children with trauma. Collaboration of social emotional strategies (PBIS etc.) were discussed and then shared through google docs so that they continue to be updated and shared. As a result, staff was successfully able to utilize new strategies and supports at various points through the year.

With PBIS, the school together worked to create and set behavioral expectations through ROARS: Respect, Ownership, Attitude, Responsibility, Safety, with ROARS expectations posted around the school. Each year classrooms learn these different expectations in various parts of the building and are reminded of these things continuously throughout the day. Students can earn tickets for positive behavior (reinforcing these values), and entire classes can earn PAWS (points) to save up for class rewards ("paw parties). There are school wide assemblies to recognize each "value" (ROARS) and students are honored and recognized or embodying these things in their behavior.

After completion of the Benchmark Of Quality (BOQ) and Self Assessment Survey (SAS), results reflect that the PBIS Team is intact, expectations and rules are developed and defined, rewards exist for meeting expected student behaviors, and classroom lesson plans as well as expected student behavior and routines are taught and implemented. Areas of improvement include: discipline procedures, data analysis, formal opportunities for families to receive training on behavioral support. The PBIS team is currently working on the completion of the consequence flowchart defining problem behaviors and consequences as identified as a major underlying concern in multiple surveys. According to the May Institute, the first 3-5 years are typically focused on Tier 1 implementation. However, we are proud of the fact that in addition to Tier 1, we have successfully created and maintained multiple specialized systems to support Tier 2 students. These supports have allowed for continued success within and outside the classroom as a result of these efforts.

Using the PBIS model, our playground has been restructured to emphasize safety and respect during recess. The school hires extra staff to monitor and oversee recess. These monitors are all trained in PBIS and utilize this positive behavioral support to ensure that recess remains safe and fun for all. Additionally, as a part of the PBIS frameworks, recess was modified to a "structured" system. There are four quadrants that involve a structured game (kickball etc.) in the field, a cement top game (jump rope, four square etc.), quiet games such as Legos etc., or children may walk or run around the perimeter of the field. This format of recess has provided numerous options for children, while making the schoolyard at Silver Hill a significantly safer place, where all children are engaged in an activity.

Additionally, many staff utilize the *Social Thinking* program, Yoga 4 Classrooms, and The Zones of Regulation in classrooms and small group services. The school also works to develop a sense of citizenship in students through many community service opportunities.

A priority has been 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 Silver Hill 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 assisted with 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/Safety Care 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 in Contractual Relationships: *The district has upheld several aspects of the MOU, including providing a facility, providing a school nurse, and other specifically outlined items; however, according to the stakeholders at the school, the district has not consistently followed the MOU agreement in the areas of funding or special education staffing.* As a result, Silver Hill was not able to sustain a successful substantially separate PAWS program, and three students were transferred to appropriate programs with Haverhill Public Schools. The position of a Behavior Teacher was added to the FY17 budget, but staffing has remained problematic. A goal continues to adequately staff our Substantially Separate Behavior program and we are hopeful that we will be able to implement a program for our students with emotional disabilities that provides them with both academic and social emotional success.

2. **Family Engagement** (See also **Appendix A: Accountability Plan Measure:** Family response was at an all time high with 305 responses. In answering the five survey items, between 89% and 95% feel that SHHMCS is educating their children well and communicating adequately with parents. Complete data is included in Appendix A)

Silver Hill works diligently to ensure effective communication with families. This is evident in a variety of ways. For the past three years, teachers have chosen Standard III-C-1, Two Way Communication, as part of their Educator Evaluation (**Appendix O**). Several teachers use DoJo, Scholastic Class Messenger, Remind.com, and other means of real time communication.

Silver Hill's uses Title 1 grant funding to employ a Parent Community Liaison who maintains the school's website. She is also responsible for maintaining the Charter Waitlist Report. The web is updated on a regular basis, at least weekly, and as events transpire. She works with administration and other parents on developing and using school-wide website-based communication and Facebook support systems for parents/guardians. The parent liaison also works within the building and provides active oversight of communication and continues to build relationships to enhance student and family support. She maintains relationships with parents regarding student attendance, and contacts parents on a daily or as needed to confirm child's status (sick, vacation, etc.) and to offer assistance as needed. She also works to provide translated documents/letters/papers for non-English speaking families, and maintains a Parent/Guardian information center and Bulletin Board, including translated versions. Family outreach responsibilities include assisting with our Open Houses, school tours, coordinating community outreach including holiday giving and other community service events, and attending all PTO meetings.

The principal sends a “Weekend Update” each week via email to the entire school community which includes information related to whole school initiatives, all school calendar events, as well as spotlights on individual student accomplishments. Monthly “Coffee with the Principal” informal events are another way that Silver Hill reaches out to engage families on a wide variety of topics including but not limited to: various curriculum initiatives, health issues, and social emotional topics. Parents are invited in for presentations, open discussion, Q/A time...and light refreshments. The topics are selected through a parent/guardian survey.

Sharing student status and academic status includes but is not limited to report cards, utilization of a “Project Best” book that each teacher and family communicate to one another in on a daily basis, frequent email and parent meetings on request in addition to regularly scheduled conferences, IEP meetings.

Organizational Viability

Criterion 8: Capacity

1. School Leadership

2013-2018 Accountability Plan Objectives

- ***Faculty will demonstrate continuously improving teaching strategies***

The school has an effective school leadership team that implements a clearly defined mission and set of goals. As documented in the 2015-2016 Year 8 Site Visit Report,

All stakeholders reported that the culture of the school is one of shared leadership and shared responsibility. There are several structures supporting this culture. The first are the PLCs. The PLCs are grade level teacher/support personnel teams meant to ensure horizontal alignment and to promote projects and/or changes at the school. In addition, the school maintains a CIA team. The CIA meets monthly and is comprised of representatives from the PLCs and others (support personnel, the assistant principal, principal and board members). The CIA sets the school’s daily schedule for the year and leads other initiatives around curriculum and program design. In addition, there is currently a teacher representative on the board of trustees and both the assistant principal and principal continue to serve on the board.

Administrators have outlined clear mission-aligned goals for the school, and teachers reported familiarity with those goals. For example, the school has used the Massachusetts Model Educator Evaluation Framework to set common goals for the school regarding instructional practice. The school has a well understood decision making process that incorporates feedback from the school community. The school uses the CIA to raise concerns to the administrators and to make decisions. School-wide communication also flows through the CIA with representatives taking information back to their individual teams both for feedback and information sharing.

Currently there are two teachers on the Board of Trustees, and one of them is also on the CIA School Leadership Team. In this capacity, he is a liaison to all leadership and governance groups. The addition of both an ELA and Mathematics Coach has also presented new opportunities for peer observations and professional development.

2. Professional Climate (See also **Appendix F; Mission and Key Design Elements: Continuous growth in teaching methodology)**

2013-2018 Accountability Plan Objectives

- ***Faculty will demonstrate continuously improving teaching strategies***

100% of faculty met their Professional Practice SMART goals for both ELA and Mathematics

The school staff regularly collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. As such, we address professional development necessary for full and effective implementation of an RTI model. Over this term of the charter, Silver Hill adopted the Lucy Calkins Units of Study in Writing, EngageNY Math, STMath, and PBIS. Using Title IIA grant funding, on site training in the Lucy Calkins writing program was provided with consultation with Teaching Learning Alliance. All grades K-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. 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. After implementation of these programs, teachers feel more empowered to teach the content and revise the program trajectories to meet the needs of the students sitting in front of them.

Kindergarten teachers received Focus K2 grant training and materials, working in a collaborative effort with other kindergarten teachers throughout Massachusetts. This early literacy professional development opportunity was made possible through the efforts of Rashaun Martin, HPS District Supervisor, Social Studies, World Languages, and Helen Deranian, Coordinator DESE Early Literacy Grant, Crest Collaborative. This professional development will continue, and we are hopeful that the K2 grant will also be offered to grade 1 teachers starting next year.

With the exception of one retiring teacher, 100% of Silver Hill teachers and administration have completed the RETELL SEI course and are highly qualified to teach our English Language Learners.

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
- Members of the Curriculum, Instruction, and Assessment Team (CIA) attend 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 are evaluated using the Educator Evaluation Inclusive Practice model
- Professional development is funded entirely through Silver Hill grants, written in collaboration with faculty and administration to align with the school’s vision, mission, and goals: 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
- Peer observations and learning walks
- 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, the School Adjustment Counselor and Behavior Teacher and administration to focus on areas of need in professional development for implementation of new initiatives and structures.
- All instructional staff participate in two hour monthly Curriculum Meetings for continuous unpacking of standards to address implementation of programs
- Two early release days and one full day (Election Day) to target specific professional development related to the Charter Accountability
- The Charter 2013-2018 Accountability Plan Objectives are included on every agenda to connect Educator Evaluation goals to Charter goals.
- Monthly Staff Meeting agendas are determined by the outcomes of each monthly CIA/Academic Excellence Committee meeting
- STEM professional development with Haverhill Public Schools Supervisor of STEM
- Four Data Days, and careful progress monitoring of all students, including daily formative assessments, the Fountas and Pinnell Benchmark Reading Assessment, and MAP assessments for math, using the ORID protocol to analyze data, and apply 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.

A system is in place for monitoring practice for consistency, which includes a formal process of teacher evaluation. Silver Hill uses the Educator Evaluation Model for Inclusive Practice. At the Opening Day meeting in August, faculty decides as a whole school the Educator Evaluation Power Indicators that will determine SMART goals for the upcoming year. The Power Indicator rubrics are used in rating the educator on TeachPoint. During the 2016-2017 year, 100% of instructional faculty have been observed and evaluated using this model. Administrators have followed the Haverhill Public Schools Collective Bargaining contractual guidelines for evaluation protocol and educator evaluation cycle. This year, as part of the end of the year Data Day Exit Ticket, teachers were responsible for rating themselves on the Student Learning Goals - Progress Rating, based on their end of the year Student Growth percentiles.

3. Contractual Relationships

Finding: The school has worked to maintain a positive relationship with the Haverhill Public School district; however stakeholders reported issues with funding and staffing. 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 school has worked to establish a positive relationship with the Haverhill Public School District. There continue to be some discrepancies with interpretation of the current MOU. Based on the finding in the Year 8 Site Visit Report, the Board now has a trustee with legal expertise, as well as having retained legal counsel for Board governance matters.

With the Charter Renewal process, several information nights have been held to clarify many misconceptions of what Silver Hill Horace Mann Charter School represents to the City of Haverhill's families. We have been encouraged by the support of the majority of the School Committee members. However, the Haverhill Educator Association (HEA) President, through the MTA legal counsel, determined that in order for the charter to be renewed, all members of the Haverhill Public School's HEA faculty need to sign the approval. The HEA leadership has been vocal in not supporting the charter, and there are many misconceptions shared with union members across the district. The school community has rallied to share the facts, and an Ad Hoc Board Committee for Public Relations has designed several informational flyers. As part of this Charter renewal, we are hopeful that our Five Year Plan will ensure that all Haverhill educators recognize that Silver Hill looks forward to working collaboratively with HEA, and that we are all working for the betterment of education for the children of Haverhill. Our kids are Haverhill kids! They all deserve the best possible education, and our community deserves to have a choice.

Criterion 9. Governance

Silver Hill Horace Mann Charter School Board of Trustees meets the first Tuesday of every month. While the Board has had some turnovers, the past year the membership on the Board has stabilized. The current members of the Board represent Haverhill community and the SHHMCS educational community:

- Haverhill Community Action
- Northern Essex Community College
- School Administrator from different district
- Parent
- Public Health Nurse
- SHHMCS Instructional Staff
- Lawyer
- Haverhill District Court Probation Officer - retired

The Board uses the information from the Curriculum, Assessment and Instruction Leadership Team also serves in the capacity as the Academic Excellence Board Committee, working with the Principal to construct a curriculum-driven budget. A teacher from the CIA Team is also a trustee, and presents minutes to the Board.

The board has clear and well-understood systems for decision-making and communication processes; board meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. The SHHMCS Board uses various forms of communications to be as transparent to all members of the Haverhill Community.

- School website posts board meeting minutes and agendas to ensure public accountability
- All Board meetings are posted through Haverhill City Hall according to Open Meeting Law
- SHHMCS Parent Group maintains Facebook page highlighting students and school activities; enables communications as parents post queries about activities
- Board Chair attends the meetings of monthly Faculty Curriculum Instructional Assessment Group
- Board Chair attends Faculty meeting to address faculty concerns with charter renewal
- Board meetings include public comment
- Ad Hoc Public Relations/Media updates media in the process of charter renewal

The board demonstrates appropriate oversight of the charter school administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. This includes hiring, evaluating, and removing, if necessary, qualified personnel to manage the charter school's day-to-day operations and hold these parties accountable for meeting specified goals;

- Board evaluated Principal 1-31-2017 and submitted to Haverhill Public Schools
- Board conducted internal reflective staff survey based on Principal's School-wide Goals to measure progress and establish benchmarks

The principal's evaluation is based on the Power Elements for Inclusive Practice, Massachusetts Model System School Level Administrator Rubric. **Appendix N - Power Elements for Inclusive Practice—Massachusetts Model System School-Level Administrator Rubric**) This is the same model used for Silver Hill Horace Mann Charter School teachers, and as such, will align with their goals as well as the whole school goals.

Board Retreat

The Board engaged the services of SchoolWorks for a Board Retreat/Training on January 24, 2017. During the Retreat, Board members were able to create a preliminary Dashboard based on the Annual Reports and the DESE Summary of the Review February 2013 and the SHHMCS Annual Reports 2014-2016.

Board members participate in the following subcommittees: Finance, Development, Academic Excellence, and Governance. There are currently an additional two Ad Hoc Committees, which include Non-Board members from the school community:

- Public Relations and Media
- Evaluation Leadership

Recruitment of Board members

The Board and the Principal have been recruiting from members of local Community groups. In the immediate neighborhood of SHHMCS the Board is working to locate the Mount Washington Alliance to actually have a physical presence in the school as well as recruit a member for the Board.

The Public Relations Ad Hoc Committee has been using the local media WHAV on-line and the radio program to publish news around the school. The PR Committee also works with the local newspaper Haverhill Gazette/Eagle Tribune and has contributed to the Boston Globe.

<http://www.bostonglobe.com/opinion/editorials/2017/06/02/deepening-concerns-about-today-mta/wLzxaAQuOYsNuL9RLxiZMI/story.html>

Criterion 10. Finance

Silver Hill has met each of its Operating Budgets 2014-present. Annual budget audits are conducted each year since the school has been in existence (2009) by the CPA firm Giusti, Hingston and Company, Georgetown, Massachusetts. According to the Annual Audits, there were no identified deficiencies in the local control of the SHHMCS Budget.

Financial Viability

Haverhill Public Schools funds SHHMCS through the annual HPS budget. SHHMCS writes and receives Title I and IDEA. In order to supplement this funding, Principal Margaret Shepherd has been writing grants to fund professional development as well as supplement various positions in the school. The position of Board Treasurer is currently vacant and has been posted. A current member of the Board, Joseph Sullivan, has agreed to be named as Interim Treasurer until the position is filled. Kimberly Mackie is Silver Hill's Business Manager who is also the Payroll Clerk for Haverhill Public Schools.

APPENDIX C - DOCUMENTS

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2017.* Please attach the following as a part of Appendix C:

Silver Hill Horace Mann Charter School falls under the Facilities Department of Haverhill Public Schools. At this time, we have received the following highlighted requirements.

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if applicable)
- [Lead and Copper in Schools Maintenance Checklist](#)

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

School Year	Total Membership	Members Joining	Members Departing
2013-14	Chmielecki, Jennifer Dorr, Alison Libby, Frank Bouchard, Susan Tracey, Judy Caruso, Jennifer Duffy, Megan Zylkuski, Gene Dellea, Richard	Margaret Shepherd	
2014-15	Chmielecki, Jennifer Dorr, Alison Libby, Frank Bouchard, Susan Tracey, Judy Caruso, Jennifer Duffy, Megan Zylkuski, Gene Dellea, Richard	Paula Desmarais Russell Marino	Susan Bouchard Frank Libby Alison Dorr Judy Tracey
2015-16	Chmielecki, Jennifer Caruso, Jennifer Duffy, Megan Zylkuski, Gene Dellea, Richard Marino, Russell Desmarais, Paula Shepherd, Margaret	Joseph Sullivan Joyce Bergeron Andy Vargas Judy Tracey	Megan Duffy Richard Dellea Jennifer Caruso Russell
2016-17	Chmielecki, Jennifer Zylkuski, Gene Marino, Russell Desmarais, Paula Tracey, Judy Shepherd, Margaret Sullivan, Joseph Bergeron, Joyce Vargas, Andy	Melissa Burns Paul Corriveau William McCarthy Tiffany Ghrist Sara Langlais Sanchez Euthemia Gilman	Jennifer Chmielecki Andy Vargas Russell Marino Gene Zylkuski