

**\*Haverhill High School\* 2025-2027**

**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.

## \*Haverhill High School\* Highlights and Challenges 2025-2027

Highlights	Challenges
Lower Failure rate	Attendance Rate
ELL performance on MCAS	Failure Rate
Drop Out Rate improved 4/4	Tardiness to class and school

## \*Haverhill High School\* Strategic Objectives 2024-2025

<u>1. Whole Student</u>	<u>2. 9th Grade success rate</u>	<u>3. Research-Based Data-Driven</u>	<u>4. Readiness for Careers and Citizenship</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, and expectations	Formed a committee and a rough draft of the Vision of the Graduate
In 25-26, we have fully implemented the SST HHS Handbook <a href="#">SST Handbook</a>	Created a cohort for incoming Grade 9 students to improve academics with reading intervention.	Continue to improve achievement for ALL students around race and equity.	The school-wide student learning goal will focus on MCAS-style writing for ELA and STEM.

The Attendance Team monitors daily attendance and meets on a weekly basis.	Clear and Consistent Rules and consequences for all students; however, they also help develop self-advocacy and self-management skills	Use data cycles and PLCs to support student and staff learning	School counselors have received training on implementing MyCAP for all students, piloting with CTE/CVTE this year for full implementation in the future.
		Provide relevant professional development in and focused on content associated with specific teachers' needs	Starting with the fall of 2024, an academic plan to address several areas. <a href="#">Academic Plan 2025-...</a>
		Implement iReady and Data-Based interventions for ELA and Math	
		ML Teachers use progress targets to set specific language learning goals to inform instruction	
		Teachers will meet with all students to discuss previous MCAS scores and set targets for all students	

## Haverhill Public Schools Strategic Priorities for 2025-2027

as developed by the Strategic Planning Subcommittee

for approval by the Haverhill School Committee

Priority 1: Engagement. Maintain a safe, supportive learning community in every school, promoting health and safety, a culture of learning, and respect for leaders and peers. Foster a diverse and inclusive learning community with active engagement and a sense of belonging for everyone. Engage student families and the community in promoting student success.

Priority 2: Literacy. Implement curriculum, teaching methods, and support resources needed to achieve reading proficiency for all students by Grade 3; promote wide participation in self-directed reading in upper grades; provide rigorous instruction in writing and communications; provide for high-level content comprehension in DESE curriculum areas. Evaluate performance and adapt methods as needed.

Priority 3: Academic excellence. Promote a culture of high expectations of academic achievement and growth for all student groups regardless of background or level of achievement; adopt evidence-based curriculum; identify, develop, and support best teaching practices; consistently communicate high expectations; improve attendance and graduation rates to exceed comparable benchmarks.

Priority 4: Readiness for careers and citizenship. Prepare every student for college or career; prepare students for the responsibilities of citizenship and civic life; effectively implement civics and social sciences curriculum; promote awareness of current events; encourage in-school democratic processes and student-led group activities.

Priority 5: Effective financial management. Develop the district budget to support strategic priorities in line with individual school needs and budget targets; monitor spending to meet the budget; ensure timely notification and consideration of budget issues as they arise; adapt the budget to changing circumstances. Continue efforts to supplement state and city funding with grants.

**In this SIP each action item will have strategic priorities in that column, such as 1,2,3 etc.**

## 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.  <b><u>Priorities (1,2,3,4,)</u></b>	Identify an organization to provide to SST teams and new staff.	2024-2026	<b>People Conducting Activities</b>  -SST staff -SACS -Guidance Counselors -Teachers -ETFS -Administration	-Online Resources  - School Brains  - SST Google Drive for data collection (including templates, Academic data, demographic data, disciplinary data, and assessment data from school-wide writing samples)  -Interdisciplinary Team Report data  -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
	Conduct training	2024-2026	<b>Staff ensuring Implementation</b> -Special Ed.	Professional development and time to review data		-Increase effectiveness, efficiency, and	Ongoing

			Administrators -Principals -Additional Admin team as necessary			rate of students reviewed through SST.	
	Establish weekly/bi-weekly meeting dates	2024- 2026	Administrators Principals SST Teams	Tiered support implementation		-Reduce IEP and 504 referrals. -Reduce behavior referrals. -Data should show a decrease in suspensions.	Ongoing
	Streamline the high school referral process	2024- 2026	Administrators			Reduction of SST referrals due to increased use of tiered supports in classrooms	Ongoing

## Strategic Objective #2-9th Grade Success Rate

**SMARTIE GOAL:** By the end of the 2025-2026 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) <b><u>Priorities (1,3,4,)</u></b>	SWBAT students will know where grade 9 supports are in the building and easily access them.  TWBAT knows where grade 9 supports are in the building and easily directs students there.	2024- 2026	Assistant Principal, SSC, SAC	N/A	Complete	N/A	Aug. 2023
Clear and Consistent Rules and consequences for all students; however, they also help develop self-advocacy and self-management skills. <b><u>Priorities (1,2,3,4,)</u></b>	TWBAT: to follow the referral process TWBAT: model appropriate behavior when working with students. TWBAT: Consequences will be clearly and consistently communicated to students and families.	2024- 2026	AP, SSC, SAC, Teacher, Guidance)	Handbook Calibrated with APs, SSC, Guidance, and SACs on an ongoing basis. Discuss in the first week of school in each core class.	Ongoing	All referrals will be consistently handled by APs during the year. Staff can see responses/interven tions in School Brains to all referrals	Have the handbook done by Aug. 1

<p>Expand Freshman Orientation to share more information. Move tables throughout the school and provide families with walk-through routes.</p> <p><b><u>Priorities (1,3,4,)</u></b></p> <p><b><u>Note: let teachers know in June</u></b></p>	<p>TWBAT: Meet with parents in groups SWBAT: tour the building and campus</p> <p>SWBAT: tour the building and meet the grade 9 team</p>	2024-2026	Principal, APs, Grade 9 teachers	Plan routes and train tour guides to be proficient in facilitating a walkthrough experience for families.	Ongoing	<p>break out groups to disperse information.</p> <p>Plan an expanded orientation utilizing more of the school building</p> <p>Teachers will use Google Classroom or Remind to introduce themselves to families</p>	
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### 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 / Comple te	Assessment/Goal	Date Completed/ Ongoing
<p>Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, and expectations.</p> <p><b><u>Priorities</u></b> <b><u>(1,2,3,4,)</u></b></p>	<ol style="list-style-type: none"> <li>1. Reassess and calibrate the observation process/teacher evaluation process to ensure consistency across like teams.</li> <li>2. School-wide walk-throughs to give feedback on the quality of instruction, quality of materials, and student engagement to increase rigor.</li> </ol>	2024-2026	HHS Admin  Curriculum Supervisors	<p>PD/Admin Training in evaluations and the evaluation process</p> <p>PD/Admin training in the walk-through process</p>	Ongoing	The goal is to create a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, and expectations	<p>Most of it is ongoing.</p> <p>PD focus on content-Ongoing, currently planning for next year</p> <p>Clearly define data on outcomes for interventionists</p> <p>ELL teachers using progress targets - ongoing/use the goals and can monitor progress-ongoing</p>

<p>Continue to improve achievement for ALL students around race and equity.</p> <p>Staff will continue to build connections to ALL students</p> <p><b><u>Priorities</u></b> <b><u>(1,2,3,4,)</u></b></p>	<ol style="list-style-type: none"> <li>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</li> <li>2. The principal will share recent assessment data with the families and staff</li> <li>3. The data team will identify curriculum areas and specific concepts that the school is performing below the system/state level and examine school-based assessment and current interventions for students in the</li> </ol>	2024-2026	Building Administrators, Curriculum Supervisors, SACs, School Counselors, and Teachers	<p>Professional Development:</p> <p>Data PLC</p> <p>Subject Specific Curriculum</p> <p>Communication for family outreach for struggling students</p>	Ongoing	<p>MCAS CommonLit Data</p> <p>Increase attendance rates, decrease school avoidance</p>	Review and correlate data.
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	<p>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>Provide relevant professional development in and focused on content associated with specific teachers' needs.</p> <p><b><u>Priorities (2,3,5)</u></b></p>	<p>1. Survey PD needs</p> <p>2. Re-survey based on PD results once narrowed</p> <p>3. Schedule PD based on the majority of needs to be reported</p>	2024-2026	Administrators, Curriculum Supervisors, Deans	PD Survey	Ongoing	PD that is focused and relevant to classroom instruction.	4 out of 7 PD days will be driven by staff PD survey results
Implement Data-Based interventions for ELA and Math.	<p>1. Educators receive professional development on how to utilize</p>	2024-2026	ELA and Math Supervisors, ELA and Math Deans, ELA and Math Invention	<p>PD on UDL and differentiated assessments</p> <p>Continued</p>	Ongoing	<p>At least 90% of all students will complete the diagnostic</p> <p>Increase in diagnostic scores and improvement in specific</p>	Ongoing


<b><u>Priorities (2,3)</u></b>	<p>iReady reports, make instructional groups, and implement the provided intervention resources</p> <p>2. Interventionists use data to identify students requiring intervention</p> <p>3. impact of interventions</p>		teachers, Building Administrators	support on tiered interventions and training provided by the Student Success Coordinator		<p>skills targeted by the 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>	
<p>Support district-wide understanding and implementation of the MTSS approach.</p> <p><b><u>Priorities (1,2,3,4,5)</u></b></p>	1. Create an MTSS easily digestible MTSS handbook that will define the approach, outline processes, and provide examples and best practices. in collaboration with key stakeholders	2024-2026	Student Success Coordinator, Deans, Curriculum Supervisors, Special Education Director, and the 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 is evidence of consistent and effective use of resources.</p>	Ongoing
ML Teachers use progress targets to set specific language learning goals	<p>1. ML teachers disaggregating ACCESS data</p> <p>2. ML teachers set progress goals in evaluations</p>	2024-2026	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

to inform instruction.  <b><u>Priorities</u></b> <b><u>(1,2,3)</u></b>	3. ML teachers use goals, Can Do Descriptors, and WIDA rubrics to design targeted language instruction 4. ML teachers monitor student progress 5. ML teachers use monitoring data to adjust language instruction						
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## Strategic Objective #4 Readiness for Careers and Citizenship

### SMARTIE GOAL:

SCHOOL GOAL ACTION ITEMS	Benchmarks	Time Frame	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Assessment /Goal	Date Completed/ Ongoing
Formed a committee and a rough draft of the Vision of the Graduate	Vision of the Graduate by 2026	2024-2026	Building admin., central admin., and school committee	Surveys	Vision completed	Ongoing
The school-wide student learning goal will focus on MCAS-style writing for ELA and STEM.	Benchmark assessment 5 times a year	2024-2026	All staff and admin.	Calibrated anchor rubrics for all departments	5 writing samples showing growth in all subjects for all students	Ongoing
School counselors have received training on implementing MyCAP for all students, piloting with CTE/CVTE this year for full implementation in the future.	Staff receive training two times a year on implementing MyCap	2024-2026	Administrators Guidance CTE staff	Staff receive training on using the Naviance system to implement MyCAP	Students determine a goal for post-high school and work with a counselor to tailor their HHS experience (coursework, fieldtrips, workplace exposure, college visits, work-based learning opportunities to achieve their goal  -Reduce behavior referrals. -Data should show	Ongoing

					a decrease in suspensions. -Data should show a decrease in dropout rate.	
Starting with the fall of 2024, an academic plan will be developed to address several areas.  Academic Pla...	All these strategies are in place at the start of the 2025-2026 school year	2024-2026	Administrators Teachers	Writing rubric calibration  Reading Plus	Freshment success rate, # of students completing the Hiset, and improved reading levels	Ongoing

**Any initiative unique to your school that impacts student outcomes:**

Our afternoon credit advancement, which has helped over 150 students become grade-level eligible and/or graduate.  
 New freshmen cohort  
 New Hiset on campus program  
 New reading program  
 New ELA curriculum

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

**Daily Schedules**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 am - 8:18 am	A	A	A	B	E
8:23 am - 9:16 am	B	C	D	D	C
9:21 am - 10:14 am	C	D	E	E	B
10:14 am - 12:14 pm	D	E	B	C	A
12:19 pm - 1:09 pm	F	G	F	G	F
1:15 pm - 2:05 pm	G	F	G	F	G
DROP	E	B	C	A	D

**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.

Accomplishments 2024-2025: New engineering room in A13 and new Rec. center, school-wide writing rubric.



### **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-Focus on retention
- ☐ Strategies to increase parent involvement: Increase translation services
- ☐ Strategies for assisting students to the next level: College to Career Curriculum, Vertical alignment
- ☐ Steps to include teachers in the decision regarding
- ☐ assessments-School-wide rubric
- ☐ Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of performance
- ☐ Coordinate and integrate federal, state, and local programs and services.: RISE (School), RISE state level, ACCESS 21, Bridge to HS program, Summer School, ML enrichment.

**\*School Name\* School Improvement Council 2024-2026**

**SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES**

**CHAIRPERSON:**

Michael Downs

SIGNATURE

**CO-CHAIR:**

Victoria Lu

SIGNATURE

**TEACHERS:**

Nicoletta Fillimon

SIGNATURE:

John Travlos

SIGNATURE:

Pam Pietrowski

SIGNATURE:

Meg Arivella

SIGNATURE:

**PARENTS:**

Crystal Pinero

SIGNATURE:

Kristen Snay

SIGNATURE:

Jose Yapul

SIGNATURE:

Kate Gillogy

SIGNATURE:

**COMMUNITY REPRESENTATIVE**

Phil Bentham, Local Business Owner

SIGNATURE: