



Haverhill Public Schools

Dr. Margaret Marotta, Superintendent

Curriculum Highlights

Crowell ● 26 Belmont Avenue ● Haverhill, MA ● 978-374-3473



January 9, 2020

So. African EL Educators Visit with District Staff and

Enjoy Lunch Together at Consentino School



South African TESOL Education Program is two-pronged in terms of developing EFL (English Foreign Language) teacher leadership for educational empowerment (for self and students); (1) Using teacher association as a vehicle for empowerment, advocacy and professional development; and (2) Using Restorative Justice Framework for developing collaborative learning spaces where diverse, high risk students can excel because of culturally sensitive

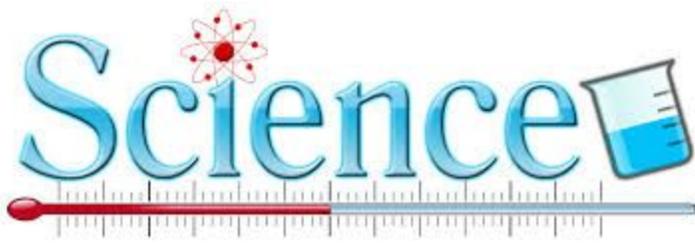
and supported academic, social and behavioral expectations. Through workshops with faculty from UMass Lowell faculty, community partners and local schools, 25 South African ELL educators were provided authentic, personal, and experiential leadership development and immersive cultural activities. Heidi Perez, our Supervisor of English Learners, coordinated a team visit to Consentino Middle School. There were discussion groups, classroom visits, and presentations.



Assessments

The Winter Renaissance STAR 360 assessment is underway. The window is open until February 5. STAR is a computer-adaptive test in the classroom. STAR 360 is a guide for K to 12th grade growth on students' mastery of State Standards. The STAR 360

assessments create a learning path for grade level-level domain mastery down to the sub-skill level. Teachers can see precisely what students have mastered, the goals they need to reach, and the optimal path to proficiency. In less than 20 minutes, one-third the time of similar assessments, teachers gain valid, reliable data to make informed decisions, personalize learning, and lead every student to mastery. Open office hours on February 6 from 2:30-4:30 at Crowell School are available for a refresher on the different types of reports available.



On our January 15th PD Day, fifteen HPS teachers from grades 1-8 utilized the NextGen TIME evaluation process to take a deep dive into our science instructional resources. Teachers critically assessed the alignment of lesson resources to the Massachusetts STE frameworks. NextGen TIME is a visual process where teachers use different colored sticky notes to document the presence areas of specific attention including disciplinary core ideas, science and engineering practices, and phenomena. The Haverhill Public Schools is a part of a nation-wide network of districts that are employing NGT during professional learning to evaluate their science curriculum. By analyzing data and engaging in argument from evidence, teachers were engaging in the same type of learning that they demand of their students!



All Grades K - 8 are working on “Writing about Reading” since school began in August. Students are using a 2-Column Note Graphic Organizer to assist them in citing evidence from text, learning how to take notes and organizing their thoughts into a writing sample. Even our youngest students are using these Graphic Organizers to write down the sounds, letters they are learning with Letterland. The District Writing about Reading Rubric is also being used with all of our students to assess, gauge and improve writing proficiency. An important goal in ELA is to integrate Reading, Writing, Speaking, Listening and Language into all content areas. “Writing about Reading” is helping us to achieve our goal.



Jack Gardner, President of the non-profit Haverhill Public-Private Partnership (HP3) is working with the middle school guidance counselors to host Career Fairs for grade 6 students district wide during the last two weeks in January. The goal of HP3 is to encourage students and parents to begin to think about careers, their future and to recognize opportunities that are available. Each Career Fair includes two sessions:

daytime includes group presentation from recent Haverhill graduates in certain career fields and time for questions and discussion. An evening hour includes dinner, career field presentations, resources available, skill assessment and career planning. Haverhill Public Schools appreciates the support and efforts of Jack and his team of volunteers to give our students and families this opportunity.



A District Professional Development Committee was established in April 2019, with the objective of creating a shared vision for effective and aligned professional development that meets the learning needs of all staff. The PD committee is comprised

of administrators, teachers, educational paraprofessionals and clerical. The revision or "revival" created 15 hour mini-course that staff could choose. There were over 40 courses offered from teachers, administrators and outside providers. The committee was proud to be able to give teachers an opportunity to share an area of expertise with colleagues and to give all staff a choice in their own professional growth: **Voice and Choice.**

On January 15th early release day, all staff participated in session 2 of their course. The level of collaboration, exploration and thoughtful discussion were amazing. The teachers, nurses, paraprofessionals and clerical staff were active participants and their commitment to their own professional growth is commendable.

The PD committee is collecting survey data from all staff to be used for continuous improvement to HPS Professional Development program.

"Alone we can do so little, together we can do so much."



Curriculum Staff

Beth Kitsos, Chief Academic Officer

Dianne Connolly, Director of Multi-Tiered Systems of Support

Cheryl Queenan, Administrative Assistant

Heidi Perez, K-12 Supervisor of English Learners

Kevin Higginbottom, K-12 Supervisor of Science & Technology

Patricia Juranovits, K-12 Supervisor of Mathematics

Helene Levine, K-12 Supervisor of English Language Arts

Diane St. Pierre, ESP Clerical

