

## Annual Report 2017-2018



### **Silver Hill Horace Mann Charter School**

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<b>Introduction to the School</b>			
<i>Silver Hill Horace Mann Charter School</i>			
<b>Type of Charter</b>	Horace Mann	<b>Location</b>	Haverhill, MA
<b>Regional or Non-Regional?</b>	Non-regional	<b>Districts in Region</b>	N/A
<b>Year Opened</b>	2008	<b>Year(s) Renewed</b>	2013
<b>Maximum Enrollment</b>	580	<b>Current Enrollment</b>	556 (June 22, 2018 – Last day of the Charter)
<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>	N/A
<b>School Hours</b>	9:00 – 3:15	<b>Age of School</b>	10 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><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 Annual Report represents evidence of faithfulness to these guiding principles.

1. **Educational and Social Support for the Whole Child:** The school recognizes each child has unique gifts and strengths and deserves a rich, authentic, and meaningful learning experience, which is accomplished by providing Core Competencies, Social-Emotional Competencies, and Enrichment Competencies.
2. **Continuous growth in teaching methodology:** High quality practitioners will learn along with their colleagues and students, engage in meaningful dialogue, and reflect on their practices in order to improve instruction.
3. **Community involvement is integral to student success:** The school recognizes the importance of family and community to learning. 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 focuses 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. The 2017-2018 theme was *Relationships and Connections ~ Every Child Needs a Champion*.

Grade level PLCs received weekly targeted professional development, rotating with the ELA, Math, ESL, and SEL coaches/teachers. Colleagues provided relevant resources and strategies to support all learners with a focus on our High Needs students and students with trauma. Professional development during PLCs also included a focus on vocabulary development through dialogic reasoning and increased student talk. Chronic absenteeism was defined and these students were included in the High Needs category, with focused attention during Data Days and referral to the Student-Teacher Assistance Team STAT process. (Attachment A.1)

We continued to revise and refine our RTI model with a consistent and comprehensive STAT process which focused on "knowing the child", emphasizing 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. We have increased awareness and implementation of our Social-Emotional Curriculum, with continued professional development to establish a clearer delineation between our PBIS Tier 2 and Tier 3 students. With increased staffing of a full time behavior teacher and an ESP (Educational Support Personnel) assigned to a structured therapeutic behavior classroom (Intensive Student Support Center – ISSC), students with an emotional disability received both social-emotional and academic instruction and were integrated into general education classrooms and specials as tolerated. Zones of Regulation was used consistently in the ISSC and in all integrated settings, and all ESPs received professional development in implementing the program. Classroom teachers will receive professional development in Zones in the 2018-2019 school year. We were thrilled this year with the success of the ISSC program, in particular a child who had been in a substantially separate program in grades 3 and 4, with little success for inclusion. This year as a fifth grader, by June he was able to be 100% integrated into the general education classroom, with and without support. Based on STAR assessments he improved from Warning to Proficient in math, and Warning to Needs Improvement in Reading. But most of all, he was so proud of himself! We are hopeful that as we send him off to middle school that he has the strategies to cope with challenges in the transition. It was wonderful not only for the students to see their successes, and they did, but it was also important for the school culture to see what substantially separate students are capable of achieving given the right time and supports. As a result of the success of the Therapeutic Behavior program, Haverhill Public Schools has designated Silver Hill as a school that will be housing a district K-4 behavior program beginning in the 2018-2019 school year.

With effective systems in place to accommodate our Tier 3 students, we were better able to focus more on the Tier 2 children who required check in-check out and breaks. A separate Student Support Center (SSC) was staffed by a

special education teacher and an ESP. Due to staffing issues this did not always provide adequate support for children requiring “as needed” support in the classroom. A school wide goal for 2018-2019 continues to be revising and strengthening our PBIS model for our Tier 2 students, including professional development for classroom strategies for working with behavior challenging students and students with trauma.

## English Language Arts

### 1. Curriculum

Silver Hill teachers continue to integrate science and social studies through interdisciplinary project based learning, continuing with Lucy Calkins Units of Study for Writing and this year adding Units of Study in Reading. We increased our partnership with Teaching and Learning Alliance (TLA) for professional development with a school based consultant, especially for teachers transferred to Silver Hill who had no prior experience with these programs. TLA worked closely in conjunction with faculty to customize professional development to ensure full engagement of teachers. Silver Hill was also involved with the DESE Early Grades Literacy Institute, with a vertical team of teachers in K-3, our reading specialist, and our two ESL teachers. Through this grant our teachers were involved in statewide networking opportunities and professional development for *Promoting Language Use in Primary Classrooms* with dialogue rich language lessons that were appropriate for all of our grades K-5.

### 2. Instruction

Silver Hill uses the Workshop methodology for delivery of ELA in a Launch Explore Summary (LES) model. There is an emphasis on content vocabulary. Teachers have received professional development in using the Integrated Lesson Plan for content units, the Focus Lesson Plan, a Guided Reading lesson plan during Reader’s Workshop, and Mini Lesson Observation Guide for learning walks. Silver Hill teachers have common instructional practices focused on providing multisensory approaches to support all learners, including increased use of Chrome Books in every classroom. There are consistent Enduring Understandings and Essential Questions posted and taught by grade level teams.

### 3. Assessment and Program Evaluation

Data Days have been an effective means of evaluating our programs, student learning, and for teacher self-evaluation. Each Data Day targets an area of concern noted through our PLC meetings and every teacher analyzes individual student data for his/her Classroom at a Glance (CAAG), determining interventions and classroom differentiation. The agendas and outcomes for Data Days represent progression of both teacher and student learning and accountability throughout each school year. One significant change in our assessment this year has been increased awareness and consistency in using the Fountas and Pinnell *Reading Assessment Checklist – Behavior to Notice, Teach and Support*. Historically during the first Data Days in September teachers have felt that the previous year’s reading exit level based on the F&P *Progress Monitoring by Instructional Text Reading Level* was somewhat subjective from teacher to teacher. For increased common understanding of what each level actually represents in terms of student skills set, we have now assigned a numerical value to each letter. For example, a student reading at a beginning level M based on the *Reading Assessment Checklist – Behavior to Notice, Teach and Support* receives an M1, where a student who has the ability to exit Level M receives an M3. These new values were used in student placement for the 2018-2019 school year for better alignment of skills sets in guided reading and will also be used for clarity when reporting student progress to parents/guardians. This year Silver Hill began using the STAR Renaissance assessment tool provided by Haverhill Public. However a lack of professional development in using the tool limited data analysis in ELA. This is goal for 2018-2019.

