



Haverhill High School
2021-2022
SCHOOL IMPROVEMENT PLAN
TITLE I SCHOOLWIDE PROGRAM PLAN

Victoria Lu

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SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES

HAVERHILL HIGH SCHOOL

School Improvement Council

CHAIRPERSON:

Lu, Victoria *Associate Principal*

TEACHERS:

Aiello, Samantha *Grade 9 ELA I*

Ashworth, Shaun *Grade 10 US History*

Clinton, Melanie *Grade 9 ELA I*

Dix, Joanna *Special Education*

Garcia Santana, Nelly *Grade 9 Algebra I*

Giampa, Patricia *Grade 10 Geometry*

Harrison, Sylvia *Special Education*

Heinrichs, Thessalea *Dean of English*

Hernandez-Bailey, Victoria *Grade 10 ELA II*

Irons, Maureen *Parent Liaison*

Lawrence, Benjamin *Grade 9 Algebra I*

McDonald, Ryan *ELD*

McIntyre, Grace *Dean of Science*

Morris, Thomas *Special Education*

SCHOOL VISION

Haverhill High School is committed to creating a culture of success by providing an equitable and accessible program of studies that prepares and empowers all scholars with meaningful life opportunities during and after high school. As Hillies, we value inclusivity, achievement, and authentic learning that promotes pride in ourselves and in our community.

SCHOOL MISSION STATEMENT

Haverhill High School is dedicated to ensuring that each learner meets or exceeds rigorous academic standards to become a citizen with the skills necessary to solve problems and meet 21st century academic, social, and civic expectations. Creating a culture that celebrates individual success is imperative for engaging all scholars in accessible, equitable, and meaningful learning experiences. Our main goal is to ensure that each scholar develops integrity, motivation, and self-confidence to succeed in the global community.

OVERARCHING OR THEMATIC GOAL

Hillies are **GREAT:**

Global

- Represent a broad and diverse range of cultures, ethnicities, languages, abilities, and beliefs
- Strive for awareness and understanding of the interconnected nature of dynamic events and policies that are impacting people all over the world, including Haverhill.

Responsible

- Develop skills that allow them to take ownership of their own learning and of their futures.
- Act appropriately within the confines of classroom, school, and societal rules and accept the consequences for inappropriate behaviors.
- Treat all members of the school and community, and the school itself, with courtesy and respect.
- Represent themselves and the school to the wider community with pride and dignity.
- Act as role models to others through community outreach and improvement programs; volunteerism; and participation in sports and extracurricular activities.

Engaged

- Explore their interests via participation in over 30 extracurricular clubs.
- Expand their knowledge by taking AP courses and following paths towards their future endeavors.
- Initiate events that connect with the world around them.
- Attend and participate in school wide events.

<p>Accepting</p> <ul style="list-style-type: none"> • Come together from a wide variety of backgrounds to appreciate and better understand each other through in-school events, art shows, musicals, and many extracurricular clubs <p>Tenacious</p> <ul style="list-style-type: none"> • Work to create mindsets and strategies for overcoming obstacles, staying on task, and learning. • Strive to persevere in all of their endeavors, including academic, social, and professional.
THEORY OF ACTION
<p>If Haverhill High School enhances our PLC and creates high functioning staff and scholar team that work together to strengthen instruction and the implementation of a multi-tiered continuum of academic and social/emotional/behavioral supports and enrichments, then Haverhill High School will have instructional systems in place that support and raise scholar achievement.</p>
STRATEGIC OBJECTIVES
<p>HHS Faculty and staff will build and adhere to common structures/routines that are followed in PLCs across the building to build capacity of staff so all scholars will demonstrate 1 - 1/2 years of growth by the end of the year.</p> <p>9th grade SWBAT Pass all Core Classes at a 75% rate by Spring of 2024</p> <p>Decrease the gap between all scholars and scholars with high needs by 7% (a decrease from 15%), as measured by DESE's accountability data, by the end of the 2021-2022 school year.</p>

APPENDIX A: School Improvement Components as Required by the MA Ed Reform Act

Each year, the Principal and School Councils are to submit a School Improvement Plan (SIP) to the School Committee for review (MGL Ch. 69, sect. 11). The Education Reform Act identifies the following information that school councils are to include in the SIP. This SIP includes narrative descriptions of and action plan objectives that refer to these areas.

A. The impact of class size on scholar performance

- The current scholar to teacher ratio is 13.3 / 1, average class size is 17.5 and the ratio of scholars to other supportive adult resources is
- Reducing class size to improve scholar proficiency: In the past few years we have increased our Fundamentals program. Prior to the change scholars were in a sub separate setting instructed by a special education teacher. Currently, many of the Fundamentals level courses are co-taught by a content teacher and a special education teacher (Fundamentals of Biology, Fundamentals of Earth Science, Fundamentals of Algebra I, Fundamentals of Geometry, Fundamentals of Algebra II, Fundamentals of Math 12).

- After the creation of a professional development committee in 2016, administrators and staff collaborated to implement meaningful and teacher driven and led professional development opportunities for staff. These professional development courses ran for several school years. Despite these efforts, once our learning model transitioned to fully remote learning our professional development tapered off. During this time the district was able to secure funding for Youth Mental Health First Aid training at no cost to teachers and staff. The training was offered over several months and over 175 staff members were trained. Moving forward the district will be investing in fourteen staff members to get certified as YMHFA trainers so that more people in the school, district, and community can be trained.
- District-wide, there has also been an effort to support teacher professional development on an independent basis. Recently, the district has started offering tuition reimbursement to staff.
- This year, they are also offering several summer PD courses from K-12.
- The Haverhill Public Schools and HHS have invested in professional development with the Equity Imperative

B. Enhancement of parental involvement

- General outreach occurs on a regular basis by administration, teachers, parent liaisons, guidance, and other professional staff who support Haverhill high school scholars. The family resource center works to reach out to families utilizing home visits to strengthen the home-school relationship.
- McKinney Vento/DCF scholars are supported in collaboration with outside providers.
- Haverhill High School prides itself on having multiple means of communication with parents to keep everyone comfortable connecting with the school. The weekly school newsletter is one way of sending information to families. This is where the principal highlights the school calendar of events and academic updates by graduation year. It also provides information about colleges and careers for families to research. The school's website is another area where families can access information.
- Google Classroom is another avenue that is utilized for parental communication. Aside from the individual teacher Google Classroom, each graduation year has their own class page. Parents are able to check these platforms to gain information throughout the year.
- SchoolBrains is an online platform that tracks information on scholars. Parents can log in and check their child's grade, schedule, assignments and reports. If a parent has a question or concern, they can email the teacher right from the child's page.
- Parent/Teacher conferences happen three times a year. This is a dedicated evening where parents can discuss their child with the teacher.

- C. School safety and discipline A multi-pronged approach to school safety and discipline which seeks to prioritize building scholar relationships and supports. We have increased the number of adjustment counselors to provide therapeutic supports for struggling scholars. Our VIP and peer-to-peer mediation programs are just two examples of scholar-driven support for the promotion of school safety, and discipline as well as scholar growth. Our security department consists of 2 Haverhill Police School Resource Officers and 9 security guards trained in Safety Care.
- D. Establishment of a school environment that is characterized by tolerance and respect for all groups. During the 2020-2021 school year school staff worked with the Student Council lead initiative to increase the diversification of the curriculum content. During the 2021-2022 school year we reinstated the LGBTQ+ Club and launched the BIPOC Student Union.
- E. Extracurricular activities - Haverhill High School offers a wide range of extracurricular activities to meet the interests of all scholars. Haverhill High currently offers 24 JV / Varsity sports including golf, hockey, crew and volleyball. Unified Sports programming includes track and basketball. There are also many fine & performing arts options including school plays, coffee houses, band, chorus and art club. HHS also has community service groups that help the Haverhill community in various ways. HHS also has a robust JROTC program. Scholars are also involved in Foreign Language National Honor Societies and National Honor Society. We also have academic activities including Robotics and Science League. HHS also adds new clubs and activities based on scholar interest.
- F. Meeting the diverse learning needs of all scholars
- Haverhill High school is a community in which there are diverse learning needs within the scholar body. There have been multiple courses developed in order to meet these needs. Inclusive classrooms instructed by co-teachers offer scholars of diverse needs an opportunity to learn in their least restrictive environment. Instructional strategies courses taught by certified special education instructors offer scholar instruction on academic skills and coaching. Fundamentals courses are substantially separate classes that give scholars a grade level course in which they are taught by teachers dually certified in content and special education. The English Language Department classes on reading and writing are given to scholars that are English Language Learners so that they may build up their language skills. Co-teaching models of English Language Learner classes are also offered. Other strategies that have been implemented are the Saturday school and summer school programs which offer scholars an opportunity to work with content area teachers to remediate skills from their classes. All scholars are also offered an opportunity to stay after school twice a week to work with teachers and are offered access to a late bus.
 - The improvement of co-teaching, teacher teaming, and class sizes is needed to reduce the achievement gap between “All Scholars” and “High Needs Students” as evidenced by the 2019/2020 school year in which 33% of all “High Needs” scholars were passing all

grade 9 courses, opposed to 48% of “All Students”. Although the co-teaching model was implemented a number of years ago there are still areas that need improvement. In order for the co-teaching model to be successful, teachers need common planning time and professional development in different co-teaching models and strategies.

- Class sizes have become a barrier in meeting the needs of scholars in both Instructional Strategies and Fundamental courses, which are classified as sub-separate. One of the benefits of a sub-separate class is the size is legally limited to 8 scholars with a special education teacher or 12 scholars with a special education teacher and an additional support person. Lack of staffing and an increased enrollment of special education scholars have consistently contributed to enrollment numbers being too high for the courses.
- Steps to improve courses are needed to better the outcomes of diverse learners. These include teaming both content and support teachers. In teams, content and support teachers will be able to develop trajectories that include specially designed instruction, modifications, and accommodations for the needs of all scholars.
- In order to better meet the needs of our diverse learners the high school should create an after school study hall program (includes Saturday School) that includes a tracking system. This tracking system should include a common weekly scholar tracker for grades, attendance and interventions. This has been incorporated into the SMART Goal for meeting the needs of diverse learners.
- In order to improve co-teaching teachers should be offered professional development geared in improving co-teaching. While creating the high school schedule special education & English language learners should be purposefully scheduled in order to meet the needs of all scholars. Special educators should also be included in common planning times in order to plan trajectories with included modifications/ accommodations across all subjects & grade levels.

G. Any further subjects that the Principal, in consultation with the School Council, shall consider appropriate

H. Professional development for the school’s staff concerning working with culturally and linguistically diverse scholars

- Haverhill High School staff and scholars participated in the Boston College webinar Raising Critical Consciousness. From this training staff and scholars were able to discuss the racial consciousness and evaluate the level of cultural acceptance here on the HHS campus. Moving forward, staff and scholars have proposed several changes to make our school culture more inclusive. HHS staff will continue to attend training sessions that address racial inequities that exist in our institutions and continue to adjust our practice to end this injustice.

I. Time on Learning

- Haverhill High School’s schedule currently has seven forty-eight minute periods per day with five minutes of passing time between each period. Every class meets everyday and the periods do not rotate. Students are also scheduled for a twenty-five minute lunch.
- Haverhill High School is dedicated to maximizing time of learning to support classroom routines, build consistency within students’ day and keep students engaged in classroom activities.

APPENDIX B: COMPONENTS OF A TITLE 1 SCHOOL-WIDE PROGRAM PLAN

In accordance with Section 1114(b)(2) of Title 1, the School-wide Program Plan must address the following **ten components**. The plan should be reviewed and updated regularly to reflect the needs of all children in the school.

1. From January 2018-September 2019, Haverhill High School performed a comprehensive self-study for our decennial NEASC visit. Throughout this process, we elicited feedback from scholars, staff, and parents about the effectiveness of our school to deliver an equitable, comprehensive education for all scholars. While completing this process, the school identified strengths and needs, and worked to address many of the needs prior to the visit. After the NEASC team completed their assessment, they reported the following needs:
 - develop a formal process to assess scholars performance in regards to our 21st century learning expectations
 - define a formal process to assess whole-school and individual scholar progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
 - disaggregate scholar performance data by sub-groups to identify inequities in scholar achievement and adjust instruction
 - increase opportunities and training for all parents to access scholar academic information in a timely manner and in their home language, including updating the website to improve functional access to information
 - assess whether ELL teacher staffing is sufficient for expanded need and expected increases in enrollment
 - develop a written developmental guidance department curriculum that includes annual classroom visits across all grade levels and investigate ways for guidance counselors to develop more 1:1 opportunities with scholars
 - ensure that the school's strategic intervention plan is updated yearly
 - develop a formalized long-term plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technological and capital improvements

By Fall 2021, HHS will administer the DESE Conditions for School Effectiveness self-study survey. The data we gather from the survey will be used to determine HHS’ updated needs. From the survey, the school will develop a plan for implementation. Going forward, HHS will review it’s needs annually to continuously review and address the focal points of the school.

2. School-wide reform strategies that:
 - Provide opportunities for all scholars to meet high standards

- Addressed by SMART Goals #2 and #3
 - Include the Response to Intervention Model with tiers
 - Addressed by SMART Goals #2 and #3
 - Are based on effective means of improving scholar achievement
 - Addressed by SMART Goals #1, 2, 3
 - Use effective instructional strategies that increase the quantity and quality of learning time, help provide an enriched and accelerated curriculum, and meet the needs of historically under-served scholars
 - Addressed by SMART Goals #1, 2, 3
 - Address the needs of all children, but especially the target cohorts of under-performing scholars
 - Addressed by SMART Goals #2 and #3

3. Instruction by highly qualified professional staff

The staff at Haverhill High School comply with the DESE quality standards and meet the criteria for being highly qualified educators. Haverhill strives to recruit and retain the best teachers for our scholars by implementing rigorous hiring procedures to ensure effective educators are added to our team. In order to ensure our staff is always utilizing best practices, professional development is planned to meet the needs of staff and support them in their professional growth (**see page 8 for more information on professional development**).

4. Professional development for teachers, support staff, and paraprofessionals

Professional Development will be offered to teachers, support staff and paraprofessionals that focuses on creating a positive staff culture, creating an inclusive school culture, increasing scholar engagement, and effectively utilizing PLC time. Our strategies for creating an inclusive school culture as well as work scholars and staff are doing through the Raising Critical Consciousness are outlined **on page 11**, under Section I. The professional development that focuses on increasing scholar engagement is part of SMART Goals 2 and 3 to increase scholar achievement in the 9th grade, as well as close the achievement gap for scholars with high needs. To meet the professional practice SMART Goal 1, there is also a plan for professional development addressing changing professional culture and better utilizing PLC time.

5. In an effort to attract Highly Qualified Teachers (HQT), HHS participates in job fairs at local colleges such as Boston College and Boston University. Also, the district has formed a Diversity Committee that looks at the quality and diversity of applicant pools to ensure proper representation that mirrors our scholar body. Once hired, all new teachers are provided with a mentor and participate in an HPS induction and mentoring program for the first two years of their employment, in accordance with the DESE requirements. Teachers in the HPS are offered numerous high quality professional development experiences and in-service credit opportunities. Outreach to prospective employees is conducted through the District HR Department, and is accomplished through on-line advertising and inter-agency networking.

6. Strategies to increase parental involvement in scholar achievement

The following listed strategies will be utilized throughout the school year to increase parental involvement from scholars' families:

- Parent orientations for incoming 9th and 10th grade scholars, as well as new scholars to the district, prior to school opening to discuss the policies, procedures, and available resources to ensure access and success for all scholars and families
- Continued use of Google Meets or Zoom as an option for parent conferences. This increased parental involvement this year.
- Home visits will continue to happen in person at the homes of struggling scholars and their families

- Maintaining the same or increased level of outreach by teachers and administrators by utilizing bilingual parent liaisons
 - Implementing systems to track scholar progress and utilize the freshmen academy, parent liaisons and guidance counselors to communicate this information with families
 - Addressed by SMART Goal 2
 - Reinstating in-person school events that encourage parents to become more involved in their scholars' school life such as Supper Club, Thanksgiving Dinner, and celebratory events
7. Strategies for assisting scholars in the transition to the next level
 To support scholars with transitioning to the next grade level Haverhill High School has created several programs to prevent regression and increase engagement. Programs such as the Bridge to HHS program supports 7th and 8th grade scholars who are preparing to come to HHS. Middle School administrators use attendance and performance data to identify scholars who struggle with transitions and use this program to help prepare them for the academic rigor and expectations of the high school. We also host an orientation for Freshmen families to make them aware of and help connect them with the resources available at the school. For upperclassmen we have a credit recovery program that allows scholars the opportunity to earn summer credits and participate in summer programs at HHS. Students can get ahead in their credits so they have more space in their schedule during the year for advanced course work or remediate classes they struggled with. The high school also offers a new college and career counselor for the 2021-2022 who will support scholars as they explore post secondary positions.
8. Steps to include teachers in decisions regarding the use of assessments
 Within the grade level planning groups, teachers are utilizing common assessment data to monitor the curriculum, adjust instruction, and provide feedback to teachers and scholars. Teachers were also provided iReady diagnostic data to identify scholars for targeted interventions as well as provide information about scholars' skills as they enter HHS. Our school is currently working to improve our systems and incorporate more data collections and analysis into decision making surrounding scholar supports. This has been incorporated into our Common Planning Time SMART Goal outlined in Appendix D.
9. Timely and effective assistance for scholars having difficulty meeting the proficient and advanced levels of academic performance
 In order to provide timely interventions to help scholars who are struggling meet proficient and advanced levels of academic performance we will be utilizing the teaming structure of grades 9 and 10. Collaborating on interdisciplinary teams, teachers will identify struggling scholars and provide targeted interventions, use data to track scholar progress, and provide feedback to scholars and families regarding progress. Implementing a clear and consistent system is part of SMART Goal 2, increasing scholar achievement in the Freshmen Academy. This model will follow scholars to grade 10 for additional support. This is simultaneously addressed in our meeting the needs of diverse learners SMART Goal 3, where staff will participate in training to reinforce our DCAP multi-tiered systems of interventions and Professional Development around increasing scholar engagement (**see page 8 for more information on Professional Development**).
10. Coordinate and integrate federal, state, and local programs and services
 Each of the programs here at the high school--Title I, ESL, Special Education and other grant funded initiatives--have their own directors who work fluidly with one another to meet the diverse needs of our scholars and ensure success for all throughout the school year.

APPENDIX C: Highlights of 2022-23 School Year

While the 2021-2022 school year posed many challenges, Haverhill High School made many progressive strides in the following areas:

Academics: During the 2021-2022 school year, ran 1,266 sections of courses. HHS achieved many goals including inducting and graduating our largest National Honor Society and Early College Program in recent history. Our Early College Program is also the most voluminous in the surrounding area of participating schools, while also significantly increasing diversity. Through diligent work in the 2020-2021 school year, AP testing fees have been waived for all scholars for the upcoming school year. Staff have also begun onboarding the Pre-AP curriculum to best prepare scholars. At our annual Night of Stars scholarship night we awarded more than \$180,000 in scholarships to the largest graduating class in over a decade. The Bridge to HHS program has been expanded to include scholars in seventh grade who are missing skills necessary for success in eighth grade and bridging into their high school career. This program helps to ensure scholars are able to access curriculum at the high school level when they arrive in ninth grade. Staff also intentionally teamed ninth and tenth graders to support weekly and community meetings to discuss successes, challenges, and celebrate scholars.

AP Program: During the beginning of the school year, Mr. Glenn Burns initiated a data dive highlighting different areas of assessment results. Some of the data that was heavily discussed was the AP results from the previous three years. One point highlighted divulged the number of girls versus boys enrolled in the program, as well as the discrepancy between the final grades and AP exam scores. Therefore, Mrs. Lu and Mrs. Garcia-Santana, with the leadership of Mr. Burns, created a year-long action plan to take an indepth look at the program and its components. AP teachers met to discuss curriculum and program logistics, as well as informational parent meetings were held to answer any questions and explain expectations. Teachers and administration held a pep rally prior to the AP Exam weeks to demonstrate faculty support. Faculty will be able to take professional development over the summer cost-free to continue to support the aforementioned. This is the first year of this action plan. Next year, once the teachers return, they will work on a best practices document, as well as the pacing guides based on the instructional planning reports.

Extracurricular Activities: Throughout the 2020-2021 school year, Haverhill High worked hard to continue as many of our traditions, sports, activities, and events as possible. Staff and scholars worked together to put on events such as Turkey Toss, our own production of “Honk!”, Hillie Bowl, senior week, Junior Social, successfully offering every sport with an additional fall II season, coffee houses, Switchboard Senior Art Show, and many other events. These experiences were successfully held in spite of and in accordance with Covid-19 protocols to continue to engage our Hillie Community. We have had many scholar-athletes have incredible seasons and commit to playing sports while furthering their education at two

and four year institutions. The HHS JROTC was named a Naval Honor School, which indicates their success as a top twenty-percent program nationwide. Through these extracurricular activities we have been able to successfully continue cultivating the Haverhill community, and the Hillie Pride that comes with being a member of this establishment.

School Improvement: School improvement initiatives continued despite of--and in some cases, as a result of--COVID-19 challenges. All staff and scholars benefited from using a wide variety of new software and learning platforms to facilitate the hybrid learning model. The remodeling and refinishing of our library is now underway to increase scholar-centered spaces. And of course, this School Improvement Plan was created by a team of educators, administrators and scholar support professionals who volunteered to undertake this work throughout the school year, and will continue to embed training outcomes and professional development, such as the Critical Consciousness training delivered by Boston College.

Community Outreach & Engagement: During this challenging year, faculty and staff at Haverhill High School have prioritized community outreach and engagement through new and inventive ways. This started with the implementation of programs that targeted incoming freshman scholars and focused on providing them with effective and meaningful support.

The first is our Bridge to HHS program, which is a free summer program offered to rising ninth graders to help them adjust to the social and academic expectations of high school as well as aid them in filling in learning gaps. In addition to this all freshmen are assigned an upperclassmen mentor through our new Hillie Connector program. This scholar-created and driven program aims at easing the transition to high school by pairing upperclassmen with freshman to ensure a consistent point of contact for scholars. Mentors meet weekly with their mentees and are available to them through other means to address questions and concerns.

In addition to this, we continued our Thanksgiving dinner and gift card drive that fed over 726 local families, a tradition that we have been growing over the last few years.

Lastly, some local alumni, who are also building staff, have been collaborating on the development of an Alumni magazine that aims to celebrate the achievements of HHS alumni as well as keep them up to date on all Hillie Happenings.

Student Support Services: Many scholar support services have been added or enhanced this school year. Two additional bilingual parent liaisons and two adjustment counselors were hired. Youth mental health and first aid training was made available to all staff. New FAFSA workshops for all seniors were created and well attended. Credit recovery programs and options were created for struggling scholars and summer school & Bridge to HHS program fees were waived. Furthermore, many additional supports have been approved and budgeted for the upcoming school year including additional special education teachers, a new SLIFE position, an additional new ELL educator and an additional administrative associate principal position.

APPENDIX D: SMART Improvement Goals

Professional Development SMART Goal

STRATEGIC OBJECTIVE: Building standards-based curriculum that prioritizes building student academic skills and base of knowledge.

SMART GOAL: Staff will build and adhere to common structures/routines that are followed in PLCs across the building to build capacity of staff by engaging in professional learning and implementation of DataWise. By the end of the year, 80% of students will demonstrate more than 1 year of growth in reading and math, as measured by the iReady diagnostic assessment.

DATA RATIONALE: Pass rate, MCAS, AP date, Graduation/Dropout rate

(A) STRATEGIC ACTION STEPS TWBT...	WHO IS RESPONSIBLE	(M) (T) TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	(R) TARGET BENCHMARKS SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
Use the DataWise process to structure data-driven PLC meetings.	Deans, teachers, administrators	100% of PLCs will use the DataWise process to structure their collaboration, including by identifying problems of practice, setting goals, looking at student work, examining instruction, action planning, adjusting practice, and assessing progress.	TWBAT describe the DataWise process and how it informs their collaboration. TWBAT implement key DataWise structures, routines, and protocols to guide their collaborative practice.	Common agendas and protocols utilized across PLCs. Professional learning for Deans in August 2022 on the DataWise process. Professional learning for staff during the 2022-23 school year on the DataWise process. Meeting minutes will be available with clear action plans and delegated responsibility.
Each PLC will organize for collaborative work by engaging in norm setting and relationship building.	Deans, teachers	100% of PLCs will use their first meeting of the year to develop team norms	TWBT develop and maintain their own norms are part of their professional practice	Stronger team dynamics built with written norms followed for each PLC
Teachers will follow structured protocols for LASW	Deans, teachers	100% of PLCs will look at data from common assessments to adjust their practice and form reteach plans. This includes using data on the performance of sub-groups on common assessments.	SWBAT access reteach plans to ensure students are reaching levels of proficiency and mastery of standards TWBT develop protocols to analyze student work products and use this data to inform classroom instructional practices.	Comparative data driven conversations after reteach lessons Develop re-teach plans from common assessments
Teachers leaders will facilitate PLCs	Teachers	By the end of SY22-23, 100% of PLCs will be developed by teachers and administrators in tandem. Roles for such meetings will be rotated amongst members of the PLC	TWBAT analyze scholar-data, revise curriculum, and create re-teach plans to support scholar mastery of grade-level standards	Trajectories (revised/created), common assessments, analysis of student work and creating reteach plans

Subject matter teachers will develop common language and strategies between subjects	All teachers	100% of Students will develop stronger writing skills and improve their CERs by a minimum of 2 points (out of a 4 pt. rubric)	SWBAT meet, exceed or demonstrate growth towards grade-level content standards TWBT develop and implement a system of common academic language to be used across the curriculum	Common language of specific academic areas, writing across the curriculum, using a “can do” approach and creating school wide consistencies.
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Increasing Student Achievement and Parental/Community Supports

STRATEGIC OBJECTIVE: [9th Grade Success Rate](#)

SMART GOAL: By the end of the 2023-24 school year, 80% of 9th grade students at HHS will pass all core classes.

DATA RATIONALE: 2020-21 data reflects that 50% of 9th grade scholars are failing one or more classes.

(S) (A) STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	(M) (T) TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	(R) TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
SWBT... TWBT...			SWBT... TWBT...	
Create Student Support Suites with a grade 9 headquarters in the S wing suite	Assistant Principal Facilities	Create a grade 9 headquarters full of supports so that professionals and safety can direct students who are escalated or need help finding resources to one area in the school.	SWBT know where grade 9 supports are in the building and easily access them. TWBT know where grade 9 supports are in the building and easily direct students there.	All S wing offices will be cleared out. New grade 9 SACs, School Counselors and Student Support Coordinators will be moved into office by August of 2022
Team Meeting Time: Create a schedule where Freshman teams will meet three times a week. Once with the AP and Counselor (Big block), one as a team of teachers to discuss interventions/data (Little Block), one to make calls and follow-up with family reachout on student progress or use for other flex time teachers need to best service students (Action Block)	Assistant Principal, Freshman Lead Teachers, Freshman Teachers	100% of scholars are tiered, teachers are tracking interventions/data and progress is being communicated out to families .	SWBT use interventions and receive supports necessary for engagement and academic success TWBT have a common meeting time where they will tier students, enact interventions and do outreach to families or other resources on the students’ behalf TWBAT engage in BARR Training for Grade 9 Team during Spring 2022.	Completion of scholar trackers/Data collection Ex. Spreadsheet tbd.
Clear and consistent rules and consequences for all students, but especially freshmen relating to truancy	Assistant Principals	In August 2022 all APs will meet and review the handbook to outline consistent responses to frequent student behaviors with an action plan to be	SWBAT know the response of staff when they break a school rule. Consequences will be the same for all students.	Admin will respond to staff referrals in Deanslist and notify staff of next steps and follow-up with students

