

**Annual Report 2016-2017**



**Silver Hill Horace Mann Charter School**

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## Introduction to the School

<i>Silver Hill Horace Mann Charter School</i>																			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Horace Mann	<b>Location</b>	Haverhill, MA																
<b>Regional or Non-Regional?</b>	Non-regional	<b>Districts in Region</b> (if applicable)	N/A																
<b>Year Opened</b>	2008	<b>Year(s) Renewed</b> (if applicable)	2013																
<b>Maximum Enrollment</b>	580	<b>Current Enrollment</b> <b>(June 2016 Data)</b>	567 (March 2017)																
<b>Chartered Grade Span</b>	K-5	<b>Current Grade Span</b>	K-5																
<b># of Instructional Days per school year</b>	180	<b>Students on Waitlist</b> <b>(As of May 26, 2017)</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">5-26-17</td> <td style="width: 50%;">7-12-17</td> </tr> <tr> <td>K – 42</td> <td>K- 41</td> </tr> <tr> <td>1 – 40</td> <td>1- 27</td> </tr> <tr> <td>2 – 19</td> <td>2 - 12</td> </tr> <tr> <td>3 – 8</td> <td>3 - 3</td> </tr> <tr> <td>4 – 9</td> <td>4 - 0</td> </tr> <tr> <td>5 – 0</td> <td>5 - 0</td> </tr> <tr> <td>Total – 118</td> <td>83</td> </tr> </table>	5-26-17	7-12-17	K – 42	K- 41	1 – 40	1- 27	2 – 19	2 - 12	3 – 8	3 - 3	4 – 9	4 - 0	5 – 0	5 - 0	Total – 118	83
5-26-17	7-12-17																		
K – 42	K- 41																		
1 – 40	1- 27																		
2 – 19	2 - 12																		
3 – 8	3 - 3																		
4 – 9	4 - 0																		
5 – 0	5 - 0																		
Total – 118	83																		
<b>School Hours</b>	9:00 – 3:15	<b>Age of School</b>	9 years																
<p><b>Mission</b> 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>																			

## Faithfulness to Charter

### 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**

Each year Silver Hill Horace Mann Charter School has focused on a school theme determined by data analysis, which guides the Curriculum, Instruction, and Assessment (CIA) Leadership Team in determining the year's professional development.

- **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.

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. Data Days continued to be 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 of our educational program this school year was the refinement of our 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), Telian Learning Concepts (TLC), and TouchMath. 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. Based on the May 2017 Data Days outcomes, we were excited to see that lots of hard work from students and staff has paid off with 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.

## **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 faculty 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 student 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*. 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 and outcomes for this year's Data Days represent progression of both teacher and student learning and accountability throughout each school year.

### **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. 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. During the 2016-2017 year, Title 1 funding was used to hire an experienced teacher as an interventionist, dedicated to using the LLI program with fidelity. She received professional development in administering, scoring, and data collection and analysis at Lesley University prior to beginning the program. As a result, based on the May 2017 Data Days outcomes, 85% of the students who received LLI intervention met their growth goal. This is also evidenced in the overall student growth in English Language Arts, with 92% of teachers meeting the Accountability Plan 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 and to plan for continued classroom instruction.

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%, and student report that it was fun!

## **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 also added STMath as an online resource, with professional development provided on site by STMath personnel. ST Math is game-based instructional software designed to boost math comprehension and proficiency through visual learning. This program has proven to provide the visual mathematical concepts to improve conceptual understanding and problem-solving skills that was lacking in EngageNY. In combination with our EngageNY classroom instruction, the software games help students make connections between the visual representations from ST Math and symbolic representations found in their core instruction. Since there is no language involved with STMath, it has been especially effective in helping our ELL and special education transfer the concepts into classroom practice. Students also enjoy using the new Chrome books to problem solve. We know we have a way to go with our mathematics instruction, but were pleased to see that the SGP increased for both MAP and PARCC testing, and our growth percentage in grade 5 continues to be higher than our host district who uses EnVisions. **(Attachment 1 - Comparison from 2013 to 2016: MCAS in 2013-2014, PARCC in 2015-2016)**

## **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 three days per week for 30 minutes. This program integrates with classroom instruction and promotes mastery-based learning, with students able to advance at their own pace through the levels. In the 2017-2018 school year, STMath will also be used in grade 1.

## **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. 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.

### **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. 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 wrote about their creations and presented these to the class.

## **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
- Experiential field trips at every grade level K-5

## **Social/Emotional Competencies**

The school focuses on the development of the whole child. 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.

This year hiring a licensed School Adjustment Counselor who also carries a LICSW (Social Worker) has been beneficial in providing more support for the whole child. In this capacity, this 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 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. 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. 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 expectations 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 for embodying these expectations 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, and formal opportunities for families to receive training on behavioral support. We also recognize the need for consistent use of PBIS consequences by all staff, including lunch/recess monitors. 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. An area that continues to need clarification with staff is in identifying what constitutes Tier 2 and Tier 3 behavior, and in staff recognizing that the strategies to diffuse these behaviors and subsequent consequences are not the same. 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 created and maintained multiple specialized systems to support Tier 2 students. These supports have allowed for continued success within the classroom, and a focus of the 2017-2018 school year will be to expand these behavior expectations into all common areas for the school, particularly the lunchroom and recess.

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.

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.

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.

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 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.

### **Special Education (See also Appendix B) 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 had chosen a new math program, EngageNY. This program is utilized in the classroom and enables our students to build upon their number sense as they progress through the standards. 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 the standard the class is working on as a whole, which is then differentiated in their special education instruction.

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.

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 report was submitted DESE approved the corrective action and Silver Hill is currently in compliance with the Coordinated Program Review.

### **English Language Learners and Economically Disadvantaged (See also Appendix B) 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 was apparent not only with incoming kindergartners, 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 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. 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.

**Key Design Element- Continuous Growth in Teaching Methodologies/Professional Climate:**  
**(Attachment 2 - Grant Funded Professional Development and Programs)**

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. 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.**

*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
- The Silver Hill STEM Committee, with a representative at each grade level, participated in 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.

### **Key Design Element- Family and Community 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 the pending Charter Renewal. At Silver Hill it truly takes a village!

**(See also Appendix A: Accountability Plan Measure:** Family response was at an all time high with 344 responses. In answering the five survey items, between 88% 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. 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 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. Through the Message Center system, all updates are translated into Spanish. Monthly "Coffee with the Principal", with topics selected through a parent/guardian survey 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. An Annual Partners and Pizza supper with our Latino families is held with an interpreter to provide an informal place for families to share their experiences at Silver Hill, and for us to get feedback on how we can improve their child's educational experience and communication home.

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. Our SchoolBrains student data system includes a Communication Log to document communication. This log is accessible to administration and teachers alike.

#### 2016-2017

- Addition of a Title 1 Parent/Community Liaison
- Silver Hill honored 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, teachers attend if making a request for funds and provide a presentation of the activity
  - The SHHMCS 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 student recruitment efforts and a new Board Trustee who is involved in program development and community outreach at Head Start in Haverhill
- **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
February 22, 2016	Expulsion Policy	Yes

**Dissemination Efforts**

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>

(It was unclear which Criterion to use, so we chose **Massachusetts Charter School Performance Criteria**)

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts (Title)</b>	<b>Criteria</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Yoga and Mindfulness in the Classroom: Tools to Improve Self-Regulation, Learning, and Classroom Climate Workshop and Card Decks	Saturday workshop (8 hours) to learn Yoga and Mindfulness activities to reduce stress in students...and staff!	Principal Special Education teachers SAC Classroom teachers Educational Support Personnel	7. Culture: #1. Social/Emotional/Health	Grade K-4 teachers from the Matthew Thornton School in Londonderry, NH and Whittier Middle School, Haverhill	Partnership with a teacher from HPS and our Behavior Teacher to collect data on the effectiveness of using yoga as a calming strategy
K2 in Focus grant: a multi-sensory, interdisciplinary, center based learning curriculum	The Silver Hill Kindergarten team participates in a city wide K2 in Focus grant	Principal ELA Coach Reading Specialist K Teachers	6. Program Delivery: #1-#4	Continued collaboration with CREST Early Childhood Literacy Collaborative and DESE	This resulted in reciprocal classroom visits between the Silver Hill kindergarten Team and the Reilly School (Lowell) kindergarten team
Kindergarten Team shares photographs, ideas and strategies for data collection	The Silver Hill Kindergarten team shares photographs, ideas and data with other kindergartens in district and Lowell Public Schools	K Teachers	8. Capacity: #2	Silver Hill, HPS, and Lowell Public kindergarten teams (Reilly School) – CREST Collaborative	Continued collaboration with HPS and Lowell Public School kindergarten teachers
CREST consultant worked with Silver Hill K teachers to disseminate information to other K2 in Focus	Margaret Rodero, a representative from the Literacy Collaborative, and the Silver Hill Kindergarten team meet monthly in Professional Learning	K Teachers ELA Coach Reading Specialist	8. Capacity: #2	Margaret Rodero, a representative from the Literacy Collaborative. At Silver Hill	Monthly collaboration

districts	Communities				
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## Academic Program Success

### Student Performance

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04770010&fycode=2016&orgtypecode=6&>

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04770010&fycode=2016&orgtypecode=6&>

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 as well as our Advanced students. We know that we have room for improvement, and based on data driven instruction, we align resources to accommodate all learners. **(Attachment 1 - Comparison from 2013 to 2016: MCAS in 2013-2014, PARCC in 2015-2016; Attachment 3 - High Needs Growth at each Grade Level – ELA – Math – 2016-2017 )**

### 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.

**(Attachment 3 - 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.

### **Program Delivery (Also See Key Design Element- Educational and Social Support for the Whole Child)**

- 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

*In January of 2016, the Board of Elementary and Secondary Education (Board) voted to adopt the 2016 Science and Technology/Engineering Standards, and directed the Commissioner to incorporate the standards into the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework. In March of 2017, the Board voted to adopt revised learning standards for mathematics and English language arts and literacy. Please acknowledge that the school is aware of the revised standards, provide a brief plan for how the school is approaching revising its curricula, and provide the school's timeline to make the revisions.*

### **Science**

All instructional staff received and reviewed the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework during grade level PLC meetings. Teachers have already begun to align mentor text in ELA to the NGS standards at each grade level. The Lucy Calkins Units of Study in both Writing and Reading incorporate several of these topics. The Science Curriculum Committee was reinstated, with grade level representatives attending

district wide professional development regarding the Next Generation Science Standards lead by the Haverhill Public School's Supervisor of STEM. A large storage room was converted into a science lab, and science materials and text were included in the FY18 budget. The 2017-2018 Master Schedule includes dedicated time for the instruction of science at each grade level, as well as integration during the ELA block.

### **Mathematics/ English Language Arts**

During the final Data Days this May, the March 2017 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. It was noted that in some instances, although the language of the standard was revised, the actual learning was still in alignment with our curriculum and instructional practices. Unpacking these revised learning standards will be a focus of the September Data Day professional development as well as the November full day professional development, with necessary revisions to our instructional programs, assessments, and report card. The Math and ELA coaches and ELD teacher will provide support throughout the year, with full implementation expected in the 2017-2018 school year.

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

Increased awareness and implementation of our Social-Emotional Curriculum, including the addition of a new school nurse, and new Behavior Teacher and School Adjustment Counselor for 2016-2017, and systems to ensure that these positions are involved in whole school program delivery as well as individual students.

Michelle Garcia Winner *Social Thinking* added to our Social Emotional Curriculum in kindergarten and for students on 504s and IEPs who have social-emotional goals and accommodations.

## **Organizational Viability**

### **Organizational Structure of the School**

2016 – 2017 Organizational Chart (**Attachment 4**)

### **Network Structure**

Not applicable as we do not operate multiple schools.

### **Teacher Evaluation**

This year SHHMCS used the Educator Evaluation for Inclusive Practice. Teachers voted which Power Elements to use as school wide standards, with agreement on Collection of Evidence

<http://www.doe.mass.edu/eeval/guidebook/>

### **Budget and Finance**

See Attachments for Budget and Finance Reports:

- 1.a. *Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)*
- 1.b. *Statement of net assets for FY17 (balance sheet)*
- 1.c. *Approved School Budget for FY18*
- 1.d. *Capital Plan for FY18* The SHHMCS Board of Trustees has not identified any capital projects that are expected to be initiated within the next ten years. The school facility is owned by the City of Haverhill, and any Capital Plan will be done in conjunction with Haverhill Public Schools Facilities Department.

**Additional Information**

**Appendix A: Accountability Plan Performance for 2016-2017**

**Appendix B: Recruitment and Retention Plan for 2017-2018**

**Appendix C: School and Student Data**

**Appendix D: Additional Required Information**

**Conditions:** N/A

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

**Appendix A**  
2013-2018 Accountability Plan  
  
**Accountability Plan Evidence 2016-2017**

	2016 – 2017 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Students will acquire a deeper knowledge of the subjects they are studying through a project-based approach.		
<b>Measure:</b> All students will participate in at least one cross-curricular project annually with the number of cross-curricular projects increasing each year until the students participate in a minimum of three cross-curricular projects annually with at least one project integrating technology.	MET	<p><b>K</b> – 1) Blue prints and 3-D models on how to make Haverhill a better place 2) Parts of a plant and planting plants 3) Animal projects using pictures they research and printed in the computer lab</p> <p><b>Grade 1</b> – 1) Animal Research project 2) School Community Class Map 3) American symbols research project using the computer lab</p> <p><b>Grade 2</b> – 1) Non-fiction writing unit including a lab report using the scientific method 2) Five Pocket Biography with research in computer lab 3) Webquest and writing about blue whales</p> <p><b>Grade 3</b> – 1) American Revolution webquest 2) Wampanoags – focus on wetus with writing, building and lap book 3) non-fiction chapter book about an animal they researched</p> <p><b>Grade 4</b> – 1) Immigration Unit – America’s Salad (DESE MCU) 2) Magnetism and electricity research and writing 3) American Revolution informational book using technology to research</p> <p><b>Grade 5</b> – 1) Energy and Ecosystems project 2) Math Museum Project 3) Maya, Inca and Aztec research project</p>

<p><b>Measure:</b> 75% of the students in each grade level completing the cross-curricular projects will demonstrate proficiency on rubrics created by grade level teams and will be assessed as often as a project is completed, up to three times annually.</p>	<p>MET</p>	<p><b>K</b> – 1) 89% 2) 91% 3) 86%  <b>Grade 1</b> – 1) 100% 2) 100% 3) 100%  <b>Grade 2</b> – 1) 100% 2) 100% 3) 100%  <b>Grade 3</b> – 1) 87% 2) 100% 3) 83%  <b>Grade 4</b> – 1) 100% 2) 80% 3) 100%  <b>Grade 5</b> – 1) 93% 2) 86% 3) 77%</p>
<p><b>Measure:</b> Students at each grade level will participate in a hands-on science project with 75% of the students scoring in the proficient range or better on rubrics created by grade level teams.</p>	<p>MET</p>	<p><b>Kindergarten</b> – Life Cycle of a Plant with 94% proficient  <b>Grade 1</b> – Simple machines experiments with 100% proficient  <b>Grade 2</b> – Invent-a-saurus writing and science research piece with 100% proficient  <b>Grade 3</b> – Design and build a catapult with 95% proficient  <b>Grade 4</b> – Electricity Science Fair with 95% proficient  <b>Grade 5</b> – Rock/Mineral Project with 92% proficient</p>
<p><b>Objective:</b> Students will be responsible members of the community.</p>		
<p><b>Measure:</b> All students will participate in a project annually to improve the school community, the school neighborhood, the environment or the quality of life for individuals as reported by grade level teams.</p>	<p>MET</p>	<p><b>Kindergarten</b> – Students donated planted petunias and practiced recycling their trash and lunch debris.  <b>Grade 1</b> – Students raised money to support animals at the Zoo New England and each class “adopted” an animal.  <b>Grade 2</b> – Students propagated seeds in the greenhouse and then planted the plants outside in the raised garden beds. They also learned about composting through a high school student and used compost bins.  <b>Grade 3</b> – Students collected over 1,000 toiletries items for a local homeless shelter.  <b>Grade 4</b> – Students chose an activity to help their community be a better place (such as donating clothing, food, helping the MSPCA) and then chose a way to display it and present it to their peers.  <b>Grade 5</b> – Students collected blankets for sheltered dogs and coordinated the school-wide can drive.  <b>Student Council</b> (4<sup>th</sup> and 5<sup>th</sup> grade students) – participated in the Greater Boston Elder Services</p>

		Brown Bag program, tutored first and second grade students during their lunch, organized a bracelet fundraiser to raise money to help fight the effects of greenhouse gases <b>Whole school</b> – Students participated in can drive for a local homeless shelter, the Emmaus House.
<b>Measure:</b> The number of students in grade 3-5 who participate in extra-curricular activities during the school year, such as being a member of the student council, participating in the annual math museum, or submitting an entry to the district write away will increase each year of the charter until there is at least 75% participation from the student body in grade 3-5.	MET	Extra-curricula activities this year included Write Away contest, submission for the CREST Apple Seed magazine, chorus, cross country, basketball, track and field, chess club, student council, ski club, and peace poetry contest. Overall, in grade 3-5 79% of the students participated in an extra-curricular activity. <b>Grade 3</b> – 54% of students participated <b>Grade 4</b> – 82% of students participated 57 out of 92 <b>Grade 5</b> – 100% of students participated
<b>Objective:</b> Students will know the geography and history of Haverhill or Massachusetts in the context of the History frameworks at their grade level.		
<b>Measure:</b> All students will participate in a project annually that introduces them to, or expands their knowledge of the history, cultural diversity, ecology, geography, or economy relating to Haverhill or Massachusetts in accordance to their grade level history and geography standards.	MET	<b>Kindergarten</b> – History of Shoe Factories in Haverhill <b>Grade 1</b> – Using Google Maps they explored the geography of Haverhill to develop their own maps <b>Grade 2</b> – Researching and exploring landmarks in Haverhill community <b>Grade 3</b> – History of Haverhill with project <b>Grade 4</b> – Hall of Fame: Famous Haverhill Citizens <b>Grade 5</b> – Watershed Project focusing on the Merrimack River
<b>Measure:</b> 75% of the students in each grade will demonstrate proficiency on rubrics created by grade level to go along with the presentation, field trip or project.	MET	<b>Kindergarten</b> – 91% <b>Grade 1</b> – 100% <b>Grade 2</b> – 100% <b>Grade 3</b> – 95% <b>Grade 4</b> – 100% <b>Grade 5</b> – 84%
<b>Objective:</b> Faculty will demonstrate continuously improving teaching practices.		
<b>Measure:</b> At least 85% of all teachers will achieve their student learning goals and professional practice goals under the Massachusetts Evaluation System	ELA – MET MATH – NOT MET PROFESSIONAL PRACTICE MET	Based on the Educator Evaluation Summative and Formative Assessments of all teachers during the 2016-2017 school year: 100% of teachers met their Professional

		Practice SMART Goals 92% of teachers Met the Student Learning ELA SMART Goal and 56% of teachers Met the Student Learning Math SMART Goal.
<b>Measure:</b> At least 85% of all teachers who serve on a curriculum committee will indicate through a yearly survey that the work on the curriculum committee helped improve student learning and achievement.	MET	<p><i>When asked in a survey:</i>  <b><u>Teachers have input into curriculum decisions</u></b> – 85% of instructional staff responded <i>Strongly Agree</i> or <i>Agree</i>  <b><u>Professional development opportunities helped improve student learning and achievement</u></b> – 89% of instructional staff responded <i>Strongly Agree</i> or <i>Agree</i></p> <p>The following was implemented or continues in 2016-2017 to help improve student learning and achievement:  <b>ELA</b> – continuation of Lucy Calkins Writing Units of Study; continuation of Handwriting Without Tears (K-1); continuation of TLC Lively Letters as the core phonemic awareness curriculum in kindergarten and mid point of grade 1, and the intervention program for mid grade 1 and grade 2.  <b>Mathematics</b> – ST Math (2-5); continuation of EngageNY.  <b>Social Studies/Science</b> – continuation of project based activities, with a culminating Learning Fair open to the community for each grade level. This year was Kindergarten, Shoe Project; Grade 1, Animal Research; Grade 2, Pocket Biographies; Grade 3, Author’s Tea to showcase non-fiction writing; Grade 4, Electricity Fair; Grade 5, Math Museum</p>
<b>Measure:</b> Teachers will participate in a minimum of fifteen hours of professional development opportunities that directly relate to improving teaching practices.	MET	<p>All teachers participated in professional development opportunities that directly relate to improving teaching practices, including:</p> <ul style="list-style-type: none"> <li>• Curriculum Committees meet monthly for two hours to review data, review current programs and instructional practices, explore new programs, and plan the following year’s school wide goals</li> </ul>

		<ul style="list-style-type: none"> <li>• All grade levels and specialists met in weekly PLCs weekly to focus on Lucy Calkins Units of Study, EngageNY mathematics, SEI strategies and social/emotional curriculum including PBIS</li> <li>• Monthly All Staff Meetings</li> <li>• Four Data Days for all teachers</li> <li>• Grade K implemented and 1-5 continued to implement Lucy Calkins Units of Study with professional development from the Teaching and Learning Alliance</li> <li>• All grade levels continued to Engage NY mathematics with professional development from the math coach and 2-5 implemented ST Math with professional development from our ST Math representative and the math coach</li> <li>• Kindergarten staff continued to participate in the Focus on K2 initiative through DESE and Boston Public Schools</li> <li>• Continued implementation of the PBIS Program, with five school wide ROARS Assemblies</li> <li>• A variety of conferences/workshops including: Yoga 4 Classrooms; Safety Care training; MCAS ALT training; Zones of Regulation; numerous graduate level courses</li> </ul>
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**Objective:** Faculty will participate in shared school leadership.

<p><b>Measure:</b> Teachers will participate in monthly curriculum committee meetings, curriculum meetings and weekly grade level meetings with a minimum attendance rate of 85%.</p>	<p>MET</p>	<p>Every teacher participated in at least 85% of weekly grade level PLC meetings, curriculum meetings and curriculum committee meetings as evidenced by attendance sheets.</p>
<p><b>Measure:</b> The school’s weekly schedule will be designed to include common planning time for Professional Learning Committees for minimally 80%</p>	<p>MET</p>	<p>The school’s weekly schedule is designed to include common planning time so that grade level</p>

of grade level teachers, special education teachers, and enrichment teachers.		teachers, special education teachers, intervention and enrichment teachers and specialists can meet during weekly PLCs with administration in attendance.
<b>Measure:</b> Each year the number of staff in leadership positions will increase until 80% of the staff serves in a leadership position. Leadership positions include participation on the leadership team, serving as a facilitator for grade level curriculum meetings, serving as a facilitator at curriculum committee meetings or leading a professional development workshop for staff.	MET	At least 80% of the teachers have served in a leadership position. Teachers have served on the Curriculum, Instruction and Assessment Committee (our leadership team) and/or have facilitated a professional development workshop for staff this year. In addition, some teachers have facilitated a curriculum committee meeting and/or a grade level PLC meeting this year.
<b>Objective:</b> There will be a demand for students to attend SHHMCS from parents whose children are eligible to attend other schools in the District.		
<b>Measure:</b> An annual parent survey will demonstrate that at least 80% of SHHMCS parents who respond to the survey think that SHHMCS is educating their children well and communicating adequately with parents.	MET	A survey with five questions was sent home to families. We received surveys back from 295 families (an increase of 194 responses from 2015-2016). Between 89% and 95% feel that SHHMCS is educating their children well and communicating adequately with parents. Complete data is included below.

N=344	Satisfied	Somewhat Satisfied	Not satisfied
<b>Rate your overall satisfaction with the school.</b>	327 (95%)	14 (4%)	3 (1%)
<b>Are you satisfied with the education your student receives?</b>	324 (94%)	18 (5%)	2 (1%)
<b>Are you satisfied with your student's academic progress?</b>	303 (88%)	36 (10%)	5 (2%)
<b>Are you satisfied with the communication from your child's teacher?</b>	321 (93%)	16 (5%)	7 (2%)
<b>Are you satisfied with the support your family receives?</b>	316 (92%)	23 (6%)	5 (2%)

## Appendix B Recruitment Plan 2017-2018

School Name: Silver Hill Horace Mann Charter School

### CHART Comparisons for High Needs Sub Groups

#### English Language Learners

School Name	Grades	2013	2014	2015	2016	2017
Silver Hill Horace Mann Charter School - (K-05)	K-5	4.7	3.5	3.7	3.4	3.9
Statewide Average of Comparison Schools		7.7	7.9	8.5	9.0	9.5

Comparison District Schools	G	2013	2014	2015	2016	2017
Bradford Elementary (Haverhill)	K-5	3.6	4.8	6.8	4.5	3.6
Golden Hill (Haverhill)	K-4	20.9	23.2	20.5	14.7	15.2
Greenleaf (Haverhill)	K-2	0.9	1.2	0.4	1.2	1.2
Pentucket Lake Elementary (Haverhill)	K-4	9.6	11.2	8.8	9.2	13.1
Walnut Square (Haverhill)	K-2	0.0	0.0	0.7	0.6	2.0
Tilton (Haverhill)	K-4	12.0	11.4	8.9	12.0	17.2
Consentino Middle School (Haverhill)	K-8	7.5	10.8	11.9	10.5	14.5

**It should be noted that several of the HPS with a large percentage of ELL students house substantially separate programs and integrated classrooms, enrolling students from across the City.**

#### Low Income/Economically Disadvantaged (2015 and on)

School Name	Grades	'2013	'14	'15	'16	'17
Silver Hill Horace Mann Charter School – Haverhill - Est. 2008 (Span: K-05)	K-5	38.9	42.1	26.5	23.8	24.7
Statewide Average		37.0	38.3	26.3	27.4	30.2
Bartlett Kindergarten Center (Haverhill) K-1		55.5	43.2	53.5	59.1	67.5
Bradford Elementary (Haverhill) K-5		30.7	33.2	23.4	28.7	32.3
Golden Hill (Haverhill) K-4		63.1	67.1	47.0	52.9	56.3
Greenleaf (Haverhill) K-2		36.8	45.5	34.7	37.4	41.9
Pentucket Lake Elementary (Haverhill) K-4		63.4	63.7	43.4	52.0	54.5
Walnut Square (Haverhill) (K-2)		33.8	40.7	25.9	28.6	27.8
Tilton (Haverhill) (K-4)		77.1	76.9	54.7	61.9	67.2
Consentino Middle School (Haverhill) (K-8)		69.4	71.4	47.2	49.0	51.5

**There is a discrepancy in the reporting of the CHART data with that presented by the person who reports SIMS for HPS and Silver Hill. It is unclear what formula was used, but his data presented to Silver Hill indicates that our Low Income students are 37.4%.**

**In a Memo sent to Superintendents and Charter School Leaders from Jeff Wulfson, Deputy**

Commissioner, dated November 14, 2016, Subject: Update on Implementation of the Economically Disadvantaged Metric: *Due to differences in eligibility thresholds, the number of students identified through this new process (which we called “economically disadvantaged” to distinguish it from the previous “low income” classification) was about 30% lower than the number identified in prior years*<sup>1</sup>

**Special Education**

School Name	Grades	2013	2014	2015	2016	2017
Silver Hill Horace Mann Charter School – Haverhill - Est. 2008 (Max Grade Span: K-05)	K-5	14.9	15.9	15.9	14.8	17.2
Statewide Average of Comparison Schools		17.0	17.0	17.1	17.2	17.4
Comparison District Schools	Grades	2013	2014	2015	2016	2017
Bartlett Kindergarten Center (Haverhill )	K-1	1.4	8.9	9.4	9.5	19.2
Bradford Elementary (Haverhill )	K-5	25.0	23.6	23.2	23.1	23.7
Golden Hill (Haverhill )	K-4	14.8	11.3	15.7	15.8	23.5
Greenleaf (Haverhill )	K-2	6.8	4.7	5.6	6.6	8.9
Pentucket Lake Elementary (Haverhill )	K-4	28.2	25.9	28.0	24.6	30.0
Walnut Square (Haverhill )	K-2	2.9	3.6	7.0	12.3	11.3
Crowell (Haverhill )	K-K	5.0	4.6	2.0	11.3	16.7
Tilton (Haverhill )	K-4	19.3	18.9	20.1	18.1	19.6
Consentino Middle School (Haverhill )	K-8	14.3	14.3	14.6	14.5	14.7

**It should be noted that there is an error in our Special Education reporting, which has been addressed by the person who completes both ours SIMS. He has been in contact with Craig Weller and Melissa Marino at the Department of Education. The accurate percentage of Special Education students is 17.2%, not 0.0.**

**Several of the Haverhill Public Schools with a large percentage of special education students house substantially separate programs and integrated classrooms, enrolling students from across the City, therefore not necessarily representing neighborhood data.**

<b>2016-2017 Implementation Summary:</b>
<ol style="list-style-type: none"> <li>1. In a brief narrative, what were report the successes and challenges of implementing the school’s recruitment strategies from the 2016-2017 Recruitment Plan?</li> <li>2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?</li> <li>3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2017 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1<sup>st</sup> SIMS demographic information.</li> </ol>
<p><b>Special Education:</b></p> <p>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. The position of a Behavior Teacher was added to the FY17 budget, but staffing has</p>

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.

Based on the 2017-2018 enrollment, we will have at least the same percentage of children receiving special education services, with a possible increase. We also have an increase in the number of students coming to us from other HPS who are currently in integrated classrooms, co-taught by a general education teacher and either a special education teacher or a special education educational support person (ESP). Based on the number of students entering kindergarten with this accommodation on their IEP (5), and the involvement of the child entering in first grade, we have requested integrated classroom personnel at least in these two grade levels. As of the date of this report, HPS special education department has not acknowledge this request, although it will be an IEP mandate in the service delivery grid.

### **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. 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. As of the date of this report, we have enrolled 38 ELL students, ranging in all Levels. This is an increase from 25 ELL students enrolled for the June 2017 SIMS report, a 52% increase, with an additional wait list of 15 possible ELL students based on the language stated on the application. An additional ELL teacher has been requested from HPS. This will now create a feeder system for Silver Hill, and although we will no longer be a charter school with a Recruitment Plan, the number of ELLs students will continue to increase. (Attachment 5- ELL and Special Education Accepted/Waitlisted Comparison for 2016 – 2017 ).

**Silver Hill Horace Mann Charter School  
Recruitment/Communication Plan  
2017-2018**

**General Recruitment Activities**

**Activity 1: Collaboration with Haverhill Public Schools.** Specifically the Superintendent, Assistant Superintendent, Director of Special Education, ELE District Supervisor, all principals, Haverhill Public Schools Registration Center all year

**Activity 2: Board of Trustees membership.** Includes representation from Head Start and Community Action

**Activity 4: Social Media.** SHHMCS Website and Facebook pages are frequently updated with all school information, and translations are provided for all information. The Haverhill Public School website posts all of our Open Houses, Information Nights, and lottery information

**Activity 5: Applications and brochures in English and Spanish.** Available at the local Haverhill YMCA, Haverhill Boys' and Girls' Club, Haverhill Community Action Inc. Head Start program, local private Pre-k and kindergarten programs, Haverhill Public Library, through Lahey Health Behavioral Services and South Bay Counseling, and neighborhood social service agencies and meeting places

**Activity 4: Information Sessions.** We will host a number of information sessions, both during the day, evening, and Saturday prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. These information sessions will be advertised on the school's website, in the school's office, and in local media.

**Activity 5: Family-to-Family Outreach.** We will ask current families to distribute applications to friends, colleagues, and neighbors. This includes our Partners and Pizza Night, with representatives from the Latino community including a City Councilman and the Mount Washington Alliance. We have found that our families are eager to get the word out to other families, and that this is an effective way to build awareness of, and interest in, the school in our early years.

**Activity 6: Community Outreach with non-profits.** Participation in Mt. Washington Alliance and Emmaus House Information Fairs, NeighborFest, and Health Fair, held at Silver Hill

**Activity 7: Year round School Tours every Wednesday.** Assisted by our Student Council Student Ambassadors and Title 1 Parent Liaison

### **Communication Plan Implemented 2016-2017**

#### **October:**

- Applications posted on web site in English and Spanish
- Applications distributed to HPS Registration
- “Coffee with the Principal” – Partners with Pizza - ELL Information and Recruitment Night – Distribute brochures and applications in English and Spanish – both will be distributed at St James and Greek Orthodox Churches

#### **November:**

- Margaret to speak at Haverhill Public Schools Parent Council Meeting
- First Evening Open House – November 30, 5:00 – 7:00
- Flyer being designed, will also advertise School Tours every Wed \_\_\_\_\_ from 12 to 2:30

#### **Month/3 weeks in advance (Week of November 7)**

Advertise

- Silver Hill web site and Facebook
- Weekend Update
- Flyers around city in both languages (Market Basket, any local businesses)
- Mount Washington Alliance web site
- CAP website
- Chamber of Commerce
- Local private Pre-k and kindergarten programs
- Flyers to all HPS/Central Office
- St. James/Greek Orthodox Services
- Library
- Our own sign
- PTO
- Foundation
- Board
- WHAV
- Tribune
- Haverhill Gazette
- HPS Web page
- Donna Cappadalupe
- Registration
- YMCA
- Boys and Girls Club
- CAP/Head Start
- Sent home with all students
- Santa Parade?

**Redo/remind a week before (November 21):**

- Web page and FB
- Weekend Update
- Tribune
- Haverhill Gazette
- Central Office
- Donna Cappadalupe
- Registration
- YMCA
- Boys and Girls Club
- CAP/Head Start

**Need that day:**

- Someone who can translate and assist with applications
- 4 volunteers – one for front table, one for applications in caf, 2 for tours
- Sign in sheet with e-mails, phone numbers
- 20 applications in Spanish
- 20 in English
- 20 brochures in Spanish
- 20 brochures in English
- Laptops set up for on-line application at the Open House
- Tablecloth set up in lobby with a basket for English and for Spanish (see –photo)
- Table/s for Board, Foundation, PTO
- Balloons on front sign and lobby table
- Light refreshments

**January:**

- Margaret and Sara to speak at Head Start/Community Action
- Open House (at least 2, one night during week, one Saturday)
  - o Saturday, January 7 10-12
  - o Thursday, January 12 5-7

**Applications due Friday, January 27<sup>th</sup>**

**Month in advance**

**Advertise:**

- Silver Hill web site and Facebook
- Weekend Update
- Flyers around city in both languages (Market Basket, any local businesses)
- Mount Washington Alliance
- Chamber of Commerce
- Flyers to all HPS/Central Office
- Local private Pre-k and kindergarten programs
- St. James/Greek Orthodox Services
- Library
- Our own sign

- PTO
- Foundation
- Board
- WHAV
- Tribune
- Haverhill Gazette
- HPS Web page
- Donna Cappadalupe
- Registration
- YMCA
- Boys and Girls Club
- CAP/Head Start
- Sent home with all students

**Redo/remind a week before:**

- Tribune
- Haverhill Gazette
- Central Office
- Donna Cappadalupe
- Registration
- YMCA
- Boys and Girls Club
- CAP/Head Start

**Need that day:**

- Someone who can translate and assist with applications
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- 20 applications in Spanish
- 20 in English
- 20 brochures in Spanish
- 20 brochures in English
- Laptops set up for on-line application at the Open House
- Tablecloth set up in lobby with a basket for English and for Spanish (see –photo)
- Table/s for Board, Foundation, PTO
- Balloons on front sign and lobby table
- Light refreshments

**February:**

- Contact IT to have someone at the lottery to oversee the drawing
- Lottery February 10**

**Recruitment Plan –Strategies**  
**List strategies for recruitment activities for each demographic group.**

## Special education students/students with disabilities

### (b) 2016-2017 Strategies

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 17%<sup>1</sup></p> <p><b>GNT percentage:</b> 14.1%</p> <p><b>CI percentage:</b> 14.3%</p> <p>The school is above GNT percentages and above CI percentages</p>	<ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Increased awareness for all stakeholders of SHHMCS of the purpose and requirements of the Charter School Recruitment and Retention Plan</li> <li>• Based on data analysis, using grant funding, teachers received extensive professional development throughout the 2015-2016 school year to be able to provide more differentiated special education programs, including teaching students with dyslexia. (See Attachment 1)</li> <li>• Principal received permission from Haverhill Public Schools to take over grant writing and management of Fund Code 240 SPED IDEA for improved alignment of funding for staffing and programs to meet SHHMCS's special education demands</li> <li>• Kindergarten teachers received professional development and materials through the FocusK2 grant for more age appropriate hands on instructional practice</li> <li>• Restructure our Social-Emotional personnel and programs to create a comprehensive site based mental health curriculum, with highly qualified staffing. This includes hiring a new school nurse with extensive mental health background; hiring a new School Adjustment Counselor who is also a licensed Social Worker, staffing our PAWS behavior classroom with a full time Behavior Teacher and Special Education Educational Support Person to provide a comprehensive curriculum to support both the social-emotional and academics needs of those students.</li> <li>• Academic Support Teachers</li> <li>• Write revised Enrollment Plan</li> <li>• Collaborate with Community Action, Inc. Head Start, Boys and Girls Club, YMCA, DCF (Department of Children and Families) and numerous other social service organizations within Haverhill, such as Lahey Health Behavioral Services, South Bay, and Angel Care Kids Therapy Center, to recruit students in the special education subgroup from all areas in our community. These organizations are supplied with brochures educating them of the services offered at SHHMCS.</li> <li>• Meet on a regular basis with Haverhill Public School's Director of Special Education to provide continuous guidance on the regulations for Charter School Special Education, specifically 603CMR 28.10.</li> <li>• Align special education personnel and schedules to have available a full continuum of services for students with disabilities, including Autism and Emotional Disability.</li> <li>• Evaluate current special education programs at SHHMCS for evidence</li> </ul>
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<sup>1</sup> From March 2017 SIMS due to a reporting error in October. The October SIMS reported 0 percent which has been confirmed as inaccurate by the Haverhill Public School district.