### 4. Intervention/Enrichment/Supports for Diverse Learners

Silver Hill implements an RTI model to provide the appropriate interventions/enrichment 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 Intervention (LLI) and Reading with TLC “Lively Letters” as tier 2 interventions, along with personalized direct instruction. All Title I interventionists received training in both LLI and TLC and students receive intervention in a small group pull out model up to five times a week depending upon the need. Our data this year was not as promising as during the 2016-2017 school year, with only 56% of our students meeting their growth goal, compared to 85% last year. In reviewing the Data during the June Data Days, five areas emerged as critical to the success of our RTI model. To the degree possible based on funding, these will be goals for 2018-2019:

1. The need for consistency for all teachers in using *Reading Assessment Checklist – Behavior to Notice, Teach and Support* for more school wide consistency in determining students’ reading levels and therefore differentiated practices.

2. The need for professional development to support teachers in providing increased differentiation in the classroom for our Tier 2 students
3. Implementing LLI with fidelity, 5xweek
4. As a result of limited funding, the coaching position was removed from the budget. The decreased support for classroom teachers in a modeling and co-teaching model was evident both in consistency in practices as we implemented the new Units of Study in Reading, and student outcomes.
5. Due to an extended maternity leave, we were without one full time ELA interventionist, impacting the number of students that were serviced through an intensive intervention program. Adequate staffing that allows for fidelity in implementation is critical for a successful RTI model.

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. Students may come from different classes and meet with their peers during guided reading in a walk-to-read model.

Our interventionists continue to provide short-term targeted support for students in the STAT pre-referral process (Attachment A.2). Teachers and support specialists meet and discuss concerns of struggling students and then develop an action plan for 9-week targeted instruction implemented over 3 week intervals with progress monitoring in an RTI model. Interventionists use the research-based interventions described above. The Team, including parents/guardians, reconvenes at nine weeks and discusses results of pre and post assessment and determines if further interventions are needed, to plan for continued classroom instruction, and to refer for special education evaluations if applicable.

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, and teachers have the ability to monitor the student's participation and progress.

Silver Hill was not able to utilize Title I funds for an extended year program for our Tier 2 students this summer, as the grants are no longer overseen by Silver Hill administration. However, Silver Hill students meeting the criteria were included in the Haverhill Public School's extended year programs for special education, ESL, and Title I.

## **Mathematics**

### **1. Curriculum:**

To address the Massachusetts Curriculum Framework for Mathematics, including the revised standards, Silver Hill continues to implement the EngageNY modules delivered in a workshop model. STMath is used as a supplemental online resource, including grade 1 this year. In combination with our EngageNY classroom instruction, the STMath 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 students transfer the concepts into classroom practice. Beginning in the school year 2017-2018, Silver Hill adopted thirty minute math centers into the structure of the math workshop blocks. Teachers engaged in Learning Walks to observe math centers with colleagues who volunteered to pilot the math centers, supported by the math coach. Professional development for the 2017-2018 year focused on math talk in the classroom and having more student centered conversations, including more rigor and authentic tasks inside the classroom using examples such as Dan Meyer's tasks, open ended tasks, and how to implement engaging math centers within the math block. Data indicates the need for 2018-2019 professional development to focus on math trajectory and how in-depth teachers should get into identified domains and standards, how to use the third center more effectively for RTI intervention, how to use ST Math in instruction to have more conceptual understanding, and how to implement STEM into math lessons.

### **2. Instruction:**

Math instruction is provided in a workshop model. All faculty receive professional development in math at monthly two hour curriculum meetings, monthly PLC meetings, and four Data Days. As noted above, this year math professional development focused on supporting teachers to revise their instruction to include to a math centers approach, helping teachers to differentiate their instruction. By implementing math centers teachers were able to more effectively progress monitor students individually and in small groups to assess if students were meeting the objectives, tailoring their instruction to meet the needs of all students. STMath was included as a center, with student self directed mastery-based learning, allowing students to advance at their own pace through the levels. To engage



students in STEM and more critical thinking, the math coach had students come to the Math Escape Room throughout the year. Students solved standards based problems as well as logic puzzles to be able to “escape the room.” Students eagerly solved mathematical challenges using a variety of strategies including UV lights and tangram puzzles to open up lock boxes and free themselves from the escape room. Everyone reported this as a highlight of math this year! (Link to The Eagle Tribune article, Math Saves the Day! [http://www.eagletribune.com/news/haverhill/math-saves-the-day/article\\_1792d5aa-e745-5fa3-8f48-ec78ba8e97cc.html](http://www.eagletribune.com/news/haverhill/math-saves-the-day/article_1792d5aa-e745-5fa3-8f48-ec78ba8e97cc.html))

### **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, allowing teachers to see which students have mastered the content and who needs more support. Grades 1-5 also use the End of Unit assessments. In 2017-2018 our computer based testing changed from MAP to STAR Renaissance, with training provided to our math coach. STAR testing was given in the fall (September), end of first trimester (November), end of second trimester (March) and end of year (June). During Data Days teachers analyzed the data through reports on STAR Renaissance. Teachers focused on putting students into three tiers for their math centers, looking at SGP to see if students were showing 50% growth overall as well as looking at individual standards for mastery and/or reteaching. Teachers also looked at weekly STMath progress reports that were sent to teachers via email, providing teachers with weekly class and individual student progress for each standard taught. As a result of more student centered classroom practices and frequent analysis of math data with the math coach, 89% of all instructional staff met their math SMART goal for student growth, an increase over 56% in 2016-2017. 74% of all students met their SGP goal.

### **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 a Title 1 tutor. Tier 2 pull out intervention groups are taken up to four days a week, using a variety of programs including the online Khan Academy, ST Math, Touch Math, and other research based programs to meet the needs of individual students. As noted previously, teachers began implementing math centers this year to meet the diverse needs of all learners. Students were put into three groups by teacher recommendation and the STAR renaissance reports that assessed where students were in the mastery of common core standards. Students rotated through the centers in thirty minute increments. One center was classroom teacher directed focusing on the needs of the students with similar skill levels. Another center was technology based with ST Math, Math Prodigy or Khan Academy for independent practice at each student’s level. The third center was devoted to small group RTI intervention/enrichment with the math coach, math tutors, or special educators.

## **Science**

### **1. Curriculum**

Silver Hill implements the Next Generation Science Standards, with a vertical STEM team that attended district wide professional development facilitated by the Haverhill Public School’s Supervisor of STEM. This team reported back to their PLC acting as facilitators for science instruction.

### **2. Instruction**

Science curriculum is primarily integrated into ELA, aligning with the Lucy Calkins Units of Study in Writing. A block of time was designated for designated science instruction, however this varied across the grade levels.

