

School Name 2023-2024

Vision & Mission

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 students in accessible, equitable, and meaningful learning experiences. Our main goal is to ensure that each student develops integrity, motivation, and self-confidence to succeed in the global community.

Shared Values

Global
Responsible
Engaged
Accepting
Tenacious

Theory of Action

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If Haverhill High School enhances our [Professional Learning Communities](#) and creates high functioning staff and student teams 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 student achievement.

- [Professional Learning Communities \(PLC\)](#): A group of teachers and support staff that work on the same grade level and/or in the same subject level that work together to plan content and support students.
- [Multi-tiered continuum](#): Different level of supports, based on student needs, and continued throughout the school year.

***School Name* Highlights and Challenges 2023-2024**

Highlights	Challenges
Lower Failure rate	Attendance Rate
Credit recovery program	Failure Rate
Athletic Achievements	Tardiness to class and school

***School Name* Strategic Objectives 2023-2024**

<u>1. Whole Student</u>	<u>2. 9th Grade success rate</u>	<u>3. Research-Based Data-Driven</u>
Build out the Student Support Team (SST) meeting system	Grade 9 in M Wing Support Suite (Each AP Suite AP, SSC, SAC)	Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations
	Team meeting Time: Freshman teams meet as teacher teams and once every two weeks with STT Team (Special Ed, Guidance, SSC, SAC, AP)	Continue to improve achievement for ALL students around race and equity.
	Clear and Consistent Rules and consequences for all students; however also help develop	Staff will continue to build connections to ALL students and develop a mentoring program for “high needs” students to

	self-advocacy and self-management skills	strengthen a positive relationship with the school.
	Tutoring on T/TH in all four core subjects (teachers make referrals and guidance/teachers making contacts with families)	Use data cycles and PLCs to support student and staff learning
	Expand Freshman Orientation to share more information. Move tables throughout the school and provide families with walk-through routes	Provide relevant professional development in and focused on content associated with specific teachers' needs.
		Implement iReady and Data-Based interventions for ELA and Math
		Implement coaching model handbook
		Support district-wide understanding and implementation of the MTSS approach
		ML Teachers use progress targets to set specific language learning goals to inform instruction

Strategic Objective #1 Whole Student

SMARTIE GOAL:

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing/ Complete	Assessment /Goal	Date Completed/ Ongoing
Build out the Student Support Team (SST) meeting system	1. Identify an organization to provide district-wide training	23-24	People Conducting Activities -IST staff -Student Support Coordinators -SACS -Teachers -ETFS	Online Resource - School Brains -Universal templates- HPS - SST Google drive for data collections (including templates, Academic data, demographic data, disciplinary data.) -Data collection system consistent across the district) -SST Training Process as a district		Data collection is measurable and observable - reflecting that students' needs are being met Evidence of consistent protocols and processes Evidence of necessary and timely Special Education referrals through the SST referral process consistent and effective use of resources (both material and personnel, such as interventionists)	Ongoing
	2. Conduct training		Staff ensuring Implementation -Special Ed.			Reduction of SST referrals due to	Ongoing

			Administrators -Principals -Additional Admin team as necessary			increased use of tiered supports in classrooms	
	3. Create building-based teams to support implementation		Administrators Principals Students Outside Consultant(s)			The goal is to enable students and staff to work through conflict in a culturally responsive and respectful manner. This should decrease disciplinary actions and teach students more appropriate outlets to handle conflict	Ongoing
	4. Establish weekly/bi-weekly meeting dates		Administrators Principals Students			Data should show a decrease in suspensions, and disciplinary actions as a whole, while additionally, there should be a reduction in repeat occurrences.	Ongoing
	5. Streamlined the high school referral process		Administrators				Ongoing

Strategic Objective #2-9th Grade Success Rate

SMARTIE GOAL: By the end of the 2023-2024 school year, we will improve the passing rate of our 9th-grade students in the EWICS category by 20% in the core classes.

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing/ Complete	Assessment/Goal	Date Completed/ Ongoing
Grade 9 in M Wing Support Suite (Each AP Suite AP, SSC, SAC)	SWBT students will know where grade 9 supports are in the building and easily access them. TWBT knows where grade 9 supports are in the building and easily directs students there.	2023-2024	Assistant Principal, SSC, SAC	N/A	Complete	N/A	Aug. 2023
Team meeting Time: Freshman teams meet as teacher teams and once every two weeks with STT Team (Special Ed, Guidance, SSC, SAC, AP)	SWBT: Have a common meeting time to collect student tracker Data SWBT: use interventions	2023-2024	Team meeting Time: Freshman teams meet as teacher teams and once every two weeks with the SST Team (Special Ed, Guidance, SSC, SAC, AP) Target	PD on how to Tier Students for Interventions	Ongoing	Follow up with grade 9 Teams to share tiered intervention sheets	Ongoing
Clear and Consistent Rules and consequences for all students; however also help	TWBT: to follow the referral process TWBT: model appropriate behavior	2023-2024	AP, SSC, SAC, Teacher, Guidance)	Handbook Calibrated with APs, SSC, Guidance and SACs on an ongoing basis. Discuss in the first	Ongoing	All referrals will be consistently handled by AP's during the year. Staff can see	Have the handbook done by Aug. 1

