

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Two-Year Progress Report for  
Haverhill High School**

Haverhill, MA

Haverhill Two-Year Progress Report, September 2021

February 01, 2023

# Progress Report Requests

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## General Recommendations

### Standard 1 Recommendations

#### Request

**Involve a greater representation of students and parents from all aspects of the school and community in the creation of core values and beliefs**

#### Response Status: No Action

Since the NEASC visit, there has been no discussion on creating/revising our core values and beliefs. However, the student council meets regularly to discuss and present current student concerns and issues.

#### Request

**Implement the school-wide rubrics to measure the achievement of the 21st century learning expectations**

#### Response Status: Planned for the Future

In 2018, Haverhill High School developed 21st Century Learning Expectations and school-wide rubrics to measure student achievement in regard to these expectations. At the time of our decennial visit in 2019, we had yet to fully implement the rubrics, but had plans to have teachers assess students at the end of each semester in terms of their progress towards the expectations. Over the last 2 years, the plans for this were set aside due to the pandemic and changeover in administration. This year, we have developed a plan to revisit these expectations, train teachers in how to use the rubrics, and assess students on some of these expectations.

#### Request

**Undertake a formal school-wide process to review, revise, and communicate the core values and beliefs on a regular basis to all stakeholders**

#### Response Status: No Action

Since the NEASC visit, there has been no discussion about communicating our core values and beliefs with all stakeholders. We have discussed communicating the 21st CLEs.

## **Request**

**Provide professional development to inform and train the faculty in the utilization of the school-wide rubrics to measure core values and beliefs**

### **Response Status: In Progress**

During the 2022-2023 school year training was provided to the HHS staff during Curriculum Meeting time. It was also reviewed in PLCs for groups who were out of the building during that meeting time. The training includes an overview of the NEASC accreditation process for staff who are new to the district. Time was allocated for staff to complete a Google Form where they reflected on their integration of the 21st Century Learning Expectations. At the end of semester one, teachers will assess all students on the social standard of 21st Century Learning Expectations. At the end of the year, they will assess students on a second standard, academic #1. This process will continue to be implemented during the 2023-2024 school year.

The assessment of the 21st century learning expectations will be entered on SchoolBrains. We will also work on communicating information about the 21st century learning expectations and assessment to families prior to them receiving the assessments. Support will be provided for teachers as this process continues. Data will be collected and school-wide trends will be reviewed.

## **Request**

**Conscientiously implement core values, beliefs, and 21st century learning expectations throughout the school including faculty, students and parents to allow opportunities for review and revision**

### **Response Status: Planned for the Future**

Due to several changes in staffing and administration, there hasn't been a continuous push to focus our school on the core values, beliefs, and 21st Century Learning Expectations. However, as we started the process of writing this progress report, these items have become higher on our list of things to do. As we begin to get school back on track post-pandemic, we are working to streamline our efforts and systematically implement the core values, beliefs and 21st CLEs.

## **Standard 2 Recommendations**

### **Request**

**Establish alignment between taught and written curriculum**

### **Response Status: In Progress**

Haverhill High School has been working with Confianza for professional development for district and school level coaches, deans, and supervisors. Coaches, deans, and supervisors meet with Confianza monthly to work collaboratively on the Modules for Equity, Language and Literacy.

In addition, HHS staff and Confianza leaders have started walk throughs to collect data on trends in the classrooms. The focus has been on student discourse. During the debriefs and subsequent meetings we have discussed opportunities to shift to more student talk and tools to implement this change.

Through our work with Confianza, Haverhill High School has been able to examine our alignment with the curriculum and how it is being taught. We are able to explore how the curriculum is being utilized in the classroom.

### **Request**

**Secure sufficient time and personnel for professional staff to effectively collaborate, evaluate, revise, and align curriculum**

### **Response Status: In Progress**

The schedule of Haverhill High School is designed where teachers meet in content specific PLCs twice weekly. During PLC meetings teachers work collaboratively to create and revise curriculum, examine student work, and/or discuss departmental concerns. There have been some limitations to the PLCs based on coverage needs and scheduling.

Additionally, we have monthly curriculum meetings where creation, evaluation, and revision of curriculum is a focal point. Time for this work is often allocated during early release professional development days.

Departments are also starting to make plans to collaborate with middle school teachers to align curriculum in grades 7-12. This was work that was started in some departments prior to the pandemic.

### **Request**

**Establish a common format for all written curriculum to include essential questions, concepts, content, skills, the school's 21st century learning expectations, instructional strategies, and assessment practices and complete written curriculum documents in this format for all courses throughout the school**

### **Response Status: Planned for the Future**

Prior to the visit, Haverhill High School departments created trajectories for common courses. This work started with the core classes and has expanded to include many elective courses. The trajectory format varies by department, but includes many similar components such as: concepts, content objectives, language objectives, formative and summative assessments, and skills / practices.

In the future, we will look at aligning the trajectories using a common format to include all of the above mentioned components.

### Standard 3 Recommendations

#### **Request**

**Ensure all teachers adjust their instructional practices through strategic differentiation, purposeful grouping, and tiered lessons to meet the diverse needs of the student population**

#### **Response Status: In Progress**

During the 2022-2023 school year, the HHS faculty has been participating in MTSS training during professional development time. The training started with an overview of the three tiers and included a review of the supports available at each of the levels. A digital copy of the MTSS handbook was reviewed by faculty to increase familiarity of the vast resources available to help students.

Teachers have also had the opportunity to work in the PLCs to differentiate the lessons and to develop scaffolded supports. These supports include graphic organizers, chunked assignments, checklists to monitor progress and visual references (videos, word walls, diagrams).

In addition, HHS faculty have had professional development on supporting multilingual learners and students with disabilities. Strategies included sufficient wait time as well as extended time to complete assignments.

Some departments have started to use Edulastic for assessments. Edulastic allows teachers to analyze assessment data by standard, subgroup and across classrooms. In the future, we will be able to use this data more efficiently to better determine what additional student supports are needed.

#### **Request**

**Investigate processes that allow educators to collaborate meaningfully across content as well as with specialists during the school day**

#### **Response Status: In Progress**

The master schedule was designed to allow each PLC to meet twice per week. In addition, the grade 9 and 10 teams have 2-3 times per week where they meet to discuss student progress during BARR meetings.

During PLCs curriculum is reviewed or developed. Some content areas have recently rewritten their curriculum, so they use PLC time to reflect on its effectiveness and make changes for the following year.

Common assessments are also developed during PLC time. These include traditional tests, written assignments (essays, lab reports, DBQs), or performance based tasks.

Student work is often discussed during PLCs. The focus of that work includes calibration of grading, identification of strengths and weaknesses and reflecting on student progress towards grade level mastery.

Collaboration with specialists is done on a more limited basis due to lack of time. There has been increased opportunities for collaboration with special education teachers and multilingual learner teachers.

Limited time and the need for coverages has decreased the time for PLC meetings this year.

## **Request**

**Refine mastery grading practices so they are more consistently applied throughout the school**

## **Response Status: In Progress**

Mastery grading practices have been developing over the past couple of years. At the department level, teams have identified or developed common assessments and common mastery assignments. Rubrics to score the mastery assignments have been consistently created. The rubrics allow students to see what areas they have mastered and identify areas where continued growth is needed.

There is consistency within departments on mastery based grading practices. Next steps will include making the practices more consistent across the school.

## **Request**

**Develop and implement a process to ensure teachers engage in formal professional discourse focused on instructional practice and use feedback from a variety of sources to guide this discourse**

## **Response Status: In Progress**

Teachers meet in PLCs twice per week. In addition departments meet monthly for curriculum meetings.

During PLC and curriculum meetings, teachers discuss instructional practices. In order to guide the discussion, MCAS data, common assessment data and teacher observations are evaluated.

There are specific protocols used such as ATLAS for reviewing student work samples. The analysis of student work samples gives teachers the opportunity to look at individual student growth and time to reflect on the impact of instructional practice. Meeting logs are maintained to document discussions and next steps.

Through the district's work with Confianza, we have a toolkit of common protocols that can be used by HHS staff. Some of the protocols are geared towards coaching cycles where a dean may facilitate a discussion on instructional practice.

## **Request**

**Routinely integrate appropriate technology in all classrooms as a tool to purposely enhance learning and instruction**

**Response Status: Completed**

During the pandemic we transitioned from having technology carts available (ipads, laptops, chromebooks) to being a one-to-one device school. Each classroom has a Touchview Interactive Board. Some classrooms also have a whiteboard / projector.

HHS has various technology subscriptions that are used for instruction and assessment such as Edulastic and Pear Deck. Google Classroom is used in the majority of classes to post assignments and resources.

There are also additional technologies in specific classes that allow students to explore aspects of the content. Examples of these technologies include 3D printers, graphing calculators, lab tools, and digital cameras.

**Request**

**Investigate additional options that allow students to get extra help from teachers**

**Response Status: Completed**

Students have multiple options for getting extra help from teachers. In addition to the traditional option of staying after school for extra help, we have implemented after school tutoring, vacation academies, and Saturday School.

The after school tutoring is available on Tuesdays and Thursdays for 9th graders. Staff members including administration, staff and faculty support the students completing their homework and classwork.

Vacation Academies were introduced in 2021-2022 in order to address the failure rates. Vacation Academies gave students the opportunity to recover credit from a particular quarter. Vacation Academies were offered over February and April Vacations for four days each session.

Saturday School is an opportunity for students to come to HHS from 8am- 11am. Students are referred by faculty members or can self advocate to attend. HHS teachers work at the Saturday School sessions to offer tutoring or support.

**Standard 4 Recommendations**

**Request**

**Clearly communicate individual student progress to students and their families and clearly communicate whole-school progress to all stakeholders on achievement of the school's 21st century learning expectations**

## **Response Status: In Progress**

As the discussion of utilizing the rubrics for our 21st CLEs has evolved, we realize the need for communicating these efforts with students and families. On each report card, there is a description of the basic expectations and what each rating means, but we have yet to actually assess each student on these expectations. In the future, we plan to inform students and families at the start of the year that students will be assessed on these standards on a semester basis, and that it will be included on their report cards. Once we implement these on a per-student basis, we will be able to communicate schoolwide progress to stakeholders in our community.

### **Request**

Communicate the applicable 21st century learning expectations and how they will be assessed prior to each unit of study

## **Response Status: Planned for the Future**

While curriculum revision is ongoing, one area that needs to be addressed is the focus on 21st century learning expectations. Many of these expectations are naturally a part of our curriculum and instruction, but they are not clearly defined to the students, so students are not aware that these specific expectations exist. For example, they understand that they are expected to communicate in a variety of formats, but they are unlikely to realize that this is one of the 21st century learning expectations. In the future, teachers will need to be more purposeful in the design of their units/lessons and the assessment of our students in regards to these expectations.

### **Request**

**Establish a formal process for collecting evidence of instructional adjustments made as a result of assessments**

## **Response Status: In Progress**

Haverhill High School educators meet as Professional Learning Communities on a regular basis. This dedicated time encourages them to examine curriculum, planning, and assessment. Evidence collection and adjustments to instructional practices are made based on the sharing of professional practices and the needs of our students. All educators at Haverhill High are required to submit evidence for instructional adjustments as outlined in MA DESE's Classroom Teacher Rubric for Educator Evaluation. Evidence collection and submissions are shared with their evaluator as part of their formative and summative assessment.

### **Request**

**Examine and use a full range of evidence of student learning for the purpose of revising curriculum and improving instructional practice including individual and school-wide progress in**



## **Response Status: In Progress**

Various departments of Haverhill High School use evidence of student learning to revise curriculum and improve instructional practice, but it is not yet happening using a school-wide, formal process. For example, the school is in the process of increasing its use of the iReady suite of online assessments to discover the strengths and deficiencies in skills of students. Already, some students have been identified for changing their course level (Honors or College Preparatory) based on their performance on these measures. In addition, teachers in English Language Arts and Mathematics examine their students' results on iReady in order to determine focus standards for instruction and re-teaching on both classwide and individual levels. Largely the same process is used with MCAS results: individual departments look at both student and classwide results to determine areas of focus for reinstruction.

Beyond iReady and MCAS data, evidence of student learning is used to modify instruction, but on a more situational basis. The guidance department conducts exit interviews and senior sign out data from graduates to determine popular colleges and universities to promote with students; the trades that students are currently drawn to; and the speakers and job opportunities that should be highlighted in future years. They also survey students through Google Forms after every college representative visit, workshop, and classroom lesson given by the department to determine what changes they should make in the future. The CTE department uses a digitized process (through the Go2CTE online portal) that includes an application, interview, and school counselor information (with both academic and attendance data) to determine both eligibility for the program, and areas that need to be addressed with the student to ensure success. The HHS Classical Academy program uses an admission process that includes an application, teacher recommendations, an interview, and a review of student attendance and academic progress at the middle school level to ensure the student's suitability for the program, and focus areas for future student success.

In the Special Education department, there is a more widespread use of student surveys and data collection to aid in student success. There are transition meetings for students with IEPs as they move from middle school to high school, as well as regular meetings during the school year to assess progress on their goals and skill development. Additionally, through Indicator 14 tracking, there are follow-up meetings concerning post-graduate outcomes that help Special Education programs and teachers modify their practices.

Finally, some departments employ a variety of techniques to check on student progress and to modify practices throughout the year. Common, standards-based mid-year and final assessments help teachers across the school determine the areas that they need to focus on to improve their instruction while meeting in PLCs and reflecting on their individual practices. Especially in the Fine Arts, performance-based assessments help to determine areas of future academic focus. In some departments, like in the history department, end-of-course assessments are filled out by students to determine the materials and assessments that worked for students, and those that did not, so that improvements can be made individually in the future.

The school would still benefit from a more standardized format for reviewing instructional and assessment practices using this data across all departments.

## **Request**

**Create a formal review process for grading and reporting practices to ensure alignment with the**

### **Response Status: Planned for the Future**

As the full use and reporting of all of the 21st CLEs, including the social and civic expectations, has been delayed due to the pandemic and a decision by the faculty to follow a slower process to incorporate the social expectations into our current progress report and report card structure for students and parents, a full review of grading and reporting practices seems premature. However, the school administration currently plans to name a new Report Card Committee to revive one that last met in 2017. The goals of this committee will be to discuss and implement changes to a wide range of the school's grade reporting practices, from common comments on progress reports and report cards, to the full implementation of reporting on the 21st CLEs, to ensuring that grade reporting practices are in line with the school's beliefs about learning.

Additionally, there is time in each department's PLCs devoted to calibration of grading according to school and department-wide rubrics. However, as reflected in other places in this progress report, there is still work to be done to ensure that discussions about grading within the PLCs take place in accordance with the school's beliefs about learning.

### **Request**

**Develop a plan to implement standards-based assessments that include criteria for varying levels of proficiency so that assessments are aligned to the HHS core beliefs about learning**

### **Response Status: In Progress**

In connection with our schoolwide belief that all students are capable of learning and being successful at HHS, some PLCs are in the process of developing proficiency scales aligned with each standard of their curriculum. Core subject areas, and some electives have either developed or are in process of developing common interim assessments to evaluate proficiency or mastery of standards and specific "look for indicators" that measure specific knowledge or skills for specific subject areas. Students conduct research, problem solve, and create presentations using the language domains (reading, writing, speaking, listening) that are specifically outlined in Haverhill High School's 21st Century Learning Expectations. There is still work to be done in this area as we align our mastery-based approach to teaching and learning.

## **Standard 5 Recommendations**

### **Request**

**Expand efforts to increase diversity among all class levels so they more accurately reflect the overall school population**

### **Response Status: In Progress**

Haverhill High School has taken steps to ensure that the diversity at each level of our classes (Advanced Placement, Honors, and College Preparatory) matches the diversity of our school population. This is being

done in a number of ways. First, before middle school students are recommended for classes at the high school, the high school administration and guidance department make a presentation to 8th grade teachers reminding them to recommend students based on academic performance data, not on conduct, behavior, or other factors. At that time, the characteristics of our current students in each level of class is shared with teachers so that they can get a sense of the diversity that is desired at the high school level.

Once in the high school, students' performance on in-school assessments, most notably the iReady suite of online diagnostics, has been used more directly to make course placement decisions. Students testing at or above grade level on their ELA or mathematics assessments in the fall and winter assessments have been targeted for potential advancement to a more difficult class (from college preparatory to honors United States History I or English II, for example, based on higher reading comprehension and writing scores). Using these kinds of assessments as guides to course placement, rather than relying solely on subjective assessments by teachers, makes the course enrollment process more reflective of our school population.

Finally, over the past year, efforts have increased to make competitive programs more accessible to students who have not been included in them previously. For example, data from the Massachusetts Department of Elementary and Secondary Education's Early Warning Indicator System (EWIS) and student performance on ELA midterm examinations have been used to target students for inclusion in the school's Early College program, in which students can take courses at Northern Essex Community College for free, while earning needed graduation credits at the high school. These steps have opened the possibility of college enrollment to many students who might not otherwise attend. In addition, Haverhill High School has used the PSAT's Advanced Placement (AP) Potential scores to target students for enrollment in AP courses; as the school district has paid for every sophomore to take the PSATs since the time of our NEASC visit, and has also covered the costs of all AP testing over the past two years, the barriers that have prevented more diverse populations from participating in these programs have been significantly reduced.

If followed with fidelity, these steps will make our course enrollments in all levels and programs more reflective of our school population.

### **Request**

Develop and implement strategies to reduce class size and stay below maximum course caps across departments

### **Response Status: In Progress**

Haverhill High School has made efforts to increase staff in order to keep class sizes down. However, these have been hampered by the need for more staff in other capacities across the school coming out of the COVID-19 pandemic (adjustment counselors, parent and community liaisons, and other support staff) and by a dearth of qualified candidates for available positions in some areas. For example, there have been unfilled positions in our mathematics department for the past two years.

## **Standard 6 Recommendations**

### **Request**

**Expand screenings for mental health issues, including depression and anxiety, across all grade levels and improve coordination among school departments (i.e., guidance, wellness and nursing) relative to student health education and programming**

**Response Status: In Progress**

The counseling, nursing and guidance teams have developed a comprehensive protocol for mental health screening including assessment, referral and follow up. This year the counseling department has added 5 School Adjustment Counselors, 1 who is bilingual as well as 3 School Counselors, 1 who is bilingual.

**Request**

**Assess the value of the BARR program and investigate its incorporation into the budget once the grant concludes**

**Response Status: In Progress**

The BARR (Building Assets, Reducing Risks) grant has concluded and is currently being funded through Title 1 money.

To assess the value of the BARR team the steering committee will look at student attendance and course pass rate to determine its effectiveness.

**Request**

**Assess staffing needs in the LMC**

**Response Status: In Progress**

We assessed the situation and reallocated the responsibilities to other staff to allow the librarian more time to effectively manage the media center. The LMC (Library Media Center) has expanded its use to include the Early College Program and the Promise Program. During these times staff dedicated to these programs are brought in to support students.

**Request**

**Investigate formal processes for referring to health and other, community-based health services**

**Response Status: In Progress**

In the past year the counseling team has developed a referral system to all major Mental Health Centers in the area.

### **Request**

**Expand school's translation of official and unofficial communications and improve communication to parents about the availability of translated materials**

### **Response Status: In Progress**

The High School has continued to add bilingual staff in high incidence languages and made available to the staff on call translators of lower incidence languages. Special education software (Frontline/ESPED) has the capacity to translate many of the documents (Age of Majority, Meeting invitations, Consent forms etc) in real time to multiple languages. Parents' notices of procedural safeguards are available in the 2 highest incidence languages, Spanish and Portuguese. Our school newsletter is available in English and Spanish. Letters regarding IReady are sent in English, Spanish and Portuguese. ALICE letters are sent to families in their native language. The school utilizes the Remind app to contact parents to receive messages in their chosen language.

### **Request**

**Develop a process to ensure health services bases its programs on continuous and relevant assessment data, including feedback from the school community, in an effort to develop formal school-based preventative health initiatives**

### **Response Status: In Progress**

The high school has offered school based preventative health initiatives including offering Covid testing and a variety of vaccines to students and staff. Students are regularly screened for vision, hearing, height and weight.

The guidance department is doing substance abuse screening (SBERT) in the freshman class.

Students take risk assessments in order to determine the needs of our school population.

Nursing participates in the IEP meetings for students with complex medical needs to help with planning. Parents are asked to complete health questionnaires upon registration and for any sports that the students participate in.

### **Request**

**Assess the need for more frequent in-school technical support**

## **Response Status: Completed**

The Haverhill Public School technology department has made several upgrades to their technical support for staff. All resources are located in a centralized location on the HPS launchpad. They offer a ticketing system where staff can submit a ticket for a wide range of technical difficulties. The tickets allow for two way communication between the technology staff and the HHS staff.

If an issue can not be resolved, a technician is able to schedule an in person appointment, typically within 24 hours. The technicians provide one to one assistance or training.

They have also continued to develop additional online videos for technical support and instruction.

The technology department has also offered a series of cybersecurity trainings which have been completed during professional development time.

## **Standard 7 Recommendations**

### **Request**

**Develop a standardized record keeping system for all inspection documentation**

## **Response Status: Completed**

Inspection reports are all filed by discipline including elevator, sprinkler systems, fire pumps, fire extinguishers, boiler pressure and operation, and semi-annual life safety inspections. It is a standardized referenceable system.

### **Request**

**Develop and implement strategies to increase participation by less-engaged parents in the school community**

## **Response Status: In Progress**

Haverhill High School has developed and strengthened a number of organizations that are designed to give parents and guardians greater access to school administration and policy. For parents of Special Education students and English Language Learners, there are specialized parent groups (the Special Education Parent Advisory Council, SEPAC, and the English Learner Parent Advisory Council, ELPAC, respectively). To further connections with parents, our school community has also recently reinstated our annual Thanksgiving dinner and the weekly parent newsletter. We have also expanded our offerings for Freshmen Orientation, 8th grade student tours, Senior College information sessions, and Site Council meetings.

### **Request**

## Address inconsistencies in volume and climate control in the buildings HVAC system

### Response Status: In Progress

For most of the last two years we've had two people focusing on just the HVAC system at HHS. During this period we have cleaned all the hot water supply lines and added 50 micron filters to trap sediment in the heating hot water. We have replaced the building management system in order to improve our control and balancing of the building. Further we have: replaced dozens of motors in the univents (the heating units against the exterior walls), added, replaced, and relocated thermostats to better balance rooms, inspected and repaired every single mechanical system in the building and ensured they are working to the manufacturer's specification. Given the design of the building, age, and design of the mechanical systems, the building will have some HVAC inconsistencies. Our goal is to minimize the number of warmer, or colder than desired spaces. The District's espoused goal is to heat and cool spaces to between 68 and 72 degrees.

### Request

**Continue to find ways to engage parents of students with high needs and English language learners**

### Response Status: In Progress

Over the last several years HHS has onboarded many new, bilingual staff members whose main focus is reaching, engaging and increasing parent and family involvement at the high school level. These staff members fill the roles of Student Success Coordinators, Bilingual Parent Liaisons, Bilingual Counselors, At-Risk Student Liaisons, Student Adjustment Counselors, and expanded administrative roles among existing staff. The English Learner Parent Advisory Council (ELPAC) gives parents another path to engagement with high school faculty and administration. Lastly, there is a specific parent night for all English language learner parents.

## Highlighted Recommendations

### Standard 2 Recommendations

### Request

**Ensure all curriculum is purposefully designed and implemented for students to practice and achieve each of the 21st century learning expectations in all disciplines**

### Response Status: In Progress

In response to the NEASC report Haverhill High School has made several modifications to the curriculum to ensure that we are purposely incorporating opportunities for students to practice and achieve the 21st

century learning expectations in multiple subject areas.

### **Core Subjects:**

**Science:** The Science Department requires students to participate in citizen science projects through the Zooniverse Program. This gives students the opportunity to collect and analyze data from global scientific research. This is one example of students utilizing technology to research and solve problems.

**Science and Math:** The Science and Math departments have also adopted the Pre-AP Chemistry, Algebra I and Geometry curriculum. This curriculum provides rigorous lessons that include various performance tasks and assessments where students are challenged to use their critical thinking skills.

The curriculum also provides numerous opportunities for collaboration and communication.

**History:** Tenth Grade History classes require students to complete a Civics Empowerment Project. This is a goal driven project where students are challenged to influence policy through advocating for change in the community and to influence public opinion by creating awareness campaigns or forums.

**Health and Wellness:** Health and wellness students participate in several lessons that focus on understanding the importance of personal health. These lessons are linked to academic and social 21st century learning expectations. Topics include stress management, the dangers of energy drinks, and nutrition.

**Career and Technical Education:** The CTE department revised the curriculum to be more inclusive of social, civic and academic 21st century skills. One example can be found in Introduction to Programming where students learn about digital literacy and social media safety. In addition, the Healthcare program includes various lessons within their curriculum where they focus on academic and social issues. Examples include their clinic hours, career exploration opportunities and business partnerships with local medical facilities such as Hannah Dustin Healthcare. The PLTW Biomedical and PLTW Engineering programs focus on academic, social and civic 21st learning skills. Examples include solving real world problems and career- connections projects where students work collaboratively and present their projects.

**English:** The English department has revised their grade level curriculum to incorporate 21st century skills. There is a strong focus on social awareness. Units for English II courses include Social Justice, Gender Identity, and Morality.