		presented to staff on the first day of school	TWBT explicitly teach students what the consequences will look like if they break school rules and model appropriate behavior to students.	Teachers will know that students were held accountable for breaking school rules and what the consequences and follow through looked like for all students that break school rules.
Create an after school study hall program (includes Saturday School) That includes a tracking system	Principal and Assistant Principals Student Support Staff	All students who are labeled level 2 or 3 on the team trackers will attending after school study hall program Student support staff will track attendance and reach out to families for students who need to attend after school study hall	SWBAT attend after school study hall for support in their classes TWBT refer students who need additional supports to the after school study hall, support staff and assistant principal	Study Hall attendance reports shared with all staff Improvement and engagement during school time.
Expanded Freshman orientation(s).	Assistant Principal and Freshmen Academy Team	Create a freshmen orientation that introduces students to the school building, their team of teachers and other supports available through the school.	SWBAT attend breakout sessions with information about programs and resources, tour the school building, meet their teachers and meet coaches, club advisors and other support staff at HHS TWBT meet students and parents, exchange contact information and establish school/team expectations for all incoming ninth graders	Create an opportunity for parents and teachers to engage prior to school year. Scholars receive schedules, meet with their teacher teams and learn about technology, nursing, special education, specialized programs and other clubs and sports available at Haverhill High School.

Meeting the Needs of Diverse Learners SMART Goal

STRATEGIC OBJECTIVE: Close the opportunity and achievement gaps between students in the HHS community.

SMART GOAL: Teachers will implement the following action steps, to decrease the gaps between all scholars and scholars with high needs by 7% (a decrease from 15%), as measured by DESE’s accountability data, by the end of the 2022-2023 school year.

DATA RATIONALE: In the school year of 2020-21, 37% of all High Needs students are passing all grade 9 courses, as opposed to 50% of “All Students”.

(S) (A) STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	(M) (T) TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	(R) TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
SWBT... TWBT...			SWBT... TWBT...	
Trajectory with included modifications/ accommodations across all subjects & grade levels	Deans, Content Teachers and Special Education Teachers	100% of scholars are tiered and receiving supports	SWBT engage in grade level work utilizing appropriate scaffolds and accommodations. TWBT provide students with appropriate scaffolds and supports for students to engage in grade level work	Common Planning time- look at student work Common Planning time is used for all members to discuss EL/Sped Modifications and Accommodations

			Students will be assigned a point person (period A teacher + guidance counselor/adjustment counselor) who will be a key liaison with their family.	
Teachers will use culturally-responsive language and teaching strategies to improve their classroom environments for all learners.	Student Council, Content Teachers and Special Education Teachers	100% of teachers will use culturally responsive language to increase equity and engage all students in learning 100% of teachers within the same grade level will utilize the same academic language across the curriculum	TWBAT engage in professional learning on cultural responsiveness and antiracism through The Equity Imperative training, and through the faculty book study, <u>Culturally Responsive Teaching and the Brain</u> TWBT use cultural and academic language that creates a culture of equity and inclusion. This includes language that is culturally conscious. This also includes consistency around academic language ex. writing across the curriculum	Common language of specific academic areas, writing across the curriculum, using a “can do” approach and creating school wide consistencies.
Instructional Strategies - Curriculum & Trajectory. Co-Planned curriculum for IS.	Head of Special Education at HHS and Special Education Teachers	100% of instructional strategies classes will have a planned trajectory and set curriculum	SWBAT access curriculum that provides targeted supports and emphasis skills to help students reach levels of proficiency and mastery TWBT will collaborate with content teachers to design trajectories and curriculum	Special education teachers will collaborate with their team of content teachers to plan trajectories and curriculum for instructional strategies that supports students’ learning in their general education classes
Purposeful scheduling of SPED & ELL scholars and supports	Assistant Principal, Head of Special Education at HHS and the Head of Guidance at HHS	100% of inclusion teachers will be teamed with grade 9 and 10 content teachers	SWBAT access consistent and targeted supports from content and special education teachers TWBT work as a team to plan interventions, modifications, and track student supports	Special education teachers and content teachers teamed to facilitate planning and help build co teaching partnerships
Increase the number of co-taught classes and provide more support to co-teachers	Head of Special Education, Principal, Special Education Teachers and Content Teachers	Hire another special education teacher to increase the number of co-taught classes at the High School	SWBT have the support of special education in 12 out of 19 freshman CP Math and ELA sections. Content teachers WBT collaborate with special education to provide scaffolds and modifications to assignments to meet the needs of students.	Special education teachers and content teachers working together in common planning and co-teaching to implement better accommodations, modifications and re-teaching plans.

In order to better meet the needs of its diverse learners, a renewed emphasis on the District Curriculum Accommodation Plan (DCAP) should be rolled out to the Haverhill High School community. Newly hired teachers should be trained on the importance of the DCAP and how these tier 1 supports and accommodations may be necessary to use in their instruction and classroom. Returning teachers should receive a trimmed down version

of the DCAP presentation so that they may be reminded of the district’s commitment to Tier 1 support. In order to make the DCAP more accessible to all stakeholders, the plan should be included on the updated HillieNation.org website. In addition, a printed version of the DCAP should be available to any teacher that requests one. If the district sees it as necessary, an updated version of the DCAP should be collaborated on by the district team members during the summer of 2021.

Appendix E Technology

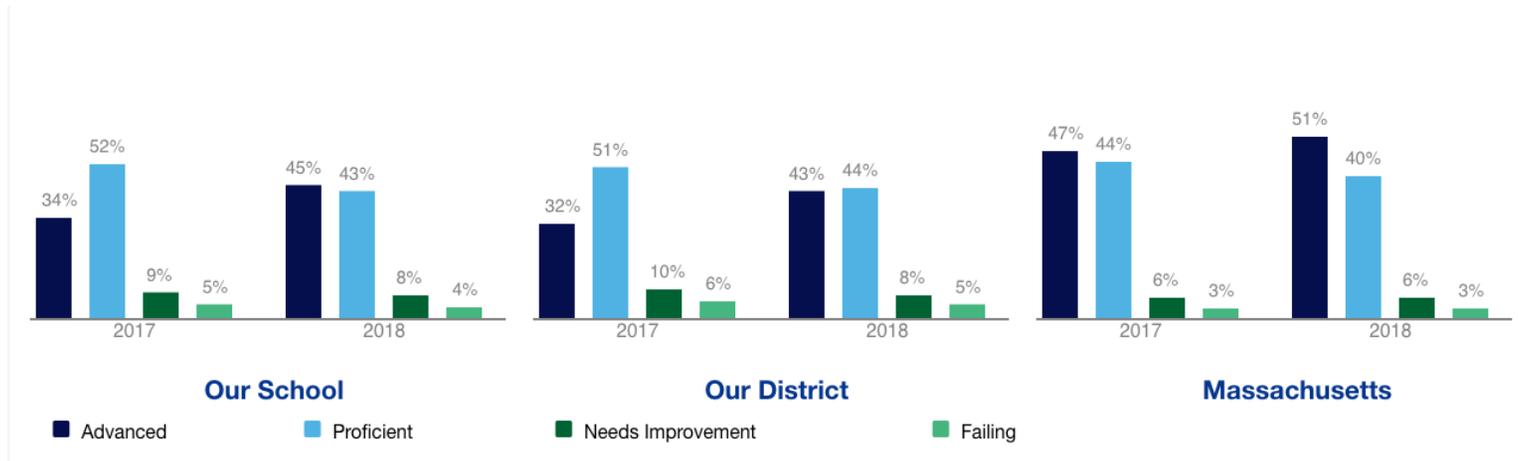
During the 2020-2021 school year, Haverhill High went one to one with chromebooks for each scholar at no cost to scholars and their families. Scholars used these chromebooks to access curriculum both in and out of the classroom depending on which learning model we were delivering instruction in. Scholars and staff both have access to our in-house IT department who run numerous trainings, support help tickets, and constantly work to improve the technological infrastructure for HHS, both software and hardware based. Teachers utilize Google Apps, SchoolBrains, and a slew of other third party platforms and websites to support curriculum, instruction, and ensure scholar success. SchoolBrains also houses our parent information, report cards, and communication logs. Staff communicates most frequently with email--which is transitioning to Google-based, as well as Google Voice and Talking Points for phone communication.

APPENDIX F MCAS Results and School Data

2019 MCAS DATA ELA, MATH and Subgroups

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SG P	Included in Avg.SG P
	School	State	School	State	School	State	School	State	School	State				
GRADE 10 - ENGLISH LANGUAGE ARTS	88	91	45	51	43	40	8	6	4	3	389	97.0	53.8	296
GRADE 10 - MATHEMATICS	74	78	44	51	30	27	17	14	9	8	387	89.7	44.9	299
GRADE 10 - SCIENCE AND TECH/ENG	71	74	28	32	44	43	23	21	6	5	358	89.4	N/A	N/A

NOTE: Grade 10 STE results are reported based on scholars' best performance on any STE test taken in grade 9 or grade 10; only scholars continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

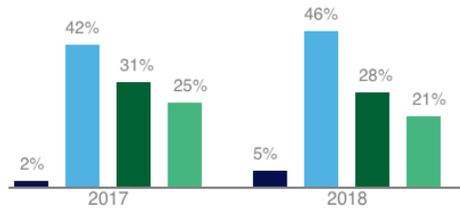


Students with disabilities

ENGLISH LANGUAGE ARTS (GRADE 10)

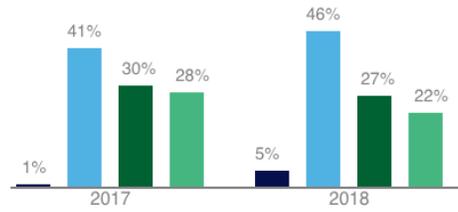
MATHEMATICS (GRADE 10)

SCIENCE



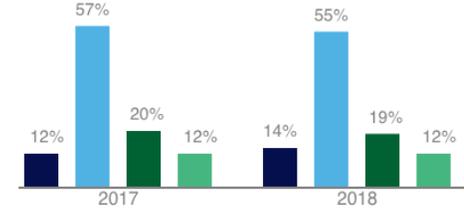
Our School

Advanced Proficient



Our District

Needs Improvement Failing



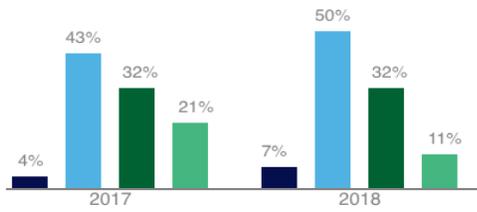
Massachusetts

English Learners

ENGLISH LANGUAGE ARTS (GRADE 10)

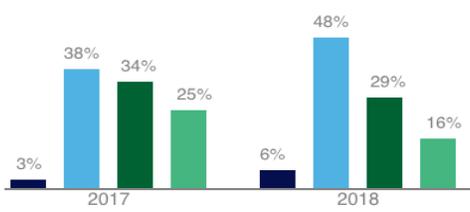
MATHEMATICS (GRADE 10)

SCIENCE



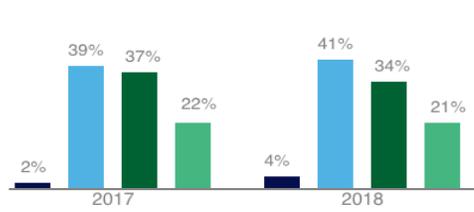
Our School

Advanced Proficient



Our District

Needs Improvement Failing



Massachusetts

Attendance Data 2020-2021 School Year

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	86.5	13.1	31.4	32.0	8.3
Male	84.4	15.1	35.6	36.6	10.0
Female	88.8	10.9	27.0	27.2	6.5
Economically Disadvantaged	80.3	19.1	45.2	45.8	13.5
High Needs	81.2	18.2	43.4	44.0	12.6
LEP English language learner	76.1	23.0	58.7	60.1	17.5
Students with disabilities	82.0	17.5	41.8	42.3	14.0
Hispanic or Latino	81.9	17.6	43.8	44.4	12.3
Multi-race, non-Hispanic or Latino	82.9	15.8	41.7	45.8	4.2
Native Hawaiian or Pacific Islander					
White	89.6	10.2	23.0	23.2	5.9
African American/Black	84.8	14.4	39.4	42.3	8.7
American Indian or Alaskan Native					
Asian	92.2	7.7	14.3	14.3	3.6

Cohort 2020 Graduation Rates

4-Year Graduation Rate (2020)

4-Year Graduation Rate (2020)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	476	82.1	9.7	0.4	0.8	6.9	0.0
Male	235	78.3	13.2	0.4	1.3	6.8	0.0
Female	241	85.9	6.2	0.4	0.4	7.1	0.0
EL	37	83.8	5.4	2.7	0.0	8.1	0.0
Econ. Disadvantaged	255	72.2	16.1	0.8	0.8	10.2	0.0
Foster Care	4	-	-	-	-	-	-
High needs	283	71.7	15.9	0.7	1.1	10.6	0.0
Homeless	21	66.7	19.0	0.0	0.0	14.3	0.0
Students w/ disabilities	100	56.0	27.0	0.0	3.0	14.0	0.0
Afr. Amer./Black	29	75.9	17.2	0.0	0.0	6.9	0.0
Asian	8	100.0	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	158	72.8	18.4	1.3	0.6	7.0	0.0
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-
White	270	88.1	3.7	0.0	1.1	7.0	0.0
Nat. Haw. or Pacif. Isl.	1	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	8	75.0	12.5	0.0	0.0	12.5	0.0

Grade Nine Course Passing (2018-19)



PRINT

Grade Nine Course Subject:

All Subjects ▼

View Report

Student Group	# Grade Nine Students	# Passing All Courses	% Passing All Courses
All Students	501	237	47.3
Male	256	100	39.1
Female	245	137	55.9
Economically Disadvantaged	270	82	30.4
High needs	314	95	30.3
English learner (EL)	47	17	36.2
Students with disabilities	106	31	29.2
African American/Black	29	11	37.9
Asian	6		
Hispanic or Latino	189	61	32.3
Multi-race, non-Hispanic or Latino	5		
White	272	156	57.4

Grade 9 Passing Percentage By Subject

Subject	Percentage
ELA	65.3
Math	65.3
Science	73.5
History and Social Science	67.6
Art	76
Computer and Information Science	71.4
Other	66.1

Student Discipline

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Law Enforcement Referral
All Students	1,933	117	2.6	4.8	0.0	0.0	0.0	0.1	0.1
English Learner	145	10	2.1	6.2	0.0	0.0	0.0	0.7	0.7
Economically disadvantaged	896	76	3.7	6.6	0.0	0.0	0.0	0.1	0.1
Students w/disabilities	381	50	7.3	10.2	0.0	0.0	0.0	0.0	0.0
High needs	1,086	93	3.8	6.8	0.0	0.0	0.0	0.1	0.1
Female	946	35	1.2	2.6	0.0	0.0	0.0	0.0	0.0
Male	986	82	4.0	6.9	0.0	0.0	0.0	0.1	0.1
Amer. Ind. or Alaska Nat.	2								
Asian	34	0							
Afr. Amer./Black	96	3							
Hispanic/Latino	687	63	3.5	7.7	0.0	0.0	0.0	0.1	0.1
Multi-race, Non-Hisp./Lat.	24	1							
Nat. Haw. or Pacif. Isl.	3								
White	1,087	50	2.1	3.5	0.0	0.0	0.0	0.0	0.0

APPENDIX G Capital Improvements

One of the capital improvements we are implementing for the 2021-2022 school year is a renovation of the Library. The Library will receive all new furniture, books, and technology to make this space more student centered. It will include a tutoring center, classrooms for several of our CVTE programs and study spaces for students.

Other improvements to our facilities include new equipment for the fitness center. Over the 2020-2021 school year the HVAC system was updated as well.