develop self-advocacy and self-management skills	when working with students. TWBT: Consequences will be clearly and consistently communicated to students and families.			week of school in each core class.		responses/interventions in School Brains to all referrals	
Tutoring on T/TH in all four core subjects (teachers make referrals and guidance/teachers making contacts with families)	TWBAT: submit referrals for family students SWBAT: stay after school and receive extra help	2023-2024	AP, SSC, SAC, Teacher, Guidance)	Share the tutoring attendance spreadsheet with the faculty.	Ongoing	All students labeled level 2 or 3 are encouraged/recommended to attend tutoring. We will track attendance at tutoring and follow up with students who do not attend.	Ongoing
Expand Freshman Orientation to share more information. Move tables throughout the school and provide families with walk-through routes	TWBAT: Meet with parents in groups SWBAT: tour the building and campus TWBAT: Meet their incoming grade 9 students SWBAT: tour the building and meet the grade 9 team	2024-2025	Principal, APs, Grade 9 teachers	Plan a move-up day on a half day in the spring. Mr. Downs will work with Middle School Principals to plan a move-up day.	Ongoing	Create a better tour system and break out groups to disperse information. Plan expanded orientation utilizing more of the school building Teachers will use Google Classroom or remind to introduce themselves to families	Ongoing

Strategic Objective #3 Research Based Data Driven

SMARTIE GOAL:

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing / Complete	Assessment/Goal	Date Completed/ Ongoing
Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations	<ol style="list-style-type: none"> 1. Reassess and calibrate the observation process/teacher evaluation process to ensure consistency across like teams. 2. School-wide walk-throughs to give feedback on quality of instruction, quality of materials, and student engagement to increase rigor. 	2023-2024	<ul style="list-style-type: none"> • HHS Admin • Curriculum Supervisors 	<ul style="list-style-type: none"> • PD/Admin Training in evaluations and evaluation process • PD/Admin training in walk-through process 	Ongoing	The goal is to create a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations	<p>Most of it is ongoing.</p> <p>PD focus on content-Ongoing, currently planning for next year</p> <p>iReady and Database-ongoing teachers receive PD on using reports</p> <p>Clearly define data on outcomes for interventionists</p> <p>MTSS handbook-Completed - PD Part 2 is ongoing</p>

							ELL teachers using progress targets - ongoing/use the goals and can do monitor progress-ongoing
<p>Continue to improve achievement for ALL students around race and equity.</p> <p>Staff will continue to build connections to ALL students and develop a mentoring program for “high needs” students to strengthen a positive relationship with the school.</p>	<ol style="list-style-type: none"> 1. The principal will meet with deans and district supervisors to dive deeper into the MCAS data to determine patterns and themes on which to focus 2. The principal will share recent assessment data with the families and staff 3. The data team will identify curriculum areas and specific concepts that the school is performing 	2023-2024	Building Administrators, Curriculum Supervisors, SACs, School Counselors, and Teachers	Professional Development: <ul style="list-style-type: none"> • Data • PLC • Subject Specific Curriculum • Mentoring • Communication for family outreach for struggling students 	Ongoing	<ul style="list-style-type: none"> • iReady Diagnostic • MCAS • CommonLit Data <p>Increase attendance rates, decrease school avoidance</p> <p>Survey staff/students to measure the efficacy of our data points</p>	Review and correlate data.

	<p>below system/state level examine school-based assessment and current interventions for students in the high needs category</p> <p>4. Teachers will meet in PLC to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.</p> <p>5. Utilize SST referrals to identify students with social-emotional needs</p> <p>6. Create a schoolwide mentor/model for peer mentoring (e.g. referral process, mentor application process, dates for mentor activities to</p>						
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	occur in and out of school etc.)						
Use data cycles and PLCs to support student and staff learning		2023-2024	Administrators, Curriculum Supervisors, Deans, Teachers, Students			Have teachers and students reflect on data quarterly	Form of written reflection
Provide relevant professional development in and focused on content associated with specific teachers' needs.	<ol style="list-style-type: none"> 1. Survey PD needs 2. Re-survey based on PD results once narrowed 3. Schedule PD based on the majority needs reported 	2023-2024	Administrators, Curriculum Supervisors, Deans	PD Survey	Ongoing	Staff will receive relevant PD that needs their needs	4 out of 7 PD days will be driven by staff PD survey results
Implement iReady and Data-Based interventions for ELA and Math	<ol style="list-style-type: none"> 1. Educators receive professional development on how to utilize iReady reports, make instructional groups, and implement provided intervention resources 2. Interventionists use data to identify students 	2023-2024	Student Success Coordinator, ELA and Math Supervisors, ELA and Math Deans, ELA and Math Invention teachers, Building Administrators	<p>PD on UDL and differentiated assessments</p> <p>Continued support on tiered interventions and training provided by Student Success Coordinator</p>	Ongoing	<p>At least 90% of all students will complete the diagnostic</p> <p>Increase in diagnostic scores and improvement in specific skills targeted by intervention</p> <p>Increase CommonLit scores and improve on specific standards</p> <p>Use of Edulastic in math to identify and improve on specific standards</p>	Ongoing