	<p>of student progress and growth, in order to highlight successes in specific areas of special education to prospective applicants.</p> <ul style="list-style-type: none"> <li>• Collaborate with the SDOR to recruit and retain at SHHMCS students with emotional disabilities</li> <li>• Continue to improve the transition of special education siblings and all new lottery students Education, to request early transition meetings to begin to plan for each individual child’s needs through the IEP process. Process to be completed before the end of May.</li> <li>• Improve user friendly web site, with a Special Education topics page</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• In all recruitment materials, we will explicit state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g., RTI model; collaborative planning with classroom teachers and all support personnel; social-emotional curriculum supports the academic curriculum; PBIS) are beneficial to students who have struggled academically and/or may need more intensive support.</li> <li>• We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> <li>• Based on the 2016-2017, and 2017-2018 enrollment of children with IEPs, we will continue with our 2016-2017 recruitment plan</li> </ul>
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**Limited English-proficient students/English learners**

<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 3.9%</p> <p><b>GNT percentage:</b> 6.1%</p> <p><b>CI percentage:</b> 6.9%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to actively recruit for bi-lingual staff, including grant funded position for bi-lingual resources</li> <li>• Restructure our Title 1 Parent Liaison position to include more extensive community outreach, daily contact to absent and tardy students, daily web maintenance, and collaborative efforts with the ELD teacher to ensure that all information provided to non-English speaking families is translated. Position currently posted, “Bi-Lingual preferred”</li> <li>• Board of Trustees member Andy Vargas will assist with recruiting efforts</li> <li>• Collaboration with Daniel Richer, Director of Recruitment and Admission, Northern Essex Community College, to provide SHHMCS with interns to teach Spanish to our kindergarten students during part of their library block, and to assist with implementing a Latino Resource Center</li> <li>• Principal has joined the Mount Washington Alliance, a group on non-profit organizations dedicated to improving the social and educational structures of the Washington Street area of Haverhill,</li> </ul>
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	<p>where Silver Hill is located. Using grant funding secured by this organization, a liaison will be assigned to the school to assist in providing resources to the Hispanic community, including the potential for a Resource Center located in SHHMCS.</p> <ul style="list-style-type: none"> <li>• SHHMCS works closely with Community Action, Inc. Head Start, Boys and Girls Club, YMCA, and numerous other social service organizations within Haverhill, to recruit students in limited English-proficient subgroup. These organizations were supplied with applications and brochures educating them of the services offered at SHHMCS.</li> <li>• The Principal communicates on a regular basis with Haverhill Public School’s ELE District Supervisor to actively recruit and support our Limited English-proficient students, encouraging implementation of a Beginners Program.</li> <li>• Advertise our ELD program with flyers in a variety of local establishments, including neighborhood stores and agencies.</li> <li>• Improved web site</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• In all recruitment materials, we will explicit state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g., RTI model; collaborative planning with classroom teachers and all support personnel; social-emotional curriculum supports the academic curriculum; PBIS) are beneficial to students who have struggled academically and/or may need more intensive support.</li> <li>• We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> <li>• Based on the increase in our 2017-2018 enrollment of English learners, we will continue with our 2016-2017 plan, actively collaborating with neighborhood non-profits including The Mount Washington Alliance</li> </ul>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 24.7%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 41.0%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>□ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Students are recruited through the Community Action, Inc. Head-Start program. Each year the Principal addresses parents/caregivers at a Kindergarten registration Informational Meeting. A brief overview of the K-5 program and the free all-day kindergarten program is presented. Lottery applications are made available for these parents. Students are also recruited through brochures and information made available to the wrap-around services including Haverhill YMCA and YWCA, and Haverhill Boys’ and Girls’ Club, WIC (Women, Infants, and Children), Haverhill Public Library.</li> <li>• Provide before and after school programming to assist working</li> </ul>
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	<p>parents</p> <ul style="list-style-type: none"> <li>• Continue to recruit from a community non-profit organization to be a Board Trustee</li> <li>• Establish relationships with Mount Washington Alliance (see Limited English Proficient Students)</li> <li>• Improve process for administration and returns of MA Free and Reduced Price School Meal Application, for consistency in getting the forms back, and to encourage all families to apply. To ensure privacy, the applications will be mailed home to each family, with a stamped return address envelope. There will also be a raffle ticket to be returned with the application (regardless of whether or not the family qualifies), with the prize being one of our most highly sought after parking spaces in the front row!</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• In all recruitment materials, we will explicit state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g., RTI model; collaborative planning with classroom teachers and all support personnel; social-emotional curriculum supports the academic curriculum; PBIS) are beneficial to students who have struggled academically and/or may need more intensive support.</li> <li>• We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> <li>• We will continue with our 2016-2017 plan, actively collaborating with neighborhood non-profits including The Mount Washington Alliance and Emmaus House</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Students are recruited by stressing the stability that SHHMCS offers as students can attend SHHMCS regardless of where they live in the city of Haverhill for six continuous years and transportation will be provided. This includes those families that have both English Language proficiency issues and special education needs.</li> <li>• Include information about our Special Education and Intervention services in our brochures, at Open Houses, and through our web site</li> </ul>

<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• SHHMCS works closely with the local YMCA, the Boys' and Girls' Club, and several local day cares, which provide before and after school care for many of our students and we provide transportation to and from these programs. We refer and have many therapists from South Bay Counseling and Lahey Behavior Services provide both in school at home based therapy for our students and their families. We provide applications in English and Spanish to each of these agencies every fall and encourage them to distribute them to families who would benefit from these wrap around services.</li> <li>• Improved communication with HPS Attendance Office</li> <li>• Continuous efforts to work with families to emphasize not only attendance, but coming to school on time each day, and includes family outreach with our Parent Liaison, teachers, collaboration with Lahey Health Services, and continuous follow up with the principal.</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p style="text-align: center;"><b>OPTIONAL</b></p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• By working closely with wrap around services to articulate that we offer a stable school experience for six years regardless of where the family lives in Haverhill attracts all subgroups of students who should be targeted to eliminate the achievement gap.</li> </ul>

**Appendix B      Retention Plan**  
2017-2018

<p><b>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.</b></p>
<p style="text-align: center;"><b>2016-2017 Implementation Summary:</b></p> <p>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. This has necessitated us sending two students to a program in another HPS, and one student to an out of district placement in MA. However, if 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. 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.</p>

All teachers and administration have SEI certification through the RETELL course. We hired a new ELD teacher this year, who has basic Spanish speaking skills. She assisted in retaining our ELL students through increased family outreach and community involvement with the Mount Washington Alliance. She provided professional development through monthly grade level PLCs, with more effective programming with our ELL teacher co-teaching in some instances, as well as attending STAT meetings when applicable. She attended our Partners with Pizza night, and assisted families who qualified in obtaining a computer through the Comcast program. She also provided an end of the school day Homework Club, including access to computer programs.

**Overall Student Retention Goal and Evidence 2016 - 2017**

<p><b>Annual goal for student retention (percentage):</b> SHHMCS will maintain a goal of 94% retention rate per year with not more than a 6% loss of students.</p>	<p>For the first time, Silver Hill Horace Mann Charter School did not meet the goal for Student Retention, based on October 2016 enrollment of 569 students. First the uncertainty of the Charter renewal, and the eventual vote of non-renewal led parents/guardians to remove their children, and either move out of Haverhill, or place their child in a school with known stability, including private schools, the local Montessori charter school, neighborhood schools with Level 1 status, or the brand new Hunking School which will focus on STEM. We have also found that more families on the wait list are declining acceptance, citing the same reasons as above.</p> <p>43 students - 92% Retention Rate – 8% Loss of Students          17/3% - Moved out of district          12/2% - Returned to district schools – Due to the uncertainty at the close of school of the transition plan to close the Charter, families either transitioned now to avoid two moves for their children, or they transitioned now to have all family members at the same school          3/1% - Transfer to District SPED program – Unable to accommodate in our behavior based classroom          6/1% - Entered a private school          4/1% - Entered Montessori Charter in Haverhill, K-8          1/1% – Will be homeschooled</p>
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**Retention Plan –Strategies**

List strategies for retention activities for each demographic group.

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 6% Third Quartile: 21.1%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• Restructure the STAT process to ensure appropriate pre-referral interventions through RTI, and if applicable, determine the most appropriate assessments for special education qualification</li> <li>• Using grant funding, special education teachers will continue to receive extensive professional development throughout the 2016-2017 school year. (See attachment 3),</li> <li>• Kindergarten teachers will continue to received professional</li> </ul>
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	<p>development and materials through the FocusK2 grant, including a school based Literacy Specialist assigned to Silver Hill kindergarten teachers for 20 hours of professional development in setting up classroom centers and instructional implementation of age appropriate curriculum</p> <ul style="list-style-type: none"> <li>• Restructure our Social-Emotional personnel and programs to create a comprehensive site based mental health curriculum, with highly qualified staffing. This includes hiring a new school nurse with extensive mental health background; hiring a new School Adjustment Counselor who is also a licensed Social Worker, to provide both individual and school wide programs as well as provide professional development for faculty in Social Thinking, behavior management, mindfulness, trauma, anxiety, depression and ADHD concerns; staffing our PAWS behavior classroom with a full time Behavior Teacher and Special Education Educational Support Person to provide a comprehensive curriculum to support both the social-emotional and academics needs of those students</li> <li>• Current Student Support Center behavior teacher will be designated as primary classroom responder for children in crisis</li> <li>• Streamline and focus delivery of services for social-emotional goals between the SSC behavior teacher and SAC</li> <li>• Restructure alignment of teacher responsibilities and student support in the classroom, by careful implementation of 504 and IEP goals.</li> <li>• ELA curriculum, instruction, and assessment in the PAWS classroom will be provided by the Reading Specialist</li> <li>• Create an Integrated Kindergarten classroom, staffed with a classroom teacher, an integrated kindergarten teacher (funded through 240), and an ESP assigned to a child with medical/safety concerns</li> <li>• Provide more comprehensive professional development in classroom management for teachers new to the position, including coaching and modeling</li> <li>• Restructure our Title 1 Parent Liaison position to include more extensive community outreach, daily contact to absent and tardy students, daily web maintenance</li> <li>• Special Educators, Nurse, and School Adjustment Counselor will contribute monthly information to the school's website</li> <li>• Use grant money to bring back the May Institute for improved implementation of PBIS</li> <li>• Academic Support teachers will provide professional development to all teachers during at least one two hour Curriculum Meeting on specific strategies to differentiate for special education students</li> <li>• Special Educators will co-present at least one "Coffee with the</li> </ul>
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	<p>Principal” for parents/guardians with an emphasis on strengthening the home-school connection</p> <ul style="list-style-type: none"> <li>• Principal has joined the Mount Washington Alliance, a group on non-profit organizations dedicated to improving the social and educational structures of the Washington Street area of Haverhill, where Silver Hill is located. Using grant funding secured by this organization, a liaison will be assigned to the school to assist in providing resources to the Hispanic community, including the potential for a Resource Center located in SHHMCS.</li> <li>• Continuation of Principal’s Weekend Updates sent through SchoolBrains e-mail system</li> <li>• All faculty will continue with on site professional development provided through the Teaching Learning Alliance in the area of writing, with writing being provided as a push in model for special education students</li> <li>• Touch Math will be added to the mathematics programs available for special education students</li> <li>• Continued on site counseling and wrap around provided by outside agencies including Lahey and South Bay</li> <li>• Continued professional development provided by the ELA and Math coaches in implementing a Workshop Model of instruction for reading, writing, and mathematics</li> <li>• All teaching staff will attend four Data Days to ensure student growth by analyzing internal and external progress monitoring data</li> <li>• Co-teaching models will be researched and implemented when appropriate</li> <li>• New Speech and Language therapist and academic support special educators will be trained in the TLC phonemic awareness program for continuity and a cohesive language in these skills and strategies throughout the grade levels</li> <li>• School Adjustment Counselor provides counseling services to students on 504s and IEPs</li> <li>• Review all current 504s and IEPs handicapping conditions and goals to accurately reflect the academic and social needs of the individual students, thereby providing a more inclusionary special education program.</li> <li>• Collaborate with the SDOR to recruit and retain at SHHMCS students with emotional disabilities. Due to the increasing number of students enrolled at SHHMCS with the disability of Social/Emotional, a focus for this school year will be to continue to refine our PAWS program, with appropriate personnel to meet the academic and social needs of these students, with the goal of gradual release from substantially separate to partial inclusion with support.</li> <li>• Research and develop an inclusionary program for students</li> </ul>
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	<p style="text-align: center; color: green;">with the disability of Autism</p> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• We will continue with programs that support our students on IEPs(e.g., STAT model; RTI model; collaborative planning with classroom teachers and all support personnel; social-emotional curriculum supports the academic curriculum; PBIS) are beneficial to students who have struggled academically and/or may need more intensive support.</li> <li>• Continue to target student growth for all High Needs subgroups, keeping this as a focus of our Data Days professional development and subsequent programming for these students</li> <li>• We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> <li>• Based on the 2016-2017, and 2017-2018 enrollment of children with IEPs, we will continue with our 2016-2017 retention plan</li> </ul>
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**Limited English-proficient students/English learners**

<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 5.6%</p> <p><b>Third Quartile:</b> 18.1%</p> <p>The school is <span style="color: green;">below</span> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Below third quartile: no enhanced/additional strategies needed</li> <li>• <span style="color: green;">Restructure our Title 1 Parent Liaison position to include more extensive community outreach, daily contact to absent and tardy students, daily web maintenance, and collaborative efforts with the ELD teacher to ensure that all information provided to non-English speaking families is translated. Position currently posted, “Bi-Lingual preferred”</span></li> <li>• <span style="color: green;">ELD teacher will provide monthly professional development to all teachers on culturally sensitive practices and SEI instructional practices</span></li> <li>• <span style="color: green;">ELD teacher will co-present at least one “Coffee with the Principal” for our ELL parents/guardians with an emphasis on strengthening the home-school connection</span></li> <li>• Principal has joined the Mount Washington Alliance, a group on non-profit organizations dedicated to improving the social and educational structures of the Washington Street area of Haverhill, where Silver Hill is located. Using grant funding secured by this organization, a liaison will be assigned to the school to assist in providing resources to the Hispanic community, including the potential for a Resource Center located in SHHMCS.</li> <li>• Continuation of Principal’s Weekend Updates sent through SchoolBrains e-mail system</li> <li>• Actively recruit for bi-lingual staff</li> <li>• The ELD teacher collaborates with the regular education</li> </ul>
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	<p>teachers of the ELL students to provide the ELL students with a cohesive educational program that meets their needs, and acts as Content Literacy Specialist, providing classroom teachers with SEI strategies, specifically for vocabulary development, Co-teaching when appropriate</p> <ul style="list-style-type: none"> <li>• New web site is user friendly to ELL families, with drop down selections for multiple</li> </ul> <p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and retaining students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> <li>• We are actively recruiting for bilingual staff, including applications for Special Education and the Assistant Principal positions. We have requested an additional ELD teacher to support the increase in the number of ELL students enrolled for 2017-2018</li> <li>• Based on the increase in our 2017-2018 enrollment of English learners, we will continue with our 2016-2017 retention plan, actively collaborating with neighborhood non-profits including The Mount Washington Alliance</li> </ul>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 1.8%</p> <p><b>Third Quartile: 21.7%</b></p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Below median and third quartile: no enhanced/additional strategies needed</li> <li>• YMCA before and after school program based at SHHMCS, with a pledge to provide affordable and/or free daycare for families in need of this service.</li> <li>• Improved communication with DCF and wrap around agencies</li> <li>• Teachers and administration maintain close communication with all families to be aware if there is an event that would cause financial hardship</li> <li>• Improve process for administration and returns of MA Free and Reduced Price School Meal Application (See Recruitment Plan)</li> </ul> <p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• In all recruitment materials, we will explicit state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g., RTI model; collaborative planning with classroom teachers and all support personnel; social-emotional curriculum supports the academic curriculum; PBIS) are beneficial to students who have struggled academically and/or may need</li> </ul>
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	<p>more intensive support.</p> <ul style="list-style-type: none"> <li>We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and retaining students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> <li>We will continue with our 2016-2017 retention plan, actively collaborating with neighborhood non-profits including The Mount Washington Alliance</li> </ul>
<u>Students who are sub-proficient</u>	<p><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Many teachers offer weekly tutoring sessions for students who struggle academically at no cost to the students.</li> <li>Review and revise the current STAT process</li> <li>Implement an effective RTI model, using a multi-tiered approach with frequent progress monitoring to provide appropriate delivery of the intervention programs</li> <li>Implement the LLI intervention program with fidelity</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>The school works with local counseling services providing student counseling on-site.</li> <li>YWCA school based before and after school program, with scholarships</li> <li>Parent liaison will phone every student who is absent without prior documentation</li> <li>Work collaboratively with HPS attendance office to make a home visit after five absences</li> <li>School Adjustment Counselor to collaborate with local counseling services</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p><b>(g) 2016-2017 Strategies</b></p>

**APPENDIX C - SCHOOL AND STUDENT DATA TABLES**

Silver Hill Horace Mann Charter School’s school report card link is as follows:  
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04770010&orgtypecode=6&>

**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (June 2017 Data)**

Race/Ethnicity	# of students	% of entire student body
White	413	74.0%
Black or African-American	16	3.0%
Asian	14	3.0%
American Indian or Alaskan Native	1	.1%
White and Asian	7	1.4%
White & Native Hawaiian or Other Pacific Islander	2	.1%
White (Hispanic/Latino)	98	18.0%
Black or African American (Hispanic/Latino)	3	.1%
American Indian or Alaskan Native (Hispanic/Latino)	1	.1%
White & Black or African American (Hispanic /Latino)	1	.1%
White & Native Hawaiian or Other Pacific Islander (Hispanic /Latino)	1	.1%
Special education	98	18%
Limited English proficient	25	4.5%
Low Income-Economically Disadvantaged	209	37.5%

**ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR**

Name, Title	Brief Job Description	Start date	End date
Margaret Shepherd, Principal	Instructional leader for curriculum, instruction, and assessment; oversee all school based personnel, and responsible for supervision/evaluation of all staff; oversee all professional development; maintain a collaborative relationship with Haverhill Public Schools including attending all Principal's and Leadership meetings; oversee all special education programs including attending all initial and re-evaluation meetings; oversee the ELD program; oversee the social-emotional programs including student discipline procedures; communicates with the Board of Trustees including a monthly update of all aspects of the school; write and manage budget, including Title I, Title IIA, IDEA 240, Fund Code 262, Fund Code 274; preparation of ESE and CSO reports; coordinate and supervise Title 1 extended year program.	August 1, 2013	
Jennifer Russell, Assistant Principal	Assists with management of curriculum, personnel and budget; assists with evaluation of staff; 504 coordinator; Director of Special Education; assists with overseeing the social-emotional programs, including student discipline procedures; coordinates MCAS and PARCC; assigns substitutes	December 1, 2011	July 17, 2017

**TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR**

	Number as of the last day of the 2016-2017 school year	Departure during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure

Teachers	33	1	6	<p>Behavior Teacher resigned - December</p> <p>2 classroom and 1 physical education teacher retired</p> <p>2 classroom teachers were transferred by HPS to the new Hunking School</p> <p>Grade 5 teacher requested transfer to a HPS Middle School</p>
Other Staff	<p>Administration – 2</p> <p>Office - 2</p> <p>Nurse – 1</p> <p>Instructional ESP – 2</p> <p>SPED ESP – 9</p> <p>ELA Coach -1</p> <p>Math Coach – 1</p> <p>Reading Specialist –1</p> <p>Sped Facilitator – 1</p> <p>SAC – 1</p> <p>S/L – 1.5</p> <p>OT - .5</p> <p>Teacher of Deaf - .5</p> <p>Custodial – 2.5</p> <p>Cafeteria - 4</p>	1	6	<p>Sped Facilitator transferred to another HPS</p> <p>Assistant Principal requested transfer to the new Hunking School, Haverhill Public Schools</p> <p>Reading Specialist accepted position in another state, close to her home</p> <p>SPED ESP accepted promotion as a Principal Clerk in the Transportation Dept of HPS</p> <p>SPED ESP – Behavior Room resigned</p> <p>During the 2016-2017 the principal was not allowed to interview, hire, or evaluate special educators transferred to Silver Hill. At the end of the year the 1.0 S/L therapist as well as the Special Education Facilitator were non-renews per HPS Director of Special Education</p>

<b>BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR</b>					
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Term Begins</b>	<b>Term Expires</b>
Gene Zylkuski	Chair	Governance, Finance	1	1/16/13	Resigned 1/4/17
Euthemia Gilman	Chair	Governance, Finance	1	10/4/16	Resigned 6/21/17
Margaret Shepherd	Principal	Academic Excellence, Finance, Governance	1	8/1/2013	N/A; term renews
Jennifer Chmiesleski	Treasurer	Finance	2	7/1/2012	Resigned 11/1/16
Jennifer Russell	Secretary Asst Princip	Academic Excellence	2	7/1/12	Resigned 9/7/16
Sara Langlais	Secretary	Development	1	11/1/16	
Tiffany Ghrst	Trustee	Development	1	11/1/16	
Russell Marino	Trustee	Governance	1	4/1/2015	Resigned 4/4/17
Paula Desmairis	Trustee	Development	1	2/1/2015	2/1/2018

Paul Corriveau	Trustee, Teacher Rep	Academic Excellence	1	9/7/2016	
Melissa Burns	Trustee, Teacher Rep	Development	1	10/4/16	
Judy Tracey	Trustee	Governance, Development	1	2/12/15	2/12/18
Joyce Bergeron	Trustee	Finance	1	3/1/16	Resigned 10/4/16
Andy Vargas	Trustee	Academic Excellence	1	1/25/16	Resigned 10/4/16
William McCarthy	Trustee	Finance, Development	1	10/4/16	
Joseph Sullivan	Trustee	Governance	1	5/2/16	Resigned 6/21/17

**APPENDIX D - ADDITIONAL REQUIRED INFORMATION**

**Key Leadership Changes:** SIMS Coordinator – Justin Dyer; English Language Learner Director – Jillian Herbert

Position	Name
Board of Trustees Chairperson	Euthemia Gilman (Resigned June 21, 2017)
Charter School Leader/Principal	Margaret C. Shepherd
Assistant Charter School Leader	Jennifer Caruso Russell
Special Education Director	Jennifer Caruso Russell
MCAS Test Coordinator	Jennifer Caruso Russell
SIMS Coordinator	Justin Dyer
English Language Learner Director	Jillian Herbert

**Facilities**

Location	Dates of Occupancy
No Change	

Enrollment: When is the estimated student application deadline and lottery date for students who are interested in enrolling for the 2018-2019 school year?

Due to the charter non-renewal status, we will not be having a lottery.

Action	Date(s)
Student Application Deadline	N/A
Lottery	N/A