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| Appendix A Accountability Plan Performance |

The Accountability Plan that was approved by DESE was not broken down by Faithfulness to Charter, Academic Program Success and Organizational Viability.

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|  | **Charter Term Performance****(Met/Not Met)** | **Evidence (provide year to year data, if needed)** |
| **2013-14** | **2014-15** | **2015-16** | **2016-17** |
| **Objective:** Students will acquire a deeper knowledge of the subjects they are studying through a project-based approach. |
| **Measure:** All students will participate in at least one cross-curricular project annually with the number of cross-curricular projects increasing each year until the students participate in a minimum of three cross-curricular projects annually with at least one project integrating technology. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Kindergarten – Where’s My Shoe? Haverhill History Shoes Quilt ProjectGrade 1 – Me on the MapGrade 2 – Haverhill’s Favorite Places: Photograph and Writing Project (Included family involvement)Grade 3- Haverhill Then and Now: History, Geography, famous people, historical landmarks, industry, agricultureGrade 4 – History of Haverhill Research Project: Biography of a Citizen Who Has Impacted our LivesGrade 5 – Watershed Project/Merrimack River**2014-2015 evidence:**Kindergarten – 1) Where’s My Shoe? Haverhill History Shoes Quilt 2) Growing Grass writing and science projectGrade 1 – 1) Animal Research project 2) School Community Class MapGrade 2 – 1) Invent-a-saurus writing and science research piece 2) Five Pocket BiographyGrade 3 – 1) Simples Machines writing with scavenger hunt webquest 2) WampanoagsGrade 4 – 1) Immigration Unit – America’s Salad (DESE MCU)2) Magnetism/ElectricityGrade 5 – 1) Energy and Ecosystems project 2) Math Museum Project**2015-2016 evidence:**K – 1) Petunia Plants (parts and needs) 2) Brochures about visiting Haverhill 3) Community Worker research poster with work in computer lab and presentationGrade 1 – 1) Animal Research project 2) School Community Class Map 3) American symbols research project using the computer labGrade 2 – 1) Invent-a-saurus –present orally using content specific vocabulary 2) Five Pocket Biography with research in computer lab 3) Poetry across the curriculum – writing and illustrating a collection of poemsGrade 3 – 1) Simples Machines writing with scavenger hunt webquest 2) Wampanoags – focus on wetus with writing, building 3) Animal lap book including information researched in computer labGrade 4 – 1) Immigration Unit – America’s Salad (DESE MCU)2) Water Cycle research and writing 3) American Revolution informational book using technology to researchGrade 5 – 1) Energy and Ecosystems project 2) Math Museum Project 3) Maya, Inca and Aztec research project**2016-2017 evidence:**K – 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 labGrade 1 – 1) Animal Research project 2) School Community Class Map 3) American symbols research project using the computer labGrade 2 – 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 whalesGrade 3 – 1) American Revolution webquest 2) Wampanoags – focus on wetus with writing, building and lap book 3) non-fiction chapter book about an animal they researchedGrade 4 – 1) Immigration Unit – America’s Salad (DESE MCU)2) Magnetism and electricity research and writing 3) American Revolution informational book using technology to researchGrade 5 – 1) Energy and Ecosystems project 2) Math Museum Project 3) Maya, Inca and Aztec research project |
| **Measure:** 75% of the students in each grade level completing the cross-curricular projects will demonstrate proficiency on rubrics created by grade level teams and will be assessed as often as a project is completed, up to three times annually. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Kindergarten – 95%Grade 1 – 87%Grade 2 – 90%Grade 3 – 90%Grade 4 – 90%Grade 5 – 85%**2014-2015 evidence:**Kindergarten – 1) 87% 2) 84%Grade 1 – 1) 95% 2) 95%Grade 2 – 1) 96% 2) 96%Grade 3 – 1) 100% 2) 100%Grade 4 – 1) 86% 2) 94%Grade 5 – 1) 87% 2) 87%**2015-2016 evidence:****K** – 1) 93% 2) 84% 3) 83%**Grade 1** – 1) 100% 2) 92% 3) 100%**Grade 2** – 1) 98% 2) 100% 3) 77%**Grade 3** – 1) 100% 2) 100% 3)**Grade 4** – 1) 100% 2) 100%3) 100%**Grade 5** – 1) 84% 2) 86% 3) 86%**2016-2017 evidence:**K – 1) 89% 2) 91% 3) 86%Grade 1 – 1) 100% 2) 100% 3) 100%Grade 2 – 1) 100% 2) 100% 3) 100%Grade 3 – 1) 87% 2) 100% 3) 83%Grade 4 – 1) 100% 2) 80%3) 100%Grade 5 – 1) 93% 2) 86% 3) 77% |
| **Measure:** Students at each grade level will participate in a hands-on science project with 75% of the students scoring in the proficient range or better on rubrics created by grade level teams. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Kindergarten – Tide Pool Project – 85%Grade 1 – Animals Around the World Research Project - 90%Grade 2 – Invent-A-Saurus – 95%Grade 3 – Simple Machines/3D – 90%Grade 4 – Weather Instrument Project – 90%Grade 5 – Ecosystem Project – 86%**2014-2015 evidence:**Kindergarten – Planting Grass with 100% proficientGrade 1 – Animal Project with 95% proficientGrade 2 – Invent-a-saurus – create and present with 96% proficientGrade 3 – Design and build a simple machine with 100% proficientGrade 4 – Electricity Science Fair with 95% proficientGrade 5 – Rock/Mineral Project with 91% proficient**2015-2016 evidence:**Kindergarten – Life Cycle of a Plant with 86% proficientGrade 1 – Hibernation (sequence of) with 97% proficientGrade 2 – Invent-a-saurus writing and science research piece with 98% proficientGrade 3 – Design and build a simple machine with 100% proficientGrade 4 – Electricity Science Fair with 91% proficientGrade 5 – Rock/Mineral Project with 85% proficient**2016-2017 evidence:**Kindergarten – Life Cycle of a Plant with 94% proficientGrade 1 – Simple machines experiments with 100% proficientGrade 2 – Invent-a-saurus writing and science research piece with 100% proficientGrade 3 – Design and build a catapult with 95% proficientGrade 4 – Electricity Science Fair with 95% proficientGrade 5 – Rock/Mineral Project with 92% proficient |
| **Objective:** Students will be responsible members of the community. |
| **Measure:** All students will participate in a project annually to improve the school community, the school neighborhood, the environment or the quality of life for individuals as reported by grade level teams. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**All grade levels K-5 participated in: Annual canned food drive in November-December to assist families during the holidaysEarth Day clean up of the school campusKids for a Cause, our students completed chores at home over a long weekend, and donated all of the “allowance” money earned to assist one of our school families who lost their home and all belongings in a fire. This idea was generated and organized by our Student Council.Grade 2: Comcast’s Cards for the Troops, students created holiday cards for the troops overseasGrades Kindergarten, 1, 5: Pen pals with other Merrimack Valley students**2014-2015 evidence:**Kindergarten – Students wrote pen pal letters to other students in the Merrimack Valley.Grade 1 – Students raised $50 per classroom to sponsor an animal at the Franklin Park Zoo in the Bird’s World Exhibit.Grade 2 – Students participated in collecting books for Jamaica.Grade 3 – Student collected blankets for a local animal shelter, Grade 4 – Students chose an activity to help their community be a better place and then chose a way to display it and present it to their peers. Grade 5 – Students volunteered monthly, assisting elder services with the Brown Bag program.Whole school – Students participated in collecting money for Ryan’s Well, coin drive for a local homeless shelter, collected birthday cards to honor a sick girl’s wish (Addie), school-wide Earth day clean up, and collected supplies for the local MSPCA.**2015-2016 evidence:**Kindergarten – Students donated canned goods for families in need, donating to the Emmaus House.Grade 1 – Students raised money to support animals at the Zoo New England and each class “adopted” an animal.Grade 2 – Students participated in Earth Week activities by planting flowers and picking up litter on the fields used by the community for soccer and baseball.Grade 3 – Students collected blankets, towels, kitty litter, etc. for a local animal shelter.Grade 4 – Students chose an activity to help their community be a better place (such as donating clothing, food, helping the MSPCA) and then chose a way to display it and present it to their peers. Grade 5 – Students organized a book drive and raised money to replace the books in the library of the middle school next door that was flooded.Whole school – Students participated in collecting money for “Heavenly Hats”, coin drive for a local homeless shelter, school-wide Earth day clean up, and collected supplies for the local MSPCA, and students volunteered monthly, assisting elder services with the Brown Bag program.