### **3. Assessment**

Student learning is assessed through teacher observations, by utilizing student friendly rubrics as students are actively engaged in hands on experiments and projects, and through MCAS in grade 5. Rubrics are used for any writing using the Lucy Calkins Informational Writing Rubric. Our MCAS 2017 data is indicative of the need for increased student time on learning for science, a review of science topics and trajectories for each grade level, and increased professional development for Next Generation science standards. The 2018-2019 schedule reflects designated time for science instruction at each grade level. Silver Hill will also have access to science materials and resources and increased professional development through Haverhill Public Schools in 2018-2019, increasing the level of support for instructional practices.

### **4. Supporting Diverse Learners**

Science content vocabulary is pre-taught to help ELL students in particular to better understand concepts being introduced. Educators include the 7 steps of vocabulary instruction, realia, photograph content vocabulary cards, anchor charts, as well as peer support with mindful grouping of students during partner work and small group

instruction. During our weekly PLC meetings educators received professional development on a variety of differentiation strategies to meet the needs of our diverse community of learners.

### **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. We believe this is the responsibility of all staff and faculty at Silver Hill. The importance of the Social-Emotional curriculum was stressed from the Opening Day meeting with a presentation by POSE (Power of Self Education Inc <https://grassrootsfund.org/groups/power-of-self-education-pose-inc> ), and continued throughout the year with numerous professional development opportunities for teaching children with trauma.

The school nurse assists in the maintenance of the school children's health and welfare. This includes assisting in the development of health and safety protocols and emergency action plans for individual students and student groups.

The 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, and classroom lessons.

The school is in its fourth year of implementing the Positive Behavioral Interventions and Supports (PBIS) framework, and has set behavioral expectations through the ROARS theme: Respect, Ownership, Attitude, Responsibility, and Safety. The school mascot is Jack the Jaguar and ROARS expectations are posted throughout the school. Silver Hill has embedded PBIS to address school wide, classroom, and individual student social-emotional and behavioral concerns. The Principal holds a "Coffee with the Principal" annually to present the PBIS program, including strategies for home, strengthening the home-school connection.

After completion of the PBIS Benchmark of Quality (BOQ) and Self Assessment Survey (SAS) at the end of the 2016-2017 school year, results reflected 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 included: 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. These goals continue for 2018-2019, with continued emphasis on expanding these behavior expectations into all common areas for the school, particularly the lunchroom and recess.

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. Additionally, many staff utilize the *Social Thinking* program, Yoga 4 Classrooms, and 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. We frequently practice all drills, including fire, Hold in Place (Soft Lockdown), Code M (missing child), Code Blue (medical emergency of

student or staff), and a protocol for Child in Crisis for our students in the substantially separate program. We 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. However, 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. This year through consistency in the STAT process and increased progress monitoring, our STAT data showed a decrease in the number of students qualifying for special education. (Attachment A.2) The Special Education Facilitator (ETF) conducts appropriate SPED meetings with administration, the regular education classroom teacher, special education teacher, school psychologist, Speech/Language therapist, behavior intervention specialist, occupational/physical therapists and parents/guardians.

Using a variety of data and assessments such as Fountas and Pinnell Benchmark testing, Renaissance STAR assessments, MCAS and a variety of ongoing formative assessments, strengths and weaknesses within the special education programs were addressed. Our data indicates that professional development and a co-teaching model in grade 4 showed an increase in the SGP of our Students with Disabilities. (See Attachment A.3) Special education teachers have also received Lucy Calkins Units of Study in Writing professional development, a whole school writing program. This program allows for our special education students to have consistent explicit instruction and ample opportunity for writing.

Silver Hill has implemented the EngageNY math program for three years. 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 is used in grades 1-5.

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 his/her 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.

The school found that the WIAT scores did not correlate with our RTI model, and researched more appropriate assessments for special education referrals. The KTEA and/or KeyMath have replaced the WIAT, along with data collection from a STAT process and RTI using research based programs.

The allocation of two consistent .25 ETFs from Haverhill Public was instrumental in consistency with referrals from STAT to the special education evaluation process, facilitation of IEP meetings, consistency of understanding the responsibilities of each Team member in timely completion of reports, and general oversight of the special education process.

### **English Language Learners and Economically Disadvantaged (See also Appendix B)**

#### **Curriculum, Instruction, and Assessment**

Through extensive recruitment of ESL students over the last two years, Silver Hill showed a 55% increase in enrollment of the students in 2017-2018. Although this continues to be a relatively low percentage of our total school population, we were encouraged that Silver Hill was able to enroll Level 1 and 2 students. As a result, we were also able to hire an additional ESL teacher in November to support these children. Silver Hill also hired a bi-lingual ESP and a bi-lingual lunch monitor/office ESP who assisted with parent/guardian interpreting and all written translations.

2017-2018      44 ESL students (8%) (Increase from 24 at this time last year...55% increase)

	% ESL
2015-2016	3.9
2016-2017	4.5
2017-2018 (current)	8.0

The ESL teachers function as a Content Literacy Specialists, collaborating and/or co-teaching with classroom teachers to pre-teach ELL students vocabulary and concepts in the content areas. They also provide



monthly professional development to all teachers, this year focusing on the Early Grades Literacy Grant professional development, particularly dialogic reasoning.

The data collected for the ESL program comes from a variety of assessments, including daily formative assessment rubrics. We continue to use the Fountas and Pinnell program and ACCESS test scores in the four domains of language. This year we assessed all students with the STAR assessment. Since several of our ELL students are also special education, these students take grade level MCAS with accommodations as needed.

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. As one strategy to address this, the ESL teacher implemented a stronger at home reading program, using an online reading resource called RazKids, and STMath for mathematics. We have assisted ELL families who do not have access to computers in setting up the Comcast computer program, and one of our ESL teachers provides a homework block at the end of the day and after school. The ESL teachers also use TLC Lively Letters and Sight Words You Can See, multisensory approaches to phonemic awareness that 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 ESL teachers scheduled time for a combination of pull out and in class co-teaching, working with small groups on writing using the Units of Study model, allowing ELL students extra direct instruction.

### **Key Design Element- Continuous Growth in Teaching Methodologies/Professional Climate: (Attachment A.3 - 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.

#### ***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**

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 teaching and support staff. Monthly CIA meetings
- Monthly Faculty Meetings
- Monthly Curriculum Meetings
- Data Days four times a year with substitutes for classroom teachers funded through grants
- 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 teachers, 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.
- Two early release days and one full day (Election Day) determined by Haverhill Public Schools to target specific professional development related to the Charter Accountability
- The Silver Hill STEM Committee, with a representative at each grade level, participated in professional development with Haverhill Public Schools Supervisor of STEM

Silver Hill was also involved with the DESE Early Grades Literacy Institute, which included a vertical team of

teachers in K-3, our reading specialist, our two ESL teachers, and the principal whenever possible. This team met weekly in grade levels, monthly as a team, as well as attending Regional Meetings, Virtual Meetings, and Institutes at Fort Devens. The Institutes provided workshops with Dr. Charles Proctor (*Promoting Language Use in the Primary Classroom*) and Dr. Paola Uccelli (*Scaffolding the Language for School Reading and Writing*). Best practices were shared with all faculty during monthly PLCs and at a Faculty Meeting.

A system is in place for monitoring instructional practice for consistency, which includes a formal process of teacher evaluation. At the Opening Day meeting in August, faculty decides as a whole school the Educator Evaluation Power Indicators. The Power Indicator rubrics are used in rating the educator on TeachPoint. During the 2017-2018 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. As part of the end of the year Data Day Teacher Exit Ticket/Reflection, teachers were responsible for rating themselves on the Student Learning Goals - Progress Rating, based on their end of the year Student Growth percentiles. Data analysis at the June Data Days also determined the grade level SMART Goal for Student Learning for 2018-2019 for internal assessments.

### **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. Until this school year with the non-renewal of the charter, our K-5 grade level configuration has consistently kept our attrition rate at 6% and below, one of our Charter Accountability Goals. 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, Ice Cream Social, and even our dances 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.

Silver Hill works diligently to ensure effective communication with families. This is evident in a variety of ways. For the past four 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. Communication also includes report cards, utilization of a "Project Best" book that allows each teacher and family to communicate with one another on a daily basis, frequent email, and parent meetings on request in addition to regularly scheduled conferences and IEP meetings. Our SchoolBrains student data system includes a Communication Log to document communication. This log is accessible to administration and teachers alike, and is part of teachers' Collection of Evidence for Standard III, C-1.

Silver Hill's uses Title 1 grant funding to employ a Parent Community Liaison who maintains the school's website. The web is updated on a regular basis, at least weekly, and as events transpire. She works with administration and staff on developing and using school-wide website-based communication and Facebook support systems for parents/guardians. 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. Family outreach responsibilities include assisting with community outreach including holiday giving and other community service events. This year having two bi-lingual staff who received stipends through Title 1 helped to provide increased communication for our ESL families.

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, standardized testing, and social emotional topics. Parents are invited for presentations, open discussion, Q/A time, and light refreshments. Bi-lingual staff attend to interpret for our ESL families. This year we also held three well attended Title 1 STEM Nights where parents/guardians engaged in fun in hands on activities with their children, with handouts and materials to continue the fun at home!

#### **➤ Collaboration with Non-Profits:**

- Bradford Grange assisted our grade 2 students with our "Good Food" garden
- 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

- 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 Board Trustee who is involved in program development and community outreach at Head Start in Haverhill

#### Amendments to the Charter (N/A in 2017-2018)

#### **Dissemination Efforts**

Silver Hill's web site provides information and resources in a wide variety of topics, including an active Facebook page, Community Connections, "In the News", PTO, BOT, Principal's Weekly Updates, Teachers' monthly updates, Nurses Notes, Counselor Resources, and many other topics. <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>	<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	Special Education teachers, Classroom teachers, Educational Support Personnel, Parents	7. Culture: #1. Social/Emotional/Health	Parents of Silver Hill students. One parent is also a teacher at another Haverhill Public School.	Shared strategies between home and school using yoga as a strategy for self regulation and stress reduction. Introduction to Yoga4Classrooms to another Haverhill elementary school, with the possibility of future shared PD
CREST consultant met weekly with Silver Hill K-3, reading specialist, ESL teachers	Margaret Rodero, Literacy Collaborative, and the Silver Hill vertical team met weekly in grade level meetings and in-class modeling	K-3 Teachers Reading Specialist ESL teachers	8. Capacity: #2	All grades levels at Silver Hill, K-5 and networking with three other Haverhill schools as well as districts involved in the DESE Early Grades Literacy Grant	Silver Hill staff as well as networking at Regional Meetings, Virtual Meetings, and Institute Meetings held at Fort Devens. Increased awareness and planning for Language Standards, scaffolding language for reading and writing and promoting and language use throughout the school day
Silver Hill Assistant Principal was transferred to Hunking School in Haverhill.	Jennifer Russell	Jennifer Russell	All	Hunking School HPS	Ms. Russell has access to share Silver Hill documents via google drive

## Academic Program Success

#### Student Performance

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04770010&frcode=2017&orgtypecode=6&>

[http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=04770010&orgtypecode=6&](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04770010&orgtypecode=6&) 2017 Spring MCAS was used to analyze State Standardized testing. The school wide goal for 2017-2018 was for all students to achieve a 50% SGP, with a focus on instruction and assessments for Students with Disabilities and Economically Disadvantaged, two historically underperforming subgroups. It should be noted that 100% of our ESL students are also Economically Disadvantaged. The attached **Spring 2017 MCAS SGP Comparisons by all Subgroups Grades 4 and 5 - Silver Hill Horace Mann Charter School and Haverhill Public Elementary Schools** indicates solid improvement with our Students with Disabilities SGP, indicative of the hard work and collaboration between our special educators and classroom teachers. (**Attachment A.4 – Spring 2017 MCAS SGP Comparisons by all Subgroups Grades 4-5 and Power Point: Silver Hill Horace Mann Charter School Spring 2017 MCAS**)

## 2013-2018 Accountability Plan – Growth Model 2017 – 2108

- *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.**

### 100% of faculty met their Professional Practice Goals for both ELA and Mathematics

56% of teachers in K-5 met their ELA SMART Goal Student Growth Percentile (80% of all students will make 10 months growth as measured by Fountas and Pinnell Instructional Text Reading Levels)

89% of Silver Hill instructional faculty met their Math SMART Goal Student Growth percentile as measured by STAR Renaissance

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. By using the growth model during our June 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. This also assisted with student placement for 2018-2019. We have also looked at revising curriculum trajectories as we evaluate the efficacy of our 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 2018-2019.

## 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, centers based in both ELA and mathematics
- 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 ESL teacher, special educators, interventionists, and classroom teachers
- Focus on promoting language use in the classroom
- Project Based Learning
- Lucy Calkins Units of Study in Writing, all grades
- Lucy Calkins Units of Study in Reading, piloted in all grades
- EngageNY Math, STMath
- Kahn Academy math used for all students for intervention, enrichment, and when applicable, homework
- Zones of Regulation added to our Social Emotional Curriculum in therapeutic behavior classroom and for students on 504s and IEPs with social-emotional goals and accommodations
- Handwriting Without Tears used in grades K-1
- Increased mentor text used to integrate science and social studies
- Chrome Books for STMath, RazKids, research, and writing

**Organizational Structure of the School:** 2017 – 2018 Organizational Chart (Attachment A.5)

**Network Structure:** Not applicable as we do not operate multiple schools.

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

#### **Budget and Finance:**

See Attachments for Budget and Finance Reports

1.a. *Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)*

1.b. *Statement of net assets for FY18 (balance sheet)*

1.c. *Approved School Budget for FY18 – Not Applicable*

1.d. *Capital Plan for FY18* 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 2017-2018**

**Appendix B: Recruitment and Retention Plan for 2018-2019 – Not Applicable**

**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 2017-2018

	2017 – 2018 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.	M E T	<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 <b>Grade 1</b> – 1) Animal Research project 2) School Community Class Map 3) American symbols research project using the computer lab <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 <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 <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 <b>Grade 5</b> – 1) Energy and Ecosystems project 2) Math Museum Project 3) Maya, Inca and Aztec research project
<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.	M E T	<b>K</b> – 1) 100% 2) 100% 3) 100% <b>Grade 1</b> – 1) 100% 2) 100% 3) 100% <b>Grade 2</b> – 1) 90% 2) 100% 3) 90% <b>Grade 3</b> – 1) 85% 2) 90% 3) 95% <b>Grade 4</b> – 1) 90% 2) 90% 3) 100% <b>Grade 5</b> – 1) 90% 2) 100% 3) 80%



<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.	M E T	<b>Kindergarten</b> – Life Cycle of a Plant with 90% 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 weather resistant shelter with 80% proficient <b>Grade 4</b> – Electricity Science Fair with 95% proficient <b>Grade 5</b> – Rock/Mineral Project with 90% proficient
<b>Objective:</b> Students will be responsible members of the community.		
<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.	M E T	<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 in collaboration with the Bradford Grange <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) Tutored first and second grade students during their lunch, organized a bake sale to raise money to publish a collection of student writing and art to donate to the school library <b>Whole school</b> –Non- Perishable drive for a local homeless shelter, the Emmaus House; Coin drive to assist victims of hurricanes; Diaper drive to assist victims of hurricanes
<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.	M E T	Extra-curricula activities this year included Academic Bowl (Grade 5) chorus, band, cross country, basketball, chess club, art club, student council (grades 4-5), ski club, Peace Poetry contest, teacher assistant program for grade 5 students giving up free time to assist kindergarten teachers and art teacher, community service projects including Earth Week clean up in Haverhill. Overall, in grade 3-5 of the students participated in an extra-curricular activity. <b>Grade 3</b> – 75% of students participated <b>Grade 4</b> – 85% of students participated <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 to explore 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 culminating project, and both in school and out of school field trip to Haverhill landmarks <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> – 100% <b>Grade 1</b> – 100% <b>Grade 2</b> – 100% <b>Grade 3</b> – 100% <b>Grade 4</b> – 100% <b>Grade 5</b> – 81%
<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 MA Evaluation System	ELA – DID NOT MEET MATH – MET Professional Practice MET	Based on the Educator Evaluation Summative and Formative Assessments of all teachers during the 2017-2018 school year: 100% of teachers met their Professional Practice SMART Goals 56% of teachers Met the Student Learning ELA SMART Goal 89% 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	The following was implemented or continued in 2017-2018 based on teacher feedback on the End of the Year Exit Ticket: <b>ELA</b> –Lucy Calkins Writing Units of Study in Reading; Handwriting Without Tears (K-1); continuation of TLC Lively Letters <b>Mathematics</b> – ST Math (1-5); continuation of EngageNY. <b>SEL</b> – PBIS and Zones of Regulation
<b>Measure:</b> Teachers will participate in a minimum of fifteen hours of professional development opportunities that directly relate to improving teaching practices.	MET	All teachers participated in professional development opportunities that directly relate to improving teaching practices, including: <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> <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 Engage NY mathematics with professional development from the math coach and 1-5 implemented ST Math with professional development from the math coach</li> <li>Early Grades Literacy vertical team</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; Zones of Regulation; numerous graduate level courses</li> </ul>
<b>Objective:</b> Faculty will participate in shared school leadership.		
<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%.	MET	Every teacher participated in at least 85% of weekly grade level PLC meetings, curriculum meetings and curriculum committee meetings as evidenced by attendance sheets.
<b>Measure:</b> The school's weekly schedule will be designed to include common planning time	MET	The CIA school leadership committee creates the Master Schedule. The school's Master schedule is

for Professional Learning Committees for minimally 80% of grade level teachers, special education teachers, and enrichment teachers.		designed to include common planning time for grade level teachers, special education teachers, ESL teachers, intervention/enrichment specialists, coaches and administration to collaborate during weekly PLCs
<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	Unfortunately this survey was inadvertently not completed this year. However, as part of the charter transition an agreement was made between HPS and current charter families that younger siblings would be eligible for kindergarten at Silver Hill in 2018-2019 regardless of their address. The number of kindergarten classes has been reduced from five to two, and 38 of the 40 slots are already reserved for siblings of current Silver Hill students.

## Appendix B Recruitment Plan 2017-2018

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. The accurate percentage of Special Education students is approximately 18%, not 0.0. which has been confirmed as inaccurate by the Haverhill Public School district.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) 2016-2018 Strategies
<b>School percentage:</b> 17% <sup>1</sup> <b>GNT percentage:</b> 14.1% <b>CI percentage:</b> 14.3% The school is above	<input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> <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</li> </ul>

<p>GNT percentages and above CI percentages</p>	<p>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.</p> <ul style="list-style-type: none"> <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 of student progress and growth, in order to highlight successes in specific areas of special education to prospective applicants.</li> <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>Added 2017-2018</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> </ul> <p>(c) 2018-2019 Additional Strategy(ies), if needed (Not Applicable)</p> <p><input type="checkbox"/></p>
<p>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 3.9%</p> <p>GNT percentage: 6.1%</p> <p>CI percentage: 6.9%</p> <p>The school</p>	<p>(b) 2016-2018 Strategies</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</li> </ul>

<p>is below GNT percentages and below CI percentages</p>	<p>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.</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>Added 2017-2018</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> </ul> <p>(c) 2018-2019 Additional Strategy(ies), if needed (Not Applicable)</p>
<p><b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b></p>	
<p>(a) CHART data</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>(b) 2016-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <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 parents</li> <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>Added 2017-2018</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</li> </ul>



	<p>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.</p> <ul style="list-style-type: none"> <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>
	<b>(c) 2018-2019 Additional Strategy(ies), if needed (Not Applicable)</b>
<u>Students who are sub-proficient</u>	<p><b>(d) 2016-2018 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><b>(e) 2016-2018 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><b>(f) 2016-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<u>Optional Other subgroups who should be targeted to eliminate achievement gap</u>	<p><b>(g) 2016-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>By working closely with wrap around services to articulate that we offer a stabile school experience for six years regardless of where the family lives in Haverhill attracts all subgroups of students who should be targeted to eliminate the achievement gap.</li> </ul>

## Appendix B Retention Plan 2018-2019

<b>2017-2018 Implementation Summary:</b>	
44 ESL students (increase from 24 ELL at this time last year...55% increase)	
	% ESL
2015-2016	3.9
2016-2017	4.5
2017-2018 (current)	8.0
<p>Through extensive recruitment of ELL students over the last two years, this year Silver Hill showed a 55% increase from 2016-2017. Although this continues to be a relatively low percentage of our total school population, we were encouraged that Silver Hill was able to enroll Level 1 and 2 students. As a result, we were also able to hire an additional ESL teacher in November to support these children. Silver Hill also hired a bi-lingual ESP and a bi-lingual lunch monitor/office ESP who received additional grant funded stipends to assist as interpreters during after</p>	

school events and translate all written notices going home.

The ESL teachers function as a Content Literacy Specialists, collaborating and/or co-teaching with classroom teachers to pre-teach ELL students vocabulary and concepts in the content areas. They also provide monthly professional development to all teachers, this year focusing on the Early Grades Literacy Grant professional development, particularly dialogic reasoning.

The Principal remained active with the Mt. Washington Alliance neighborhood group including attending Neighborhood Night “table talks” and facilitating a summer 2018 bi-lingual reading program at the school run by a Silver Hill parent.

Using a variety of data and assessments such as Fountas and Pinnell Benchmark testing, Renaissance STAR assessments, MCAS and a variety of ongoing formative assessments, strengths and weaknesses within the special education programs were addressed. Our data indicates that professional development and a co-teaching model in grade 4 showed an increase in the SGP of our Students with Disabilities. (See Attachment A.4) Special education teachers have also been involved in the Lucy Calkins Units of Study in Writing professional development, a whole school writing program. This program allows for our special education students to have consistent explicit instruction and ample opportunity for writing.

#### Overall Student Retention Goal and Evidence 2017 - 2018

<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.	With the non-renewal of the charter, Silver Hill Horace Mann Charter School experienced a wide spread exodus of students. The chart below shows the number and percentage of students who by the end of the 2017-2018 school year had either left Silver Hill or reported that they would not be returning in 2018-2019. The following represents the percentages based on 556 student population on the last day of school, June 22, 2018:		
	# of students	% loss	Reason for leaving
	48	9	Returned to district schools –Families either transitioned now to avoid two moves for their children, or they transitioned to have all family members at the same school
	23	4	Moved out of district
	8	1	Entered a private school
	5	.09	Entered Hillview Montessori Charter in Haverhill (K-8)
	3	.05	Home school
	2	.03	Transferred to district SPED programs to accommodate the students’ IEP placement

#### Retention Plan –Strategies

##### List strategies for retention activities for each demographic group.

##### Special education students/students with disabilities

(a) CHART data	(b) 2016-2018 Strategies
School percentage: 6% Third Quartile: 21.1%	<div data-bbox="347 1467 1386 1503"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed             </div> <ul style="list-style-type: none"> <li>Continue to revise and refine 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>Teachers will continue to received professional development and materials through grant funding, including a school based Literacy Specialist (TLA) assigned to Silver Hill teachers for professional development in setting up classroom centers and instructional implementation of age appropriate curriculum</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>Continue to refine our Social-Emotional personnel and programs to create a comprehensive site based mental health curriculum, with highly qualified staffing. This included hiring a</li> </ul>
The school is below third quartile	

percentages.	<p>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</p> <ul style="list-style-type: none"> <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>• 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>• 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 Principal" for parents/guardians with an emphasis on strengthening the home-school connection</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>• Touch Math added to the mathematics programs available for special education students</li> <li>• Continued on site counseling and wrap around by 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 with the disability of Autism</li> </ul>
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	<p>Added 2017-2018</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> </ul> <p><b>(c) 2018-2019 Additional Strategy(ies), if needed (Not Applicable)</b></p>
<b>Limited English-proficient students/English learners</b>	
<p><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 below third quartile percentages.</p>	<p><b>(b) 2016-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>☑ Below third quartile: no enhanced/additional strategies needed</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>• ELD teacher will provide monthly professional development to all teachers on culturally sensitive practices and SEI instructional practices</li> <li>• 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</li> <li>• Principal has joined the Mount Washington Alliance, a group of 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 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</li> <li>• New web site is user friendly to ELL families, with drop down selections for multiple languages</li> </ul> <p>Added 2017-2018</p> <ul style="list-style-type: none"> <li>Continue to 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> </ul> <p><b>(c) 2018-2019 Additional Strategy(ies), if needed (Not Applicable)</b></p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 1.8%</p>	<p><b>(b) 2016-2018 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</li> </ul>

<p><b>Third Quartile:</b> 21.7%</p> <p>The school is <b>below</b> third quartile percentages.</p>	<p>there is an event that would cause financial hardship</p> <ul style="list-style-type: none"> <li>Improve process for administration and returns of MA Free and Reduced Price School Meal Application (See Recruitment Plan)</li> </ul> <p>Added 2017-2018</p> <ul style="list-style-type: none"> <li>In all recruitment materials, we will explicitly 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 retaining students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> </ul>
	<p><b>(c) 2018-2019 Additional Strategy(ies), if needed (Not Applicable)</b></p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) 2016-2018 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>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) 2016-2018 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 collaborates with local counseling services</li> <li>Focus on students with Chronic Absenteeism, using a STAT process to monitor and improve attendance in collaboration with HPS Supervisor of Attendance</li> </ul>

## 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/reportcard/rc.aspx?linkid=37&orgcode=04770010&fycode=2017&orgtypecode=6&>

### STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION

Race/Ethnicity	% of entire student body
<b>Total Count</b>	567
African American or Black	2.8
Asian	2.5
Hispanic or Latino	18.7
Multi-race, Non-Hispanic	1.6
Native American	0.2
Native Hawaiian or Pacific Islander	0.0
White	74.3
Male	51.3
Female	48.7
English Language Learner	3.9



Economically Disadvantaged	24.7
Students w/Disabilities	0.0
First Language Not English	6.9

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Margaret Shepherd, Principal	Instructional leader for curriculum, instruction, assessment; oversee all school based personnel; 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 Principal's Report 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	8/1/13	
Sandra Green, AP	Assists with management of curriculum and student discipline procedures including PBIS; coordinates MCAS; 504 coordinator; assigns substitutes	8/17	7/18

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
Number a/o last day of the 2017-2018 school year		Departure 2017-2087 school year	Departure End of the school year	Reason(s) for Departure
Silver Hill staff weathered an emotional and tumultuous year as their colleagues in the Haverhill Educational Association voted down the renewal of the charter. Despite the sadness of the loss of the charter status, the sense of a school community family became even more evident. This year moral was high and faculty continued to do their best to ensure that Silver Hill students received the best educational programs possible, delivered in a child-centered environment. Testimony to the dedication of teachers to the Silver Hill community was evident when after the reconfiguration of grade levels for the 2018-2019 displaced several teachers from their grade level teams, eight teachers requested internal transfers within their licensure in order to remain at Silver Hill. The school name is not what makes the school, the people inside do.				
Teachers	25 classroom teachers (1 classroom co-taught) 1 job share - .5/.5 2 Academic Support 2 Behavior 2 ESL 2 Reading 1 Math Coach 1 Art 1 Music 1 PE	1- Grade 2	1 - Kindergarten	Medical leave of absence, retired at the end of the year  With the elimination of three kindergarten classes, one Kindergarten teacher transferred to another Haverhill Public school to be able to continue as a kindergarten teacher
Other Staff	Administration – 2 Office - 2 Nurse – 1 Instructional ESP – 2 SPED ESP – 13 Sped Facilitator – .5 and .5	Office ESP/Title 1 Parent	Acting Asst Principal  Nurse	Did not hold Administrative licensure  Accepted transfer to be at her daughter’s school  Accepted a higher paying position closer to home

	SAC – 1 S/L – 1.5 OT - .5 Teacher of Deaf - .5 Custodial – 2.5 Cafeteria - 4	Liaison	SLP	Hired as a private consultant by Haverhill Public, one year contract
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BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	# of terms served	Term Begins	Term Expires
Margaret Shepherd	Principal	Academic Excellence, Finance, Governance	2	8-1-13	6-22-18
Sara Langlais	Secretary	Development	1	11-1-16	6-22-18
Tiffany Ghrist	Trustee	Development	1	11-1-16	6-22-18
Paula Desmairis	Trustee	Development	1	9-3-14	2-1-18 resigned
Paul Corriveau	Trustee, Teacher Rep	Academic Excellence	1	9-7-16	6-22-18
Melissa Burns	Trustee, Teacher Rep	Development	1	10-4-16	6-22-18
Judith Tracey	Trustee	Governance, Development	2	2-12-15	6-22-18
William McCarthy	Trustee	Finance, Development	1	10-4-16	11-27-17 resigned
Jill Story	Trustee, Chairperson	Academic Excellence, Finance, Governance	1	9-5-17	6-22-18
Sandra Green	Trustee, Acting Assistant Principal	Academic Excellence	1	2-1-18	6-22-18

#### APPENDIX D - ADDITIONAL REQUIRED INFORMATION

**Key Leadership Changes:** Acting Assistant Principal, Dr. Sandra Green; Special Education Director was filled by the Director of Special education for Haverhill Public Schools

Position	Name
Board of Trustees Chairperson	Jill Story
Charter School Leader/Principal	Margaret Shepherd
Assistant Charter School Leader	Sandra Green
Special Education Director	Pamela McDonald, Haverhill Public Schools
MCAS Test Coordinator	Sandra Green
SIMS Coordinator	Justin Dyer
English Language Learner Director	Jillian Herbert

#### Facilities

Location	Dates of Occupancy
No Change	

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

## Attachments:

### Budget and Finance

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)*

4:27 PM	<b>Silver Hill Horace Mann Charter School</b>	
07/18/18	<b>Profit &amp; Loss</b>	
Accrual Basis	July 2017 through June 2018	
		<u>Jul '17 - Jun 18</u>
Ordinary Income/Expense		
Income		
Book Fair Income		12,287.51
Music Fees		1,871.42
Rental of Facilities		9,650.00
43100 - Grants - Federal		238,194.00
44100 - Program Fees		3,348.39
45000 - Contributions		500.00
47000 - LEA Funding		4,356,534.36
72000 - Fundraising		10,000.00
Total Income		<u>4,632,385.68</u>
Gross Profit		4,632,385.68
Expense		
Book Fair Expense		9,210.44
60000 - Administrators		5,800.00
61000 - Instructional		59,191.25
62000 - Support Staff		7,318.73
64000 - Contractual Services		30,295.61
65000 - Supplies & Materials		61,334.46
66001 - Payroll Expenses		2,667.29
67000 - Other Costs		12,392.24
68000 - Repairs and Maintenance		12,800.31
69000 - Operating Expense		134,776.82
81000 - Salaries LEA		3,685,372.61
83000 - Tax Deduction		111,116.70
83100 - Insurance		498,356.00
83200 - Retirement - Teacher		9,016.00
Total Expense		<u>4,639,648.46</u>
Net Ordinary Income		<u>-7,262.78</u>
Net Income		<u><u>-7,262.78</u></u>

4:28 PM  
07/18/18  
Accrual Basis

**Silver Hill Horace Mann Charter School**  
**Balance Sheet**  
**As of June 30, 2018**

	Jun 30, 18
<b>ASSETS</b>	
Current Assets	
Checking/Savings	
Pentucket Bank	
Library	4,454.16
Music	1,117.34
Sports	102.01
Student Activities	19,794.24
Pentucket Bank - Other	22,165.18
Total Pentucket Bank	47,652.93
Pentucket Bank CD	-4.45
Petty Cash	200.00
Total Checking/Savings	47,848.48
Other Current Assets	
Grants Receivable - Federal	35,261.00
Prepaid Debit Card	4,295.98
13000 - Due to/from City	8,209.21
Total Other Current Assets	47,766.19
Total Current Assets	95,614.67
<b>TOTAL ASSETS</b>	<b>95,614.67</b>
<b>LIABILITIES &amp; EQUITY</b>	
Liabilities	
Current Liabilities	
Other Current Liabilities	
24000 - Payroll Liabilities	61,414.46
Total Other Current Liabilities	61,414.46
Total Current Liabilities	61,414.46
Total Liabilities	61,414.46
Equity	
32000 - Unrestricted Net Assets	41,462.99
Net Income	-7,262.78
Total Equity	34,200.21
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>95,614.67</b>

## Attachment A.1 Guidelines for Chronic Absenteeism

### Guidelines for Chronic Absenteeism Updated 5-30-18

DESE considers 94.7% (95%) attendance to be the percentage expected for a student to attend school. That means approximately 170 days....10 days absent!

94.7% is also the percentage of students who must participate in MCAS to maintain a Level 1 status, REGARDLESS of the scores.

To find the history of the student's percentage of attendance, go to his/her SchoolBrains profile, click on Profile on the top menu.

At 5 days:

- HPS begins to track absenteeism after 5 days. This is in the Student Handbook.
- *Absent Excused* is ONLY with a note/phone call/e-mail from the family for a medical reason. Vacations do not count!
- After the fifth consecutive day, there must be a note from the doctor for it to be considered excused.

At 7 days:

- Teacher should make contact with the parent/guardian at 7 total days absent, not necessarily consecutive. (Or before at your discretion if you have a concern sooner).
- **This must be documented in SchoolBrains**. Truancy will not get involved unless we can document communication home from the teacher regarding repeated absences. The teacher knows the student best and should have this contact with the family. Your script should be something like, "I've noticed that \_\_\_\_ has been absent \_\_\_\_ times. I really want him/her to do well in school, but the absences are effecting his/her learning. What can we do to help you get \_\_\_\_\_ to school?"

At 10 days:

- A letter goes home from the office, signed by the principal. It invites the family in for a meeting.
- If a child has chronic absenteeism, there should be a STAT with an Action Plan. This plan is intervention to get the child to school. This could be a behavior plan, with incentive.
- Please remember, if a child has chronic absenteeism, they cannot be referred directly to SPED, because they haven't been in school to access the curriculum.

At 14 days:

- A certified letter goes home, copied to Lorna Marchant, Supervisor of Attendance, setting up a meeting with Lorna present. The principal, teacher, nurse, and any other personnel who work with the child are asked to attend.
- Depending upon the outcome of this meeting, further actions are put into place

Please remember that a student CANNOT qualify for Special Education services if they have been chronically absent. HPS is considering the 95% rate in determining Chronic Absenteeism. The law states that we "**must provide equal access to educational programs**". If they have not been at school, they have not had equal access.



## A.2 Student – Teacher Assistance Team (STAT) Determinations 2017-2018

### Student-Teacher Assistance Team (STAT) Determinations 2017-2018

# of Students	Qualified for Special Education	STAT Process Completed: Successful RTI Did not qualify for Special Education	Not eligible due to Chronic Absenteeism (Will be STATed for attendance 2018-2019)	Qualified for 504	Parent did not return Consent to Evaluate	Parent/ Guardian did not reschedule IEP meeting	Evaluations to be completed in the fall of 2018	Progress monitoring incomplete – STAT to resume in Sept 2018	Moved before progress monitoring was completed
62	16 26%	17 27%	3 5%	7 11%	1 2%	4 6%	2 3%	11 18%	1 2%

## A.3 Silver Hill Horace Mann School District Grant Funding 2017-2018

SPED- Fund Code 240 IDEA FY18 124,723 Amend 4-5-18 125,407							
	Instructional/ Professional	Support	Fringe		Supplies/ Materials		
	Staff	Staff	MTRS	Contracted			
	\$71,482.00	\$21,472.00	\$8,366.00	\$18,708.00	\$4,695.00		
Math Coach/Interventionist/SPED	\$71,482.00						
1:1 ESP		\$21,472.00					
RTI Tutors				\$18,708.00			
Key Math Assessments (RTI/SPED)					\$603.00		
Sensory Integration Room					\$4,092.00		
<b>SPED -Fund Code 262 EEC</b>	<b>\$1,740.00</b>						
Sensory Integration Materials					\$1,740.00		
<b>Title I FY18 305</b>	<b>\$91,870.00</b>						
	Adminstrator	Instructional Staff	Support Staff Salary	Stipends	Fringe MTRS	Contractual /Subs	Supplies
	\$5,000.00	\$22,000.00	\$10,000.00	\$16,750.00	\$4,838.00	\$32,400.00	\$882.00
Grant Writing, Mgt ,and Summer School Supervisor	\$5,000.00						
.30 Teacher/Integrated K - .70 paid by LEA		\$22,000.00					
.5 ESP to Support all 5 kindergarten classes			\$10,000.00				
.5 Bi Lingual Parent Liaison/Interpreter				\$9,450.00			
Title 1 Family Nights				\$3,400.00			
Curriculum, Instruction, and Assessment (CIA) School Leadership Team Monthly after school meetings				\$3,900.00			
Teaching and Learning Alliance - On-site PD for Lucy Calkins Units of Study in Reading/Writing						\$20,000.00	
Substitutes for PD coverage for Data Days and TLA learning walks						\$12,400.00	
Title I Family Nights/Coffee with the Principal							
Supplies							\$882.00
<b>Title IIA FY18</b>	<b>\$16,467.00</b>						
	Contractual	Supplies/ Materials					
TLA On-site PD	\$16,000.00	\$467.00					
<b>Title IVA</b>	<b>\$2,710.00</b>						

	Contractual	Supplies					
	\$2,125.00	\$585.00					
Yoga4Classrooms	\$1,600.00						
In-Service PD							
Yoga4Classrooms	\$525.00						
Leader Training							
Yoga4Classrooms Card Decks		\$585.00					

#### A.4 Spring 2017 MCAS SGP Comparisons by all Subgroups Grades 4-5

**Spring 2017 MCAS 2.0 SGP Comparisons by all Subgroups Grades 4 and 5**  
**Silver Hill Horace Mann Charter School and Haverhill Public Elementary Schools**  
**Silver Hill higher SGP**  
**Haverhill Public School Higher SGP**

<b>ELA</b>	<b>STATE 45</b>					
Subgroup	<b>Silver Hill</b>	Bradford	Golden Hill	Pentucket Lake	Tilton	
All Students	51	43	43	49	39	
Non Econ Disad	56	38	29	51	41	
Econ Disad	37	33	45.5	45.5	38	
Male	47	33	32.5	49	43	
Female	54	41	47	50	39	
All High Needs	47	28.5	44.5	46.5	38	
Hispanic/Latino	40	30	43	47.5	35	
White	49	38	39.5	50	39	
ELL	None reported	None	None	None	None	
Students w/Disabilities (IEP)	51	24	31	35	21.5	
<b>MATH</b>	<b>STATE 43</b>					
Subgroup	<b>Silver Hill</b>	Bradford	Golden Hill	Pentucket Lake	Tilton	
All Students	47	51.5	39	32	47	
Non Econ Disad	51	48	47	33	56	
Econ Disabled	31.5	45	34.5	32	46	
Male	50	40.5	40	28	54	
Female	44	51	39	33	46	
All High Needs	40	42	34.5	32	46	
Hispanic/Latino	34	43	28	22.5	40	
White	47	46	42	35	54	
ELL	None reported	None	None	None	None	
Students w/Disabilities (IEP)	44	27	25.5	20	41.5	

**Google link to Power Point:**

**Silver Hill Horace Mann Charter School Spring 2017 MCAS – Used for professional development with faculty for data analysis for improved curriculum, instruction, and assessments**

**[https://docs.google.com/presentation/d/1f7KRFSObArma6xZ-Jq\\_AyiufblgiIbXc66GpaOXn71U/edit#slide=id.p1](https://docs.google.com/presentation/d/1f7KRFSObArma6xZ-Jq_AyiufblgiIbXc66GpaOXn71U/edit#slide=id.p1)**

SHHMCs  
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**SILVER HILL HORACE MANN CHARTER SCHOOL**  
2017-2018

