

Haverhill High School: School Plan Overview 2016-2017

January 12, 2016

Mission		
<p>The Mission of Haverhill High is to produce self- directed learners who read, write, and speak effectively in standard English and who apply analytical and technological skills to interpret information and problem solve.</p>		
Vision		
<p>Haverhill High School, in cooperation with parents and community members is committed to preparing all students with the skills necessary to become productive and socially responsible citizens in an ever changing world. To this end, students plan their educational experiences with a view toward career choices, set goals and seek the assistance necessary to achieve their goals, and have high expectations for intellectual and personal growth.</p> <p>Recognizing that our students have different backgrounds, interests and abilities, Haverhill High School will provide a wide range of educational programs and extracurricular activities to allow students to challenge themselves. Haverhill High School offers a curriculum dedicated to linking a broad foundation in the liberal arts tradition with a variety of practical choices to prepare students for life and learning after high school.</p> <p>All participants in the Haverhill High School community- students, parents, teachers, administrators, support staff and community members will work together to create and sustain a safe, healthy and supportive learning environment and physical facility. Haverhill High School is a school where mutual respect and caring foster personal and social growth and responsibility.</p>		
Core Values		
<ol style="list-style-type: none"> 1. We believe that all students should read, write and speak effectively in standard English. 2. We believe that all students should apply analytical and technological skills to interpret information and solve problems. 3. We believe that all students should respect themselves, and others and understand their rights and responsibilities, and welcome other students to become part of our learning community. 4. We believe that all students should participate in one or more of the following: government, civic organizations, and/or community service. 5. We believe that all students should contribute to a safe and healthy learning environment by respecting and maintaining the building and grounds. 		
Theory of Action		
<ol style="list-style-type: none"> 1. If we use data to drive our core instructional planning with the focus on rigorous standards and expectations; student engagement; and subject mastery; as well as to inform and provide the necessary in-school supports for all students, then every student at HHS will graduate ready for college and/or career . 		
Strategic Objectives and Initiatives		
<p>1. Utilize common formative and summative assessments to inform core instructional decisions</p>	<p>2. Provide teaching staff with opportunities to improve their instructional strategies</p>	<p>3. Provide students with many opportunities for academic interventions to close achievement gaps in Math and Science</p>
<p><i>a. Implement standards based skill benchmark assessments quarterly. Results will be used to inform instruction and to develop and/or redesign HHS course offerings</i></p>	<p><i>a. Require Coaching for identified math, science and ELA teachers in differentiating instruction with a focus on student-to-student collaboration and less teacher talk time</i></p>	<p><i>a. Re-organize current Special Education Directed Studies into content Academic Coaching- ELA, Math and organization. Reschedule students based on student's identified disability- specific learning Math, ELA, organizational and/or social/emotional into the appropriate academic coaching class.</i></p>
<p><i>b. 2016-2017- Develop and Implement system in Schoolbrains</i></p>	<p><i>b. DSAC Consultants provide bi-weekly workshops for content area staff and admin focused on instructional strategies:</i></p>	<p><i>b. Special education staff will attend meetings in specific content curriculum area based on their assignment to</i></p>

<i>that houses all HHS assessments and is available to all teachers</i>	<i>ie: with a focus on student-to-student collaboration and less teacher talk time</i>	<i>support their knowledge of the content area.</i>
<i>c. Use of common planning time for teachers to analyze benchmark assessment data, engage in lesson study, and focus on real-time assessment and how it translates into classroom practice</i>	<i>c. HHS Admin conduct weekly walk throughs and provide timely, targeted feedback focused on instructional strategies. ie:with a focus on student-to-student collaboration and less teacher talk time</i>	<i>c. Implement Mathscape MCAS Prep online program for all Algebra 1B, Geometry CP classes.</i>
<i>d. Analyze results of MCAS ELA, Math and Science to identify trends in both areas of strength and areas of weakness</i>	<i>d. Conduct peer learning walks with admin, and teachers focusing on instruction, student engagement,with a focus on student-to-student collaboration and less teacher talk time</i>	<i>d. Beginning second semester, provide weekly MCAS prep in all levels of grade 10 math Geometry and Algebra I B classes.</i>
<i>e. 2015-2016- Eliminated 2 year Algebra I program and created 1 year Algebra I double block</i>	<i>e. Develop a bank of “expert teachers” to use as mentors for various teaching strategies and populations. Encourage teachers to reflect on their practice and self assess areas of need and schedule those teachers as well as teachers identified by admin to observe the mentor teachers</i>	<i>e. Implement Science MCAS boot camp 6 weeks before science MCAS in June that will be targeted to the areas of need that have been identified from the analysis of MCAS data and practice assessment performance.</i>
<i>f. 2016-2017- Eliminate Geometry B level</i>	<i>e. Re-allocate existing funds to provide PD focused on instructional strategies on targeted objectives</i>	<i>f. Provide In-school targeted tutoring in math beginning second semester for students identified as At Risk with measurable objectives to be covered.</i>
<i>g. Evaluate the effectiveness of current high school Biology sequences</i>	<i>g. Participate in ToT model for SEI instruction guided by trained ELE Leader teacher team. (3/2016)</i>	<i>g. Implement Back on Track (BOT) Program. The BOT is a remediation program focusing on English Language Arts & Math while re-engaging students to getting them back on track. Entry assessment tools will be utilized to help determine access to appropriate levels of reading and math. The teachers will stay stationary and the students will rotate through an English Language Arts & Math block of learning that includes writing groups, reading groups algebra and geometry groups.</i>
<i>h. Develop a comprehensive newcomer math and literacy Mutually Adaptive Learning Paradigm (MALP) for SLIFE students.</i>	<i>h. Develop a diagnostic math assessment, aligned across courses, to be administered at the start of the school year or at the time of enrollment. Data to be used to confirm appropriate placement and identify students in need of intervention.</i>	<i>h. Provide a Saturday math small group tutoring program for targeted students starting 3/26 and ending 5/14 and track resulting performance on subsequent tests.</i>
	<i>i. Create more opportunities for Grade 9 and 10 science teachers to meaningfully interact with middle school science teachers in order to strengthen dialogue on effective instruction, common practices, and student performance.</i>	<i>i. Design and implement an in-class peer tutoring program in ELA, Math and Science second semester</i>
	<i>j. Provide expertise for SLIFE ELLs from HHS ELE staff that have been trained through the MATSOL SLIFE Institute in</i>	<i>j. Create a supervised room in which peer tutors can work with students who need help with classwork, homework, etc</i>

	<i>thematic mutually adaptive learning paradigm (MALP) scaffolds.</i>	
		<i>k. Provide an after school extra help/tutoring program for all students with targeted outreach for students with disabilities and ELD students.</i>

Outcomes

- 1. Outcome:** Teachers will meet weekly to use relevant data to inform instruction to meet the needs of the grade-level learners in order for students to meet grade-level benchmarks.

Measurement: Formative and summative assessments will demonstrate students progress towards grade level benchmarks as well as students meeting proficient or advanced on MCAS.
- 2. Outcome:** The change in instruction will impact student learning and enable students to develop critical thinking skills needed to become independent learners.

Measurement: Increase in scores on state and local assessments, increase in graduation rate
- 3. Outcome:** Students will receive the necessary instruction and interventions based on demonstrated skills that do not meet grade-level benchmarks.

Measurement: Document students, assessments as well as interventions that have been implemented to demonstrate student growth. Monitor number of students who are recommended to receive additional Tier III instruction or recommended for additional testing.

Strategic Objectives and Initiatives

4. Expand educational options and opportunities for all students to increase the on-time graduation rate and improve college and career readiness.	5. Increase collaboration with families to encourage them to become active participants in their child's education and create and implement strategies for supporting student learning and development both at home and at school	6. Increase average daily attendance by .5% by June 2016 through technology, increased communication and outreach.
<i>a. Increase students knowledge of, and encourage participation in academic and extracurricular opportunities offered at HHS.</i>	<i>a. Provide a weekly principal's update email to parents providing up to date information about current activities and opportunities at HHS. Translated in Spanish and as requested by parents at the time of enrollment.</i>	<i>a. Utilize technology to provide daily phone calls to the homes of absent students.</i>
<i>b. Re-allocate existing funds and look for grants and other funding sources to further develop vocational opportunities at HHS</i>	<i>b. Promote to parents use of the Parent Portal as a valuable tool to assist their child in their learning. Provide non-English speaking parents instructions and demos at the time of scheduling through the Guidance Office.</i>	<i>b. Promote parent and teacher use of the Parent Portal to communicate daily class attendance.</i>
<i>c. Increase college dual-enrollment opportunities for all students.</i>	<i>c. All instructional staff at HHS will use parent portal to house all of their assignments, grades, etc. Attention to translation requests from parents.</i>	<i>c. Focus on early identification of chronically absent students (as defined as missing over 10% of the days) through weekly review of daily attendance reports.</i>
<i>d. Advise students of comprehensive resources with alternative pathways for students to complete a traditional high school education: including Job Core, Youth Build, HiSet, and assist them with options to make informed decisions.</i>	<i>d. Create a common syllabus for all courses that is available to parents to provide parents with relevant information about the classes their student is taking to support their involvement in the education of their child.</i>	<i>d. Utilization of support staff to visit and provide outreach to the homes of chronically absent students to promote improved attendance.</i>

	<i>Translations into Spanish, Arabic, Chinese and Portuguese where applicable and as requested by parents during enrollment.</i>	
<i>e. Establish a Summer IITL Math Camp for incoming Grade 9 students who are identified as at risk in Math with a focus on BEG ELLs and students with disabilities to address pre-algebra skill development, associated academic language and HS study skills to provide continuity from school year into the fall.</i>	<i>e. Provide parents with list of at home supports to assist their student: Websites, after school help, etc. as well as a document that will have list of what certain things mean in the portal: for example, if there is no grade to an assignment something that indicates it was passed in but un-graded, or graded Pass/fail, etc</i>	<i>e. Communicate to parents via mail in their own language when their child is at-risk of administrative failure</i>
<i>f. Create and implement formalized career exploration program for grade 9 students based on results of an inventory survey. Provide students with opportunities to meet with professionals from local organizations and industries to assist in identification of potential academic pathways.</i>	<i>f. All instructional staff will regularly contact parents via email, phone call, scheduled conference or letter, in regards to student performance particularly if a decline is noticed as well as to keep parents informed on student progress as part of the expectations of the evaluation process.</i>	<i>f. Identify barriers to attendance through collaboration with parent, student, teacher, administrator, and student support personnel and provide targeted interventions to improve the students access to the curriculum.</i>
<i>g. Establish College and Career Readiness Center with targeted programming to provide all students the necessary resources to make informed academic, college and career decisions.</i>		
Outcomes		
<p>4. Outcome: With expanded options for students to complete their education, this gives students options which ultimately gives them a sense of control of their learning and their future. Measurement: Increase in attendance rate, an increase in graduation rates, greater participation in post-secondary admissions to higher education, and decrease in dropout rate.</p> <p>5. Outcome: Create a stronger and more engaged school community that welcomes the voice of all members and recognizes the strength in our diversity. Measurement: School community will provide annual feedback to all constituents to identify what is working and what needs improvement.</p> <p>6. Outcome: Greater student access to instruction resulting in higher student engagement and achievement. Measurement: Attendance will improve to 91.1% by June 2016.</p>		