	<p>requiring intervention</p> <p>3. Administrators monitor and reflect on iReady usage, progress, and impact of interventions</p>						
Implement coaching model handbook	<p>1. Roll out the handbook to administrators and deans</p> <p>2. Roll out the handbook to teachers</p>	2023-2024	Building Administrators, Deans	Coaching handbook (Sarah Ottow)	Ongoing	<p>Promote consistent coaching and support building wide</p> <p>Provide clear guidelines and expectations of coaching, coaching cycles, and teacher support</p>	Ongoing
Support district-wide understanding and implementation of the MTSS approach	<p>1. Create an MTSS easily digestible MTSS handbook that will define the approach, outline processes, and provide examples and best practices. To be made in collaboration with key stakeholders (Sp. Ed, coaches, teachers etc.)</p>	2023-2024	Student Success Coordinator, Deans, Curriculum Supervisors, Special Education Director, and Supervisor team	PD will be needed to train staff on resources and protocols outlined in the final version of the handbook	Ongoing	<p>Evidence of consistent protocols and processes</p> <p>Evidence of necessary and timely Special Ed. referrals through the SST referral process</p> <p>Reduction of SST referrals due to increased use of tiered supports in classrooms evidence of consistent and effective use of resources (both material and personnel, such as interventionists)</p>	Ongoing

ML Teachers use progress targets to set specific language learning goals to inform instruction	<ol style="list-style-type: none"> 1. ML teachers disaggregating ACCESS data 2. ML teachers set progress goals in evaluations 3. ML teachers use goals Can Do Descriptors, and WIDA rubrics to design targeted language instruction 4. ML teachers monitor student progress and update goal status in Elevations 5. ML teachers use monitoring data to adjust language instruction 	2023-2024	ML Staff	Evaluate ACCESS score reports WIDA rubrics Can Do Descriptors	Ongoing	Support and promote language acquisition so MLs make yearly progress according to their trajectories	Ongoing
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Any initiative unique to your school that impacts student outcomes:

Our afternoon credit recovery, which is new, will provide 3 opportunities during the school year for students to earn credits in core classes. The goal is to have fewer retention and summer school students. We also have been running Saturday school for tutoring and credit recovery. Both programs are

also being used for attendance recovery per the new DESE policy.

Time on Learning: Elementary is 900 hours and secondary is 990 hours. Attach a schedule here.

Accountability Summary: MCAS, ACCESS, Disciplinary, Attendance, etc.. Insert below.

<https://reportcards.doe.mass.edu/2023/01280505>

Capital Improvements: Optional

Improve the current HVAC system.

More cameras in some parts of the school or relocate.

School Components required in accordance with Section 1114(b)(2)

- Annual Comprehensive needs assessment to gather feedback and determine areas of improvement based on student performance
- School-wide reform strategies that are inclusive and equitable to all subgroups.
- Instruction by highly qualified professional staff
- Professional Development for teachers, support staff, and paraprofessionals

- Strategies to attract highly qualified teachers
- Strategies to increase parent involvement
- Strategies for assisting students to the next level
- Steps to include teachers in the decision in regards to assessments
- Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of performance (MTSS)
- Coordinate and integrate federal, state, and local programs and services.

***School Name* School Improvement Council 2023-2024**

SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES

CHAIRPERSON:

Michael Downs

SIGNATURE

Michael Downs

Signer ID: F6M7FJ1312...

CO-CHAIR

Victoria Lu

SIGNATURE

Victoria Lu

Signer ID: DCVE6M0H12...

RECORDING SECRETARY:

NAME

TEACHERS:

Bethany Tsioropoulos

SIGNATURE:

Bethany Tsioropoulos

Signer ID: LA6RMNMEG7...

Samantha Aiello

SIGNATURE:

Samantha Aiello

Signer ID: BKE8JQT712...

John Travlos

SIGNATURE:

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Signer ID: G8LLEFNF12...

Thessalea Churinske

SIGNATURE:

Thessalea Churinske

Signer ID: 6NXMYJVQ12...

Anna Sabella

SIGNATURE:

Anna Sabella

Signer ID: RPSKFW312...

Sylvia Harrison

SIGNATURE:

Sylvia Harrison

Signer ID: VTSVACGL12...

PARENTS:

Doug Russell

Helen Zbitnoff

Jacqui McLaughlin

Karen Peugh

Andrea Barman

COMMUNITY REPRESENTATIVE

Phil Bentham, Local Business Owner

SIGNATURE:

Douglas Russell

Signer ID: 2J4KF9GBT6...

SIGNATURE:

Helen Zbitnoff

Signer ID: Y0VO8QCW10...

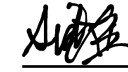
SIGNATURE:

J McLaughlin

Signer ID: 09DDPQPM12...

SIGNATURE:

SIGNATURE:



Signer ID: HZ2KIPZK12...

SIGNATURE: