

Haverhill High School
School-wide Book study

Background: Two teachers and one AP from the High School attended a DSAC training last summer designed to assist a number of school districts to plan and implement book studies. The administrative team at the high school met after the training and decided to implement a school-wide initiative to create awareness of and discuss strategies to assist students in desperate need of our attention.

Year 1 books: *Teaching with Poverty in Mind* and *Engaging with Poverty in Mind* by Eric Jenson

Focus: To read the books and discuss relevant topics and themes in monthly groups. Groups were randomly assigned to allow for new relationships and dynamics to form. Twelve teachers were group leaders who helped facilitate discussion and make connections between the text and our school. Groups met during monthly afterschool faculty meetings.

Impact: As our rates of Economically Disadvantaged students continues to grow, the staff has embraced a culture of meeting the diverse needs of our students. Members of the administrative team attended different groups and reported that conversations were collegial, constructive, and thoughtful.

Culture Change: Over the course of the year, many teachers have lauded these groups as real opportunities to discuss the important issues impacting our school. Some staff members have given anecdotal feedback that throughout the year that they were encouraged that the staff curriculum time was being used advantageously. Last month, as we examined a need to get information to our staff and welcome their feedback, we used these pre-established groups to help facilitate these conversations.

Future Growth: The administrative team along with the teacher facilitators are considering how best to continue this initiative into the next school year. Many voices have expressed a desire to pursue other areas of need in the school, such as pedagogy, co-teaching, or even having teachers submit their own proposals for areas of study.