

# Haverhill Public Schools 2021-2022

## Vision & Mission

In partnership with our community, the Haverhill Public Schools is committed to excellence in education and will meet and exceed the academic and developmental goals of success for all students. We are dedicated to ensuring each learner meets or exceeds rigorous academic standards to become a citizen with integrity, skills and the resources to succeed in the global community.

### Shared Values

High Expectations  
Equity  
Respect  
Collaboration  
Growth Mindset

### Theory of Action

If we...

- build strong relationships, focused on each child's health, safety, and engagement, while supporting, challenging, and connecting them to the school and broader community, and
- work as a flexible and adaptable learning organization using data to support a continuous improvement process, and
- design joyous, rigorous, meaningful, multicultural learning experiences that include differentiated materials and scaffolded supports with high expectations for all, and
- expand and strengthen and harness the power of meaningful partnerships with families, businesses, higher education institutions, city, and community organizations.

Then we will...

- create a shared vision of success that will spark the desire to learn and achieve; providing ALL HPS students, the academic knowledge and skills they need to achieve their goals and post-secondary success as engaged community members.

## Haverhill Public Schools Strategic Objectives 2021-2022

<b><u>1. Whole Student</u></b>	<b><u>2. Equity/Access/DEI</u></b>	<b><u>3. Research-Based Data-Driven</u></b>	<b><u>4. Community Partnerships</u></b>
Build strong relationships with each student, and provide each student with the academic, social, emotional, and behavioral health supports necessary for success	Provide rigorous, joyful, engaging and culturally relevant experiences for all students and educators	Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations	Expand and strengthen meaningful partnerships with families and the businesses, higher education institutions, city, and community organizations for all students
Build out the Student Support Team (SST) meeting system	Equity Imperative whole district-PD	Design and widely share a core set of instructional expectations and best practices	Expand partnerships with community mental health providers and supports to build safety nets for students and their families
Provide Social and Emotional Learning (SEL) supports at level 1,2,3	Strengthen inclusive and differentiated instructional practices	Use data cycles and PLCs to support student and staff learning and to target interventions	Partner with YMCA, Boys & Girls Clubs, YWCA, and others to offer out-of-school time opportunities that are fun and academically based.
Explore and implement restorative justice practices in our schools	Student led Equity Panels at MS & HS	Provide relevant professional development in...and focused on content associated with specific teachers' needs	Explore and implement new ways to bring families into the educational process – home visits, remote conferences, live-streamed PTO meetings,
Implement the mental health support and referral system	Implement intentional recruitment and retention strategies to hire and retain a diverse workforce	Provide clear parameters, district priorities and the key elements and strategies needed to implement successful and sustainable PLCs districtwide	Collaborate with Haverhill Private Public Partnership to develop a career exploration and career internship program with middle and high school students.
Provide PD needed to create trauma-sensitive classrooms	SEI strategies are implemented in all classroom settings to ensure that English Learners have access to curriculum	Implement i-Ready & Data-Based Interventions for ELA & Math	

Pilot self-advocacy program for students (3 Rs), make determination of program moving forward- provide PD		Implement Coaching Model districtwide	
Define and support implementation of MTSS, with emphasis on strong Tier 1 instruction and behavior expectations, and clear resources and processes for Tier 2 and Tier 3 interventions		Extended Learning Time: Vacation Academies, Summer Academies, Discovery Club/Access 21, Saturday Schools	
		EL teachers use progress targets to set specific language learning goals to inform instruction.	

**Strategic Objective #1 Whole Student**

<b>DISTRICT GOAL ACTION ITEMS</b>	<b>Benchmarks</b>	<b>TIME FRAME</b>	<b>PERSON(S) CONDUCTING ACTIVITY / PERSON ENSURING IMPLEMENTATION</b>	<b>Materials/ Professional Development/ Staffing needed</b>	<b>Ongoing /Complete</b>	<b>Assessment /Goal</b>
Build out the Student Support Team (SST) meeting system	<ol style="list-style-type: none"> <li>1. Define roles and responsibilities</li> <li>2. Create building based teams to support implementation</li> <li>3. Create a referral</li> </ol>	<b>2021- 2023</b>	<b>People Conducting Activities</b>  -IST staff -Student Support Coordinators	Online Resource  - School Brains  -Dean's List  -Universal	Ongoing	Data collection is measurable and observable - reflecting that students' needs being met  Evidence of consistent

	<p>process (<i>see Strategic Objective #3 MTSS handbook</i>)</p> <ol style="list-style-type: none"> <li>4. Establish weekly/bi-weekly meeting dates</li> <li>5. Streamlined process district-wide (referral process, templates, data collection systems, eg. Middle School: uses Dean's List)</li> </ol>		<p>-SACS -Teachers</p> <p><b>Staff ensuring Implementation</b></p> <p>-Special Ed. Administrators -Principals -Additional Admin team as necessary</p>	<p>templates- HPS</p> <p>- SST google drive for data collections (including templates, Academic data, demographic data, disciplinary data,)</p> <p>-Data collection system consistent across the district)</p> <p>-SST Training Process as a district</p>		<p>protocols and processes</p> <p>Evidence of necessary and timely Special Education referrals through SST referral process</p> <p>Reduction of SST referrals due to increased use of tiered supports in classrooms</p> <p>Evidence of consistent and effective use of resources (both material and personnel, such as interventionists)</p>
<p>Explore and implement restorative justice practices in our schools</p>	<ol style="list-style-type: none"> <li>1. Identify an organization to provide district wide training</li> <li>2. Conduct training district wide</li> <li>3. Create building based teams to support implementation</li> <li>4. Establish</li> </ol>	<p><b>2021- 2023</b></p>	<p>Administrators Principals Students Outside Consultant(s)</p>	<p>Online Resource</p> <p>- Resource /trainer to be determined (e.g. Suffolk)</p> <p>- Universal templates- HPS</p> <p>-RJ google drive</p>	<p>Ongoing</p>	<p>The goal is to enable students and staff to work through conflict in a culturally responsive and respectful manner. In turn this should decrease disciplinary actions and teach students more appropriate outlets on how to handle conflict.</p>

	<p>weekly/bi-weekly meeting dates</p> <p>5. Streamlined process district-wide (referral process, templates, data collection systems)</p>			<p>for data collections</p> <p>- Training Process as a district</p>		<p>Data should show a decrease in suspensions, and disciplinary actions as a whole, while additionally, there should be a reduction in repeat occurrences.</p>
<p>Provide Social and Emotional Learning (SEL) supports at Tiers 1,2,3</p> <p>*Implement the mental health support and referral system</p>	<p>1. Adopt an evidence based SEL curriculum (4 Rs, Caring School Community) to foster self-advocacy, relationship development, conflict management, and responsibility</p> <p>2. Conduct training district wide</p> <p>3. Create building based teams to support implementation (e.g. PAL , a Mentor system)</p> <p>4. Establish weekly/bi-weekly meeting dates</p> <p>5. Streamline</p>	<p><b>2021- 2023</b></p>	<p>Director of Guidance, Counseling and Student Support Services</p> <p>Student Support Coordinators</p> <p>Guidance Counselors</p> <p>SACs</p> <p>ISTs</p> <p>Teachers</p>	<p>District Curriculum</p> <p>Professional Development Time</p> <p>Partnerships with outside agencies</p>	<p>Ongoing</p>	<p>The goal for tier 1 is to utilize the DCAP to ensure all staff incorporate best teaching practices on a daily basis to meet the needs of the majority of students.</p> <p>The goal for tier 2 &amp;3 is to educate staff on how to address students facing Social and Emotional barriers in a proactive manner using data to show the steps they have taken using the multiple tiers of support per the DCAP.</p> <p>Data should show a reduction in students going into sub-separate environments and an increase in students in the</p>

	<p>process district-wide (referral process, templates, data collection systems)</p> <p>6. Maintain e-referral system for mental and behavioral health services</p>					<p>inclusion setting. *This may result in an increase or decrease of staffing for the team to ensure the needs of the students are met.</p>
<p>Provide PD needed to create trauma sensitive classrooms /trauma informed practices</p>	<p>1. Establish a team of staff who have completed the Leslie LIFTS coursework</p> <p>2. Coordinate date with the trainers to provide a required districtwide PD</p>	<p><b>2021-2023</b></p>	<p>Director of Guidance, Counseling and Student Support Services</p> <p>Staff who have completed the Leslie LIFT coursework</p>	<p>Safety Care Training; de-escalation techniques</p> <p>Lesley LIFTS Coursework</p> <p>Calming kits for all classrooms</p>	<p>Ongoing</p>	<p>The goal is to have all staff receive PD on the De-Escalation technique portion of Safety Care as well as the Lesley LIFTS training on trauma. All teachers will incorporate trauma informed practices into their daily instruction to create safe and supportive environments for all students.</p> <p>Every classroom will be provided calming kits and staff will be trained to teach students how to access this support. Materials will be replenished as needed on a yearly basis.</p>

**Strategic Objective #2-Equity/Access/DEI**

<b>DISTRICT GOAL ACTION ITEMS</b>	<b>Benchmarks</b>	<b>TIM E FRA ME</b>	<b>PERSON(S) CONDUCTI NG ACTIVITY PERSON ENSURING IMPLEMEN TATION</b>	<b>Materials/Professi onal Development/ Staffing needed</b>	<b>Ongoing /Comple te</b>	<b>Assessment/Goal</b>
Provide rigorous, joyful, engaging and culturally relevant learning experiences for all students and educators	<ol style="list-style-type: none"> <li>1. Provide district-wide PD around culturally responsive teaching practices.</li> <li>2. Conduct building-based team walk -throughs to observe those practices.</li> </ol>	<b>2021-2023</b>	Administrators Principals Curriculum Supervisors Instructional Coaches	District Curriculum Professional Development Time Ensure all teaching Staff are SEI Endorsed and continue providing SEI strategy support Non teaching staff receive PD around SEI strategies	Ongoing	Teachers will receive PD around culturally responsive teaching practices and implement them into their instructional routines and interactions with staff and students

Equity Imperative whole district-PD	<ol style="list-style-type: none"> <li>1. Identify outside partners/resources for Equity PD opportunities.</li> <li>2. Provide district-wide PD for all staff.</li> <li>3. Administrators/Principals/ Curriculum Supervisors provide ongoing building-based initiative support for staff</li> </ol>	<b>2021-2023</b>	Administrators Principals Curriculum Supervisors	District Curriculum Professional Development Time and Outside Partners/Resources	Ongoing	All staff are trained and supported in the initiative and it is reflected in their daily work.
Strengthen inclusive and differentiated instructional practices	<ol style="list-style-type: none"> <li>1. Provide district-wide and building-based SEI strategy support for all teachers.</li> <li>2. Adopt district-wide SEI strategies, to ensure differentiated instruction.</li> <li>3. Provide district-wide training on DCAP</li> <li>4. Provide training on Universal Design for Learning (UDL) and/ or Direct Instruction</li> </ol>	<b>2021-2023</b>	Administrators Principals Curriculum Supervisors Instructional Coaches	District Curriculum Professional Development Time	Ongoing	SEI strategies are implemented in all classroom settings to ensure that English Learners have access to curriculum  Incorporate principles of UDL
Student led Equity Panels at MS & HS	<ol style="list-style-type: none"> <li>1. Establish group of teacher mentors to create the panels</li> <li>2. Recruit students for panels</li> <li>3. Mentors organize and supervise panels</li> </ol>	<b>2021-2023</b>	Adult Mentors MS & HS Students	Teacher Mentors MS and HS student panel members	ongoing	Students are given a voice and contribute to the positive shifts in school culture and instruction.
Implement intentional	<ol style="list-style-type: none"> <li>1. Establish a Diverse Workforce Committee</li> </ol>	<b>2021-2024</b>	Administrators	Outside recruitment organizations	ongoing	Increase diversity in the HPS staff by



<p>recruitment and retention strategies to hire and retain a diverse workforce</p>	<p>2. The Committee should identify periodicals/ recruitment websites/ and organizations that serve and promote diversity and engage with them to recruit new staff.</p> <p>3. Provide extra mentoring for newly hired staff to increase retention rate.</p> <p>4.Reassess the interview questions for the sought out position</p> <p>5. Create an onboarding process for staff that allots at least two sets of training - e.g Time to complete required modules for their position, shadowing, case development etc.)</p>		<p>Principals EL Director</p>	<p>District Mentors</p> <p>Create partnerships and/or internship pipeline with diverse colleges/universities (eg. Salem State, UMass Lowell, UMass Boston)</p>		<p>5-10%</p> <p>Increase retention rates of new staff by 10-15%</p>
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**Strategic Objective #3 Research Based Data Driven**

<b>DISTRICT GOAL ACTION ITEMS</b>	<b>Benchmarks</b>	<b>TIME FRAME</b>	<b>PERSON(S) CONDUCTING ACTIVITY PERSON ENSURING IMPLEMENTATION</b>	<b>Materials/ Professional Development/ Staffing needed</b>	<b>Ongoing /Complete</b>	<b>Benchmarks/Assessment/Goal</b>
<p>Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations</p>	<ol style="list-style-type: none"> <li>1. Define roles and responsibilities among the district wide admin team</li> <li>2. Reassess and calibrate the observation process/teacher evaluation process to ensure consistency across like teams</li> </ol>	<p><b>2021-2023</b></p>	<p>District Leadership Special Education Administration Principals Assistant Principals Curriculum Supervisors</p>	<p>Survey for Admin PD needs  <b>Admin PD</b>  -The evaluation process  -Budget Planning  -Coaching and Data Cycles</p>	<p>Ongoing</p>	<p>The goal is to create a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations</p>
<p>Improve Achievement for All Students around race and equity. Staff will develop a</p>	<p>1.Principal will meet with district wide data specialists to dive deeper into the MCAS data to determine patterns and themes on which to focus.</p>	<p><b>2021-2023</b></p>	<p>Administrators Curriculum supervisors Building Administration SACS ISTS</p>	<p>Professional Development: *Data *PLC *Subject specific curriculum</p>	<p>Ongoing</p>	<p>Increase of % in Iready Diagnostic Testing and MCAS  Increased attendance rates, decreased school</p>

<p>mentoring program for “high needs” students to strengthen a positive relationship with school.</p>	<p>2.Principal will share recent assessment data with the families and staff.</p> <p>3.Data team will identify curriculum areas and specific concepts that the school is performing below system/state level and examine school-based assessments and current interventions for students in the high needs category.</p> <p>4. Teachers will meet in PLCs to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.</p> <p>5. Utilize SST and PAL team referrals to identify students with social emotional needs</p> <p>6.Create a district wide mentor model for peer mentoring (e.g.</p>			<p>*Mentoring</p> <ul style="list-style-type: none"> <li>-Materials needed for planned mentor activities throughout the year</li> <li>-Surveys to connect mentors with mentees</li> <li>-Surveys/Feedback forms for mentees to complete</li> </ul>		<p>avoidance</p>
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	Referral process, Mentor application process, dates for mentor activities to occur in and out of school, etc.)					
Use data cycles and PLCs to support student and staff learning		<b>2021-2023</b>	Administrators Curriculum Supervisors Instructional Coaches			
Provide relevant professional development in...and focused on content associated with specific teachers' needs	<ol style="list-style-type: none"> <li>1. Survey PD needs</li> <li>2. Re-survey based on PD results once narrowed</li> <li>3. Schedule PD based on majority needs reported</li> </ol>	<b>2021-2022</b>	Administrators Curriculum Supervisors Instructional Coaches	PD Surveys	Ongoing	Staff will receive relevant professional development that meets their needs
Implement i-Ready & Data-Based Interventions for ELA & Math	<ol style="list-style-type: none"> <li>1. Educators receive professional development on how to utilize i-Ready reports, make instructional</li> </ol>	<b>2021-(not sure of end of iready contract. 2026?)</b>	Student Success Coordinator  ELA and Math Supervisors  ELA and Math Instructional	Ongoing use of i-Ready platform and i-Ready provided professional development	PD: 10/27/2021  11/2/2021	At least 90% of all students complete the diagnostics  Increase in diagnostic scores and improvement in specific skills targeted by intervention

	<p>groups, and implement provided intervention resources</p> <ol style="list-style-type: none"> <li>2. Interventionists use data to identify students requiring intervention</li> <li>3. Administrators monitor and reflect on i-Ready usage, progress, and impact of interventions</li> </ol>		<p>Coaches Building Administration</p>	<p>Continued support and additional training provided by Student Success Coordinator</p>	<p>3/17/2022  And ongoing</p>	
<p>Implement Coaching Model Handbook districtwide</p>	<ol style="list-style-type: none"> <li>1. Complete and approve draft of handbook</li> <li>2. Roll out to building administrators.</li> <li>3. Roll out of teachers</li> </ol>	<p><b>2021-2022</b></p>	<p>Instructional Coaches Building Administrators</p>	<p>Coaching Handbook Sarah Ottow</p>	<p>ongoing</p>	<p>Promote consistent coaching and support district-wide</p> <p>Provide clear guidelines and expectations of coaching, coaching cycles and teacher support.</p>
<p>Support district wide understanding and implementation</p>	<ol style="list-style-type: none"> <li>1. Create an MTSS handbook which will define approach, outline processes, and provide examples</li> </ol>	<p><b>2021-2023</b></p>	<p>Student Success Coordinator  Instructional Coaches</p>	<p>Professional development will be needed to train staff on resources and protocols</p>	<p>Ongoing</p>	<p>Evidence of consistent protocols and processes</p> <p>Evidence of necessary and timely SpEd referrals through SST</p>

<p>of our MTSS approach</p>	<p>and best practices. To be made in collaboration with key stakeholders (SpEd, coaches, etc.) 2. Provide professional development and training on MTSS approach, available resources, and protocols outlined in the handbook</p>		<p>Curriculum Supervisors  Special Education Director and supervisor team</p>	<p>outlined in the final version of the handbook</p>		<p>referral process  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>
<p>EL teachers use progress targets to set specific language learning goals to inform instruction.</p>	<ol style="list-style-type: none"> <li>1. EL teachers disaggregate ACCESS data</li> <li>2. EL teachers set progress goals in ELlevations</li> <li>3. EL teachers use goals, Can Do Descriptors, and WIDA rubrics to design targeted language instruction.</li> <li>4. EL teachers monitor student progress and update goal status in ELlevations</li> </ol>	<p><b>2021-2023</b></p>	<p>EL Staff</p>	<p>Ellevations ACCESS Score Reports WIDA Rubrics Can Do Descriptors</p>	<p>ongoing yearly</p>	<p>Support and promote language acquisition so ELs make yearly progress according to their trajectories.</p>

	5. EL teachers use monitoring data to adjust language instruction.					
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**Strategic Objective #4- Community Partnerships**

<b>DISTRICT GOAL ACTION ITEMS</b>	<b>Benchmarks</b>	<b>TIM E FR AM E</b>	<b>PERSON(S) CONDUCTIN G ACTIVITY PERSON ENSURING IMPLEMEN TATION</b>	<b>Materials/Professio nal Development/ Staffing needed</b>	<b>Ongoin g /Compl ete</b>	<b>Assessment/Goal</b>
Partner with YMCA, Boys & Girls Clubs, YWCA, Youth	Communicate with families and schools with	2021 - 2023	Registration School based	post on school websites.		enrollment parent survey

EmpowerHouse and others to offer out of school time opportunities that are fun and academically based.	opportunities for before and after school care.		Administration and Staff	Include in Registration packet		
Extended Learning Time: Vacation Academies, Summer Academies, Discovery Club/Access 21, Saturday Schools	Provide full day academics/recreation for students during February and April vacations  Provide Discovery Club  Provide Saturday School for credit recovery and advancement	<b>2022-2023</b>	Community Outreach  Community Partner Childcare Directors  Director of Out of Schools  High School administration	Flyers/school based website  Community Partner communications  Include in Registration packet		enrollment  parent surveys  program evaluations  credit data via SchoolBrains
Explore and implement new ways to bring families into the educational process – home visits, remote conferences, live streamed PTO meetings,	Create a variety of Engagement opportunities for families:  ie: Parent training, Multiple modes of communication, Volunteer opportunities, Learning at Home, Decision making opportunities, and Community Collaboration	<b>2021-2023</b>	Community outreach  School based administration and staff  Parent Liaisons	Parent training through Make it Haverhill		parent and school surveys.



<p>Collaborate with Haverhill Private Public Partnership to develop a career exploration and career internship program with middle and high school students.</p>	<p>Identify 6th and 11th grade students and provide a Mentor to them.</p> <p>Mentors meet weekly to discuss career exploration and potential internships.</p>	<p><b>2021 -202 3</b></p>	<p>Community Outreach</p> <p>Jack Garnder/HP3</p> <p>Adjustment Counselors</p> <p>Holy Family Hospital</p> <p>Local business</p>	<p>Mentor training</p> <p>PD for Adjustment counselors</p>		<p>end of year survey/feedback</p>
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