**2016-2017 evidence:**Kindergarten – Students donated planted petunias and practiced recycling their trash and lunch debris.Grade 1 – Students raised money to support animals at the Zoo New England and each class “adopted” an animal.Grade 2 – Students propagated seeds in the greenhouse and then planted the plants outside in the raised garden beds. They also learned about composting through a high school student and used compost bins.Grade 3 – Students collected over 1,000 toiletries items for a local homeless shelter.Grade 4 – Students chose an activity to help their community be a better place (such as donating clothing, food, helping the MSPCA) and then chose a way to display it and present it to their peers. Grade 5 – Students collected blankets for sheltered dogs and coordinated the school-wide can drive.Student Council (4th and 5th grade students) – participated in the Greater Boston Elder Services Brown Bag program, tutored first and second grade students during their lunch, organized a bracelet fundraiser to raise money to help fight the effects of greenhouse gasesWhole school – Students participated in can drive for a local homeless shelter, the Emmaus House. |
| **Measure:** The number of students in grade 3-5 who participate in extra-curricular activities during the school year, such as being a member of the student council, participating in the annual math museum, or submitting an entry to the district write away will increase each year of the charter until there is at least 75% participation from the student body in grade 3-5. | **Met** | **Met** | **Not****Met** | **Met** | **2013-2014 evidence:**Grades 3-5: District Write Away Contest – All students participate – Silver Hill had 3 winnersAppleseed Writing – 50Combined Chorus - 60Grade 4:Peace Poetry Contest – 25 - A Silver Hill student won this contest for his age divisionGrades 4-5:Student Council – 16X-Country – 62Basketball – 76Track and Field- 65Chess Club – 12**2014-2015 evidence:**Extra-curricula activities this year included Write Away contest, submission for the CREST Apple Seed magazine, chorus, cross country, basketball, track and field, chess club, student council, ski club, and peace poetry contest. Overall, in grade 3-5 84% of the students participated in an extra-curricular activity.Grade 3 – 67% of students participatedGrade 4 – 90% of students participatedGrade 5 – 95% of students participated**2015-2016 evidence:**Extra-curricula activities this year included Write Away contest, submission for the CREST Apple Seed magazine, chorus, cross country, track and field, chess club, student council, ski club, and peace poetry contest. Overall, in grade 3-5 74% of the students participated in an extra-curricular activity.Grade 3 – 46% of students participatedGrade 4 – 83% of students participatedGrade 5 – 94% of students participated**2016-2017 evidence:**Extra-curricula activities this year included Write Away contest, submission for the CREST Apple Seed magazine, chorus, cross country, basketball, track and field, chess club, student council, ski club, and peace poetry contest. Overall, in grade 3-5 79% of the students participated in an extra-curricular activity.Grade 3 – 54% of students participatedGrade 4 – 82% of students participated 57 out of 92Grade 5 – 100% of students participated |
| **Objective:** Students will know the geography and history of Haverhill or Massachusetts in the context of the History frameworks at their grade level. |
| **Measure:** All students will participate in a project annually that introduces them to, or expands their knowledge of the history, cultural diversity, ecology, geography, or economy relating to Haverhill or Massachusetts in accordance to their grade level history and geography standards. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Kindergarten – Where’s My Shoe? Quilt ProjectGrade 1 – Me on the MapGrade 2 – Haverhill’s Places Photograph and Writing Project (Included family involvement)Grade 3 – Haverhill Then and Now: History, Geography, famous people, historical landmarks, industry, agricultureGrade 4 – Hall of Fame: Famous Haverhill CitizensGrade 5 - Haverhill Watershed/Merrimack River Project**2014-2015 evidence:**Kindergarten – Family Shoe Project about favorite places in HaverhillGrade 1 – My Neighborhood MapGrade 2 – Researching and exploring favorite places in Haverhill communityGrade 3 – History of Haverhill with scrapbook, Treasures of Haverhill tour, scavenger hunt and gust speaker Mr. ReuschGrade 4 – Hall of Fame: Famous Haverhill Citizens Grade 5 – Watershed Project focusing on the Merrimack River**2015-2016 evidence:**Kindergarten – History of Shoe Factories in HaverhillGrade 1 – Using Google Maps they explored the geography of Haverhill to develop their own mapsGrade 2 – Researching and exploring favorite places in Haverhill communityGrade 3 – History of Haverhill with scrapbook, Treasures of Haverhill tour, scavenger hunt at Buttonwoods Museum and guest speaker Mr. ReuschGrade 4 – Hall of Fame: Famous Haverhill Citizens Grade 5 – Watershed Project focusing on the Merrimack River**2016-2017 evidence:**Kindergarten – History of Shoe Factories in HaverhillGrade 1 – Using Google Maps they explored the geography of Haverhill to develop their own mapsGrade 2 – Researching and exploring landmarks in Haverhill communityGrade 3 – History of Haverhill with projectGrade 4 – Hall of Fame: Famous Haverhill Citizens Grade 5 – Watershed Project focusing on the Merrimack River |
| **Measure:** 75% of the students in each grade will demonstrate proficiency on rubrics created by grade level to go along with the presentation, field trip or project. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Kindergarten – 95% Grade 1 – 87%Grade 2 – 90%Grade 3 –90%Grade 4 – 90%Grade 5 – 83%**2014-2015 evidence:**Kindergarten – 88%Grade 1 – 95%Grade 2 – 96%Grade 3 – 100%Grade 4 – 100%Grade 5 – 85%**2015-2016 evidence:**Kindergarten – 94%Grade 1 – 100%Grade 2 – 96%Grade 3 – 100%Grade 4 – 100%Grade 5 – 86%**2016-2017 evidence:**Kindergarten – 91%Grade 1 – 100%Grade 2 – 100%Grade 3 – 95%Grade 4 – 100%Grade 5 – 84% |
| **Objective:** Faculty will demonstrate continuously improving teaching practices. |
| **Measure:** At least 85% of all teachers will achieve their student learning goals and professional practice goals under the Massachusetts Evaluation System. | **Not Met** | **Not Met** | **Not Met** | **Met****Pro fessional Practice****ELA****Met****Math****Not Met** | **2013-2014 evidence:**Based on the Educator Evaluation Summative and Formative Assessments of all teachers during the 2013-2014 school year:100% of teachers met their Professional Practice SMART Goal 68% of teachers Met the Student Learning SMART Goal (See Appendixes A.1, A.2, A.3, and also see Professional Development for ELA specifically Reader’s Workshop and Guided Reading, page 10 of Annual Report)**2014-2015 evidence:**This objective was inadvertently omitted in the 2014-2015 Annual Report.**2015-2016 evidence:**100% of teachers met their Professional Practice SMART Goal Based on the Educator Evaluation Summative and Formative Assessments and Collection of Evidence of all teachers during the 2015-2016 school year 52% of teachers Met the Student Learning SMART Goal **2016-2017 evidence:**Based on the Educator Evaluation Summative and Formative Assessments of all teachers during the 2016-2017 school year:100% of teachers met their Professional Practice SMART Goal 92% of teachers Met the Student Learning ELA SMART Goal and 56% of teachers Met the Student Learning Math SMART Goal. |
| **Measure:** At least 85% of all teachers who serve on a curriculum committee will indicate through a yearly survey that the work on the curriculum committee helped improve student learning and achievement. | **Met** | **Not Met** | **Met** | **Met** | **2013-2014 evidence:**100% of teachers responded that the restructuring of Cadres to more focused Curriculum Committees improved student learning and achievement. This committee work resulted in Silver Hill meeting its condition for a cohesive educational standards based curriculum, with a standards based report card. After completing the Year Six Targeted Site Visit on February 25, 2014, SHHMCS received a Meets rating for *Academic Program Success: The school delivers a program that provides improved academic outcomes and educational success for all students*. (Appendix A.4, A.5., TELLMass survey resultshttp://www.tellmass.org/results/report/107/58205**2014-2015 evidence:**This objective was inadvertently omitted in the 2014-2015 Annual Report.**2015-2016 evidence:**100% of teachers participate in Curriculum Committees and all school professional development opportunities. This is a critical component of our Shared Leadership model. **2016-2017 evidence:***When asked in a survey:*Teachers have input into curriculum decisions – 85% of instructional staff responded *Strongly Agree* or *Agree*Professional development opportunities helped improve student learning and achievement – 89% of instructional staff responded *Strongly Agree* or *Agree*The following was implemented or continues in 2016-2017 to help improve student learning and achievement:ELA – continuation of Lucy Calkins Writing Units of Study; continuation of Handwriting Without Tears (K-1); continuation of TLC Lively Letters as the core phonemic awareness curriculum in kindergarten and mid point of grade 1, and the intervention program for mid grade 1 and grade 2.Mathematics – ST Math (2-5); continuation of EngageNY.Social Studies/Science – continuation of project based activities, with a culminating Learning Fair open to the community for each grade level. This year was Kindergarten, Shoe Project; Grade 1, Animal Research; Grade 2, Pocket Biographies; Grade 3, Author’s Tea to showcase non-fiction writing; Grade 4, Electricity Fair; Grade 5, Math Museum |
| **Measure:** Teachers will participate in a minimum of fifteen hours of professional development opportunities that directly relate to improving teaching practices. | **Met** | **Not Met** | **Met** | **Met** | **2013-2014 evidence:**Weekly PLC meetings, monthly Curriculum Committee meetings, and monthly all staff meetings were focused on improving instructional practices and curriculum mapping. (See page 10 of Annual Report for school wide Professional Development)**2014-2015 evidence:**This objective was inadvertently omitted in the 2014-2015 Annual Report.**2015-2016 evidence:**All teachers participated inprofessional development opportunities that directly relate to improving teaching practices, including: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 goalsAll grade levels and specialists met in weekly PLCs weekly to focus on Lucy Calkins Units of Study, EngageNY mathematics, SEI strategiesMonthly All Staff MeetingsFour Data Days for all teachersGrade 1-5 implemented Lucy Calkins Units of Study with professional development from Joia Kirby from the Teaching and Learning AllianceAll grade levels implemented Engage NY mathematics with professional development from the math coachKindergarten staff participated in the Focus on K2 initiative through DESE and Boston Public SchoolsContinued implementation of the PBIS Program, with five school wide ROARS AssembliesRETELL SEI endorsement courses fro the remaining staff members who hadn’t been trained yetAll members of the Curriculum, Instruction, and Assessment Team (CIA) attended a variety of DESE conferences to provide networking opportunities and increased awareness of the DESE initiatives and mandates.A variety of conferences/workshops including: Next Generation Science Workshop; Yoga for students with emotional disabilities; Landmark course on teaching students with dyslexia; MCAS ALT Training; numerous graduate level courses**2016-2017 evidence:**All teachers participated inprofessional development opportunities that directly relate to improving teaching practices, including: 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 goalsAll 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 PBISMonthly All Staff MeetingsFour Data Days for all teachersGrade K implemented and 1-5 continued to implement Lucy Calkins Units of Study with professional development from the Teaching and Learning AllianceAll grade levels continued to Engage NY mathematics with professional development from the math coach and 2-5 implemented ST Math with professional development from our ST Math representative and the math coachKindergarten staff continued to participate in the Focus on K2 initiative through DESE and Boston Public SchoolsContinued implementation of the PBIS Program, with five school wide ROARS AssembliesA variety of conferences/workshops including: Yoga 4 Classrooms; Safety Care training; MCAS ALT training; Zones of Regulation; numerous graduate level courses |
| **Objective:** Faculty will participate in shared school leadership. |
| **Measure:** Teachers will participate in monthly curriculum committee meetings, curriculum meetings and weekly grade level meetings with a minimum attendance rate of 85%. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Monthly All Staff Meetings include all instructional personnel100% of faculty belong to weekly grade/team PLC’s, and rotate roles – 100% attendance 100 % of all faculty belong to at least one Curriculum Committee, analyzing data to improve instruction – 96% attendance**2014-2015 evidence:**Every teacher participated in at least 85% of weekly grade level PLC meetings, curriculum meetings and curriculum committee meetings.**2015-2016 evidence:**Every teacher participated in at least 85% of weekly grade level PLC meetings, curriculum meetings and curriculum committee meetings.**2016-2017 evidence:**Every teacher participated in at least 85% of weekly grade level PLC meetings, curriculum meetings and curriculum committee meetings as evidenced by attendance sheets. |
| **Measure:** The school’s weekly schedule will be designed to include common planning time for Professional Learning Committees for minimally 80% of grade level teachers, special education teachers, and enrichment teachers. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**2013-2014 Master ScheduleSpecial educators, ELD, and Title 1 are included at grade level PLCs, Curriculum Committee Meetings, and All Staff meetings. (Appendix A.6. 2013 – 2014 Master Schedule)**2014-2015 evidence:**The school’s weekly schedule is designed to include common planning time so that grade level teachers, special education teachers, intervention and enrichment teachers and specialists can meet during weekly PLCs with administration in attendance.**2015-2016 evidence:**The school’s weekly schedule is designed to include common planning time so that grade level teachers, special education teachers, intervention and enrichment teachers and specialists can meet during weekly PLCs with administration in attendance.**2016-2017 evidence:**The school’s weekly schedule is designed to include common planning time so that grade level teachers, special education teachers, intervention and enrichment teachers and specialists can meet during weekly PLCs with administration in attendance. |
| **Measure:** Each year the number of staff in leadership positions will increase until 80% of the staff serves in a leadership position. Leadership positions include participation on the leadership team, serving as a facilitator for grade level curriculum meetings, serving as a facilitator at curriculum committee meetings or leading a professional development workshop for staff. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**As noted above, 100% of faculty belong to grade/team PLC’s, and rotate roles each week, so every team member holds a leadership role several times throughout the year100% of all faculty belong to at least one Curriculum Committee, analyzing data to improve instruction, and researching current trends in content and pedagogyThe restructured SAW Leadership Team is restructured as the Curriculum, Instruction, and Assessment Team (CIA), and includes a teacher representative from each grade level, a special education teacher, the ELD teacher, the Behavior Support teacher, a specialist (art, music, physical education), an Educational Support Personnel, Title 1 Math and Title 1 ELA, Assistant Principal, and PrincipalOur Reading Specialist and Title 1 ELA Coach conduct professional development regularly as part of the weekly PLC meetings at all grade levels(Appendix A.4, A.5. TELLMass Survey<http://www.tellmass.org/results/report/107/58205>**2014-2015 evidence:**Every teacher has served in a leadership position. 16 out of the 39 teachers have served on the Curriculum, Instruction and Assessment Committee (our leadership team) and/or have facilitated a professional development workshop for staff this year. In addition, every teacher has facilitated a curriculum committee meeting and/or a grade level PLC meeting this year.**2015-2016 evidence:**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.**2016-2017 evidence:**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. |
| **Objective:** There will be a demand for students to attend SHHMCS from parents whose children are eligible to attend other schools in the District. |
| **Measure:** An annual parent survey will demonstrate that at least 80% of SHHMCS parents who respond to the survey think that SHHMCS is educating their children well and communicating adequately with parents. | **Met** | **Met** | **Met** | **Met** | **2013-2014 evidence:**Silver Hill is at maximum capacity.Currently there is a wait list of 47 students: 32 in kindergarten10 in grade 13 in grade 2 2 in grade 30 in grade 40 in grade 5Family Satisfaction Survey results below.Due to office staffing transitions in May, the Family Satisfaction Survey was inadvertently not sent out until the end of the school year. The response rate is significantly lower than in previous years. The survey will be available on our web site until September, and we will submit the final data if requested.**2014-2015 evidence:**A survey with five questions was sent home to families. We received surveys back from 73 families. Between 93% and 96% feel that SHHMCS is educating their children well and communicating adequately with parents. Complete data is included below.**2015-2016 evidence:**A survey with five questions was sent home to families. We received surveys back from 99 families. Between 91% and 95% feel that SHHMCS is educating their children well and communicating adequately with parents. Complete data is included below.**2016-2017 evidence:**A survey with five questions was sent home to families. We received surveys back from 295 families (an increase of 194 responses from 2015-2016). Between 89% and 95% feel that SHHMCS is educating their children well and communicating adequately with parents. Complete data is included below. |

**2013-2014 Parent Survey results:**

|  |  |  |  |
| --- | --- | --- | --- |
| 10 surveys | Satisfied | Somewhat Satisfied | Not satisfied |
| Rate your overall satisfaction with the school. | 90% | 10% | 0% |
| Are you satisfied with the education your student receives? | 80% | 10% | 10% |
| Are you satisfied with your student’s academic progress? | 90% | 10% | 0% |
| Are you satisfied with the communication from your child’s teacher? | 70% | 30% | 0% |
| Are you satisfied with the support your family receives? | 90% | 10% | 0% |
| How satisfied are you with your child’s teacher? | 90% | 10% | 0% |

**2014-2015 Parent Survey results:**

Total number of responses received: 73

1. Rate your overall satisfaction with the school.

70 - 96% Satisfied, 3- 4% Somewhat satisfied, 0 – 0% Not satisfied

2. Are you satisfied with the education your student received?

68 - 93% Satisfied, 4 - 5% Somewhat satisfied, 1 - 1% Not satisfied

3. Are you satisfied with your student’s academic progress?

69 - 95% Satisfied, 3 - 4% Somewhat satisfied, 1 - 1% Not satisfied

4. Are you satisfied with the communication from your child’s teacher?

69 - 95% Satisfied, 3 - 4% Somewhat satisfied, 1 - 1% Not satisfied

5. Are you satisfied with the support your family receives?

69 - 95% Satisfied, 4 - 5% Somewhat satisfied, 0 - 0% Not satisfied

**2015-2016 Parent Survey results:**

|  |  |  |  |
| --- | --- | --- | --- |
| 99 surveys | Satisfied | Somewhat Satisfied | Not satisfied |
| Rate your overall satisfaction with the school. | 90 (91%) | 9 (9%) | 0 |
| Are you satisfied with the education your student receives? | 93 (94%) | 6 (6%) | 0 |
| Are you satisfied with your student’s academic progress? | 90 (91%) | 8 (8%) | 1 (1%) |
| Are you satisfied with the communication from your child’s teacher? | 94 (95%) | 5 (5%) | 0 |
| Are you satisfied with the support your family receives? | 93 (94%) | 5 (5%) | 1 (1%) |

**2016-2017 Parent Survey results:**

|  |  |  |  |
| --- | --- | --- | --- |
| 307 surveys | Satisfied | Somewhat Satisfied | Not satisfied |
| Rate your overall satisfaction with the school. | 293 (95%) | 11 (4%) | 3 (1%) |
| Are you satisfied with the education your student receives? | 290 (94%) | 15 (5%) | 2 (1%) |
| Are you satisfied with your student’s academic progress? | 273 (89%) | 29 (9%) | 5 (2%) |
| Are you satisfied with the communication from your child’s teacher? | 291 (95%) | 12 (4%) | 4 (1%) |
| Are you satisfied with the support your family receives? | 293(95%) | 11 (4%) | 3 (1%) |