**World Languages:** The World Language department is in the process of revising the Latin curriculum. Students enrolled in World Language courses practice specific language skills in reading, writing, speaking, and listening. They are provided with opportunities to choose from selected classical works and create summaries while making connections to previous knowledge. Students practice note taking strategies and open ended questions that are used as a tool to present their summaries and stimulate classroom discussions.

**Visual Performing and Media Arts:** The Visual Performing and Media Arts curriculum at Haverhill High School implements models for depth over breadth for understanding. The curriculum is sequenced. Introductory level courses are designed for students to develop and refine their skills. Intermediate and Advanced level courses are designed to develop students' personal voice in their works of art and exhibit their work in the immediate community. Students practice and apply 21st Century skills in all courses. They are challenged to express themselves creatively while working interdependently. Students demonstrate tenacity and perseverance where they are able to creatively problem solve through challenges and come to clear conclusions in their work. More recently, student surveys are also conducted in order to calibrate curriculum and improve course offerings.

**Request**



**Confirm all curriculum emphasizes the depth of understanding and application of knowledge through inquiry and problem solving, higher-order thinking, and cross-disciplinary learning**

## **Response Status: In Progress**

The curriculum at Haverhill High School is a “living document” that is constantly evolving to reflect current learning practices and trends. Teachers utilize Professional Learning Community (PLC’s) meetings to plan and develop lessons that promote higher level thinking and engage students in accessing the content.

We are a “one to one” school where each student has been supplied with a PC Chromebook to access current technology. Students are provided with guidelines and structures to promote the ethical use of technology. This information is included in the 2022-2023 Student Handbook. Topics include: “Internet Use Policy” and “Acceptable Use Policy” on page 23 as well as “Personal Electronic Devices” and “HPS Student Technology Policy” on pages 28-29.

Haverhill High School also offers Advanced Placement(AP), honors, and college prep classes that encourage inquiry, problem solving, and higher order thinking. Students can enroll in the Early College Program, which allows them to take college classes while satisfying their high school requirements.

In addition to academics, there are several vocational programs for students. The Career Vocational Technical Education Program covers healthcare, IT, Project Lead the Way engineering, Project Lead the Way biomedical sciences, and programming. These career pathways provide students the opportunity to engage in higher level thinking via real world inquiry and problem solving.

The deans of the departments meet to discuss and implement cross disciplinary learning opportunities.

Some department highlights are included below:

### **Core Subjects:**

**English:** The English department is in the process of updating their literature curriculum. *(See attached exhibit Lit 22-23 In Process.)* Some topics include: *Value of Education/Skills, Morality, Social Justice, Poetry, Jealousy & Betrayal in Shakespeare, Speculative Fiction, and Gender & Identity in Literature.* The year begins with an iReady assessment which identifies students who may have difficulty in accessing the curriculum because they are lacking some skill. These gaps are addressed with intervention classes.

**History:** As part of the evolving curriculum, the history department created and implemented a Civics Project. This instructional unit was developed to comply with the 2018 law directing all students in public high schools to establish and enhance their civic engagement. *(See attached exhibit Civics Empowerment Presentation.)* This format provides students the opportunity to research, influence, and showcase the changes they wish to improve.

**Math:** The math department has rolled out the Pre-AP program to all four grade levels. Pre-AP classes are meant to prepare high school students for AP classes *(college-level classes taken in high school)* as well as college classes themselves. All Pre-AP courses are designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments. Pre-AP courses share common language and strategies so interdisciplinary skills are continually reinforced.

### **Elective Courses:**

**Health and Wellness:**The Health Department is covering relevant topics such as the dangers of energy drinks and the impacts of caffeine on the human body.(See *attached Lesson Plan on Energy Drinks*). Disciplines covered include nutrition and biology. This lesson plan includes a mix of direct instruction, individual learning, and group discussions. Students interact with mixed media such as posters, videos, writing and team projects. There are regular checks for assessments and an exit ticket.

**MYCAP - My Career and Academic Plan:** Haverhill High School is preparing students to be successful in life after high school. This course gives students valuable information on career planning, options after high school, choosing a college and personal goal setting. Other topics include applying for a job and employment skills.

**Visual Performing and Media Arts:** The Visual Performing and Media Arts curriculum at Haverhill High School implements models for depth over breadth for understanding. The curriculum is sequenced. Introductory level courses are designed for students to develop and refine their skills. Intermediate and Advanced level courses are designed to develop students' personal voice in their works of art and exhibit their work in the immediate community. Students practice and apply 21st Century skills in all courses. They are challenged to express themselves creatively while working interdependently. Students demonstrate tenacity and perseverance where they are able to creatively problem solve through challenges and come to clear conclusions in their work. Student surveys are also conducted to improve course offerings.

## Standard 4 Recommendations

### Request

Define a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

### Response Status: Planned for the Future

During a professional development day in November, the initial plan for the roll out of assessing students on the social expectation was presented. Based on faculty feedback, it was decided that the first time we assess students on this expectation, we will run the report internally. This would allow us time to calibrate the use of the rubric, and perhaps begin conversations with students. At this time, we are unable to run this report without also sending this information to parents and students. Given our lack of time for training of staff on use of this rubric, and our need to educate students and parents on the use of these rubrics, we have decided to wait until next year to fully implement this recommendation. Going forward, we will develop a way to communicate the use of these expectations and rubrics with students and families prior to adding the performance ratings to students' report cards.

### Request

Implement the school-wide rubrics to measure the achievement of the 21st century learning expectations

## **Response Status: Planned for the Future**

In 2018, Haverhill High School developed 21st Century Learning Expectations and school-wide rubrics to measure student achievement in regard to these expectations. At the time of our decennial visit in 2019, we had yet to fully implement the rubrics, but had plans to have teachers assess students at the end of each semester in terms of their progress towards the expectations. Over the last 2 years, the plans for this were set aside due to the pandemic and changeover in administration. This year, we have developed a plan to revisit these expectations, train teachers how to implement the rubrics and assess students on some of these expectations.

### **Request**

**Disaggregate student performance data by sub-groups to identify inequities in student achievement and adjust instruction**

## **Response Status: In Progress**

In math and science, teachers started using Edulastic as a tool to disaggregate student performance data. We have started to review this data in PLCs. In the future, other departments may begin utilizing this tool to allow our school to identify areas for improvement and strategies to support struggling students.

Additionally, teams of teachers meet regularly in content-area PLCs and grade level teams to develop strategies to help sub-groups of students such as our MLs (multilingual learners), students with disabilities, and high need students. While more work is needed in this area, we have made progress in supporting our struggling students across the school.

During our school improvement planning in 2020-2021, committee members divided into smaller groups by targeted areas of concern and growth. Each subgroup examined student reporting data from DESE across various student subgroupings by race, gender, failure rates, drop out rates, MCAS success, and graduation rate. The goals of the school improvement were then developed using the data to inform the language of the goals in the targeted areas of concern. We identified that students with diverse backgrounds and English as a second language were less successful and there was an opportunity to focus on improvement.

Haverhill Public School's Equity Imperative Professional Development activities during the 2021-22 and 2022-23 school years have required all administrators, teachers, and educational support professionals to review district wide data that outlined specific diverse subgroups and their graduation, dropout, and suspension rates. We identified that our multilingual students were falling behind in every category. Black students were slightly overidentified compared to white/Caucasian students.

The "Hillie Connectors" mentoring program was slated for revival during the 2021-2022 school year. The Safe and Supportive Schools Committee worked on ways Haverhill High School can engage more scholars earlier in their four year trajectory and school year so we can continue to monitor their needs early and offer support in a targeted way. This program was launched during the 2022-2023 academic school year and is being developed further during a two year redevelopment plan.

iReady is a formative benchmarking assessment tool that Haverhill High School implements for ongoing monitoring of academic progress and skill development across grade levels, subjects, teaching teams, and student subgroups. Student progress is tracked and monitored over time by subgroup. Student results have been used to inform academic leveling decisions, in some cases students were moved into more advanced groups and others have been offered more support. iReady data has been used to inform special education team decision making and progress reporting.

Haverhill High School implements a variety of systems to identify at-risk students who are in danger of failing. We implement “BARR” in 9th grade, cross-curricular teams in 10th grade, and a student tracking form for all interventions in 11th and 12th grade. The addition of the SST team will also be used to fill gaps and become a more prominent role in our tracking and intervention work moving forward. Haverhill High School will continue to share the purpose of these programs and work on best practices during faculty meetings and PD time. Haverhill High School offers students who are struggling access to staff support and make-up work help during Saturday School.

Incoming eighth grade students are offered a “bridge” to high school program during their transitional Summer. During this time, students are able to transition and meet new staff earlier and in a smaller setting.

Haverhill High School developed “RISE” (Respect, Inclusion, Service & Equity)- an After School Program & Homework Help. This program supports struggling subgroups. It offers three days of after school support services. Two of these days focus on academic support and tutoring. One day focuses on community engagement and accessing community support resources. Students enrolled in the RISE program attend field trips to various work sites. They visit colleges, and conduct culturally sensitive after school activities. Students participate in service activities that support their community such as volunteering at a local soup kitchen. Components of the curriculum include: Transition into adulthood, taking personal responsibility, 21st century career exploration including social emotional learning.

The JROTC program at Haverhill High School is a self supported program that promotes student accountability and engagement through the following: academics, self-discipline and the development of good citizenship for success in the 21st century.

The new role of Student Support Coordinator (SSC) at Haverhill High School was designed to improve student access, engagement, and learning across all grade levels. They work with each grade level team to support students' social, emotional, academic, and behavioral learning. SSC's provide small group and one on one check-ins to promote academic success and provide proactive support navigating the difficulties of school. SSC's help students and teams build individual student support plans that are based on each student's individualized needs. Hiring bilingual staff has improved our efficacy in reaching more student subgroups with this service. SSC's work as a team in order to deliver peer mediation support, provide access to adjustment counseling, after school tutoring, and community resources available through the mayors city wide support programming (311 program: housing, heating, food, healthcare, etc.).

## Standard 5 Recommendations

### Request

Ensure PLC time is dedicated to professional collaboration

**Response Status: In Progress**

During our self-study and the school visit, the visiting team and school faculty across curriculum areas recognized several problems with the use of our PLC time. In particular, the lack of substitute teachers in our school has led faculty to be removed from their PLCs to cover the classes of absent colleagues. In addition, time that faculty members observed could be used to collaborate with colleagues on developing curriculum, developing and sharing instructional strategies, and aligning assessments of student work, for example, was instead being used for other purposes directed by school and district leadership.

As a result of the NEASC accreditation visit, district administration, school administration, and the deans that lead each department have worked to increase the number of PLC periods per faculty member to two a week, and to shield these periods from use for purposes other than professional collaboration. In some academic departments, this has led to increased time to work on curriculum initiatives, the calibration of rubrics used in common assessments, and to share teacher and student work.

For example, in the world languages department, faculty have missed less than 10% of their PLC time during the 2022-2023 school year as of November 2022, and have used that time to write new units of instruction, build shared trajectories for their individual language programs, develop new common assessments, and share student work. That same faculty indicated a much higher rate of missing their PLC periods during the 2021-2022 school year. Likewise, in the history department, teachers have been able to collaborate on a newly introduced civics project, develop common assessments and rubrics, and calibrate scoring according to those rubrics between teachers, and have met more frequently than in previous years.

In the science department, some teachers have had more time for professional collaboration. The Biology faculty, for example, have met frequently due to their relatively large size (that is, when one or two teachers are covering classes, the teams can still meet), while other teams including only 2 or 3 teachers have experienced more interruptions. The Biology team has used its time to create common assessments in the Edulastic electronic environment, develop common written assessments for students to complete, create more unit trajectories, and analyze MCAS test data for the purposes of reviewing placement and student interventions.

However, continuing issues have kept these gains from being realized across the school community. In the post-pandemic world, there continues to be a lack of regular substitute teachers available at the high school, meaning that faculty members are still covering one another's classes. In addition, the expansion of schoolwide intervention programs for the freshman and sophomore students means that some of the teaching staff in core subjects across the school have meeting times during their duty periods. They might otherwise cover a class, four to five times a week— with two PLC meetings, two common planning meetings with cross-disciplinary teams, and one potential celebration or full grade level meeting block during the week. This has put even more stress on the limited number of teachers available to cover. Finally, continuing turnover among the school administration has made it difficult to reliably protect these meeting times.

As a result, while there are many successes to note since the accreditation visit, some faculty members continue to struggle to find time for professional collaboration. The health and wellness department specifically has reported that their PLCs have not met often due to the need to cover classes, and the limited number of meetings that they have held have made it difficult to focus on the necessary work that needs to be done on their curriculum.

Despite the good intentions of school leadership and faculty to respond to the concerns expressed by the visiting team, there is still considerable room for improvement in ensuring that PLC time is used more regularly for professional collaboration across the school.

## **Request**

## **Response Status: In Progress**

Based on feedback from all stakeholders, a decision was reached to terminate GREAT Block and implement a varied student support system tailored to each grade level. Freshmen students do iTime; Sophomores participate in team celebrations; Juniors participate in a series of college and career readiness workshops; and Seniors participate in community and team building events. Other opportunities that exist for the entire student body include SEL student forums; Coffee House, a Student Council sponsored quarterly event in which students and faculty perform for their peers by singing, playing instruments, doing original poetry and comedy routines; and expanded extracurricular offerings.

HHS's BARR program stands for, "Building Assets Reducing Risks." It was rolled out in 2019-2020 and serves as HHS's comprehensive revision of GREAT block. BARR provides SEL support and structural components that are designed to ensure each scholar has equitable access to the support they need to be successful and engage fully in the broader school community.

HHS's advisory replacement for grade 9 includes an SEL curriculum. The coaching component is performed by an outside consultancy. Teachers and staff receive access to coaching and implementation support planning and implementing student specific and subgroup specific interventions. Interventions can run a wide range with a few examples being parent outreach, peer mentoring, peer mediation, social emotional support, and special education referral.

Haverhill has identified specific subgroups such as multilingual learners and incoming ninth graders who had previously failed two classes as higher risk of not advancing with their peers of the same age. Providing these, and other subgroups, equitable access to all services at HHS is a major focus of the SSC's, our RISE Team (Respect Inclusion Service & Equity), and our Hillie Connectors peer mentoring program. Each outreach effort is customized to cater to its audience based on language, specific need, or preference. HHS guidance counselors provide program and facility tours of Haverhill High School. The goal is for every new student to have at least one trusted adult connection and relationship before they walk in the door on day one of high school.

The freshman team now includes three dedicated guidance counselors to build stronger connections and consistency earlier in each student's four year trajectory. This team will run ongoing direct instruction on self discovery, four year planning, character development, how to access SEL supports, graduation, and community engagement. SBIRT is part of the 9th grade guidance support plan for each scholar. Students undergo a screening to identify risks of drug and alcohol use. Every 9th grader, including those previously retained, will be included in these lessons throughout their freshman year. During this time, social emotional needs are frequently addressed and supported. The counseling team is using Naviance to help scholars create a four year plan for graduation and accessing post secondary planning.

The tenth grade team continues these SEL and life planning lessons. Every sophomore undergoes the career cluster planning activity in Naviance to identify each student's individual strengths and aligns each student's preferences and skills with matching career opportunities. Counselors walk each student through the process and then our Junior class follows that up with individualized meetings to further drill down each student's specific personal strengths, interests, and aligned planning. Juniors do workshops to build resumes, plan for college, and organize their plan to complete application deadlines and steps to move forward with their individualized plan. Career week is another guidance and CTE program offering that allows students to meet professionals from various fields of study and representatives from various colleges. It is interactive and informative. Seniors meet with their guidance counselors one on one to talk about each student's individual plan for graduation and post graduation. Counselors also visit classrooms to ensure each scholar has an opportunity to benefit from the support of our guidance department with their post secondary planning. The goal is to make sure the support is available often and that reminders and access points to this support are shared multiple times and in multiple settings. Guidance continues to

offer open house sessions during the school day and by appointment to support families with FAFSA and post-secondary financial planning. Guidance continues to invite over 60 colleges to present program offerings and share admissions insight directly with students in 11th and 12th grade. Guidance runs college application workshops to assist juniors and seniors with the process of applying for scholarships, making a graduation plan, and meeting application and paperwork deadlines to move forward with their personal vision.

Our internship coordinator runs internship program where students visit job sites, perform work, and often have the opportunity to be paid. This program assists with resume building and post secondary pre-employment training.

The RISE Program was created to support and guide high school EL students' access and engage in their school community fully. The main goal is to ensure successful integration into their high school community and American society at large. Community service and workforce development are ever present components of the program. This program has hired bilingual staff and engaged with our ML department colleagues to invite and include all interested second language learners. Students participate in two after school academic and community inclusion help sessions weekly. Staff teaches formal lesson plans on money management, good habits for academic success, ways to celebrate diversity, how to access SEL supports at HHS, requesting community support at home, and developing the intrinsic motivators to help students create and achieve their goals in school. Students in the program have guest speakers, go on field trips, participate in community service events, and conduct worksite and college visits.

The Career Technical Education Program (CTE) at HHS has developed an entire support network for scholars interested in technical careers in the future. The program is grant funded and district supported. The program requires students to apply and guardians are included in the process so that there is continuum of support for each scholar at home and at school. The program grant provides ongoing access to two coaches for all staff and every student enrolled. Students receive support from bi-lingual staff across all school settings. The same support staff also build home/school relationships in the guardian's native language. Recruitment begins in middle school where our grant funded staff advise the middle school team in the process of recruitment and placement. During the summer, there are SEL and academic learning opportunities, program preparation, and staff training. Parent outreach and progress reporting, support planning, and continuity are hallmarks of the program.

HHS re-launched our Hillie Connectors Program in the 2022-2023 school year. This program gives incoming 9th graders access to an 11th or 12th grade peer mentor. The mentoring relationships will be used to improve student engagement, access, and equity across all settings. Our goal during year one is to relaunch the program one step at a time. We have had great success recruiting mentors with over 50 mentors enrolled. Those mentors elected a team of student officers to guide the remaining elements of curriculum development and program roll out. The first mentoring session connected just under half of the incoming 9th grade class with mentors. The next step of the roll out is to improve engagement during the mentoring sessions with activities designed to spark real conversations about how school is going. Eventually, mentors will be connecting their mentees with school wide supports and helping incoming students engage in community wide activities, such as sports, clubs, and tutoring

## Standard 6 Recommendations

### **Request**

**Assess whether ELL teacher staffing is sufficient for expanded need and expected increases in enrollment**

## Response Status: In Progress

Currently at Haverhill High School there are 4 ELD teachers plus a SLIFE teacher who was added for the SY22-23. This staffing is supplemented by the HHS ELD Dean position which was instituted last year. The current ML(Multilingual Learner) population is 196 students - which is a Student/Teacher ratio of 39.2.(See exhibit for year over year comparison.)

At HHS there are other measures in place to support the ELD community:

There are bilingual parent liaisons who are available for communication and translations, parent liaisons who are proficient in Spanish and Portuguese (our two most predominant languages), and a Multilingual Club which offers after school activities for Multilingual Learners. The club runs weekly after school tutoring/extra help.

In Math(Algebra and Geometry) and Science, the High School uses a co teacher model where an ELD teacher is paired up with a content teacher. This practice supports the less proficient Multilingual Learners who are Level 1 and Level 2. We are hoping to expand upon this model as staffing increases.

Haverhill High School has hired both a bilingual school counselor and a bi-lingual school adjustment counselor who provide direct support for both academic and non academic areas.

An additional ELD teacher will be proposed for the SY 23-24.

Finally the District has a full time Director of PreK -12 Multilingual Education Department as well as an Enrichment Assistant for Multilingual Learners.

### Request

**Develop a written developmental guidance department curriculum that includes annual classroom visits across all grade levels and investigate ways for guidance counselors to develop more 1:1 opportunities with students**

## Response Status: In Progress

As a result of the NEASC accreditation process, the visiting team and our own faculty recognized areas of concern involving a guidance department curriculum. A committee was formed, and through its work, we have improved our efforts to increase the capacity for counselors to meet 1:1 with students as well as developing classes for students based on grade. As a result, it is our belief that we have improved our ability to offer more opportunities with students

One major initiative was to increase the staffing in the guidance department by 3. The guidance department was restructured. The lower caseloads allow for more individual attention. There are now 3 dedicated 9th grade counselors to work with students as they transition to the High School. There are 6 counselors dedicated to the 10-12 graders as well as a college to career counselor to work with the transition and early college students. The department has also added a bi-lingual counselor to work with ELL students. All freshmen and seniors have individual meetings scheduled in the fall and the juniors have individual meetings scheduled in the late winter. Final course selection for all students is done on an individual basis.

For the classroom visits, freshmen have multiple visits during the year including: Freshman Orientation, SBIRT (drug and alcohol screening) and classroom course selection discussions. In addition, as part of the Freshman Academy model, guidance counselors will be pushing into freshmen core content classes twice a month to deliver curriculum and support student needs. The Sophomore classroom visits include a class



on Career Clusters, PSAT review, GPA and goal setting and classroom course selection discussions. The Junior classes include post high school planning and classroom course selection discussions and the Seniors have Senior post high school planning as well as college application and scholarship workshops.

## **Request**

**Increase opportunities and training for all parents to access student academic information in a timely manner and in their home language, including updating the website to improve functional access to information**

## **Response Status: In Progress**

The Haverhill High School website now includes a full translation feature that allows visitors to engage with the high school in over 100 languages. The website contains links to a school calendar listing all events, parent resources, staff directory, registration, sports, and bus routes. There are links to a parent newsletter which is also offered in translated versions. The newsletter includes links and sign up deadlines for clubs and countless other activities and organizations at HHS.

Student academic information is stored in and posted using School Brains software. Student and guardian access is provided on the student/parent portal and is translated into over 100 languages with two clicks. HHS also created access to the academic portal using a phone app as well. The link to load this app for all devices can be emailed and texted to make signing up as easy as possible for families. We are in the process of identifying how to get more people enrolled and logged into this system through other home/school communication opportunities such as our SSC team, CTE and RISE program liaisons, and our ML staff. Each of these role players listed is reaching out to families in their native language and providing engagement opportunities and training on access to these important tools. Staff also direct families to 311, our mayor's constituent services for community wide support that may not be tied directly to, but may impact school. Our guidance department continues to offer parent nights for junior and senior families to discuss post secondary planning, financial aid, and career development. These events were conducted in English and translated to Spanish. The freshman class conducts an additional parent's night event to build stronger connections with all families and further bridge the gaps in connecting people with these tools.

Our grade level teams also conduct awards ceremonies in which students receive awards for attendance and academic achievement. Parents are invited to join us for these special celebratory events. The senior class also runs its own additional parent's night celebrating all scholarship recipients and their successes. When grade level teams express a concern, our guidance team works with staff to build bridges and connect with families in support of school engagement. As part of this process, parents are trained on how to access the student/parent portal.

The RISE Program (Respect Inclusion Service & Equity) was created to support and guide high school EL students to access and engage in their school community fully. The main goal is to ensure successful integration into their high school community and American society at large. Community service and workforce development are ever present components of the program. This program has hired bi-lingual staff and engaged with our ML department colleagues to invite and include all interested second language learners. Students participate in two after school academic and community inclusion help sessions weekly. Staff teaches formal lesson plans on money management, good habits for academic success, ways to celebrate diversity, how to access SEL support at HHS, requesting community support at home, and developing the intrinsic motivators to help students create and achieve their goals in school. Students in the program have guest speakers, go on field trips, participate in community service events, work sites and college visits.

Guidance offers PSAT testing for all 10th graders and interested 11th graders free of charge. Results are shared with all students and parents. An assembly is held to provide helpful insight on how to improve scores and connect student results with resources provided by the College Board (3rd party SAT planning board).

The Career Technical Education Program (CTE) at HHS has developed an entire support network for scholars interested in technical careers in the future. The program is grant funded and district supported. The program requires students to apply and guardians are included in the process so that there is continuum of support for each scholar at home and at school. The program grant provides ongoing access to outside consultants who serve as coaches for all staff and every student enrolled. Students receive support from bi-lingual staff across all school settings. The same support staff also build home/school relationships in the guardian’s native language. Recruitment begins in middle school where our grant funded outside consultants advise the middle school team in the process of recruitment and placement. During the Summer, there are SEL and academic learning opportunities, program preparation, and staff training. Parent outreach and progress reporting, support planning, and continuity are hallmarks of the program.

Haverhill Public Schools is in the process of creating an EL-PAC (English Learner Parent Advisory Council), which is designed to help engage families of students who are learning English. The goal is to provide parents and guardians with support accessing and engaging with the broader Haverhill High School community. Parents will be provided support in their native language and will be given an opportunity to share their voice and ask questions that support home/school collaboration.

Parent engagement has seen marked improvements with the addition of a significant number of new positions, programs, and teams. We are still working on engaging more parents and will need to continue this important work into next year.

## Standard 7 Recommendations

### **Request**

**Develop a formalized long-term plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technological and capital improvements**

### **Response Status: In Progress**

Multi-year capital plans are a work in process. The school administration looks ahead 12-18 months and determines what should be done in that window, subject to funding. The Facilities Department reports directly to the Office of the Superintendent, which keeps the district and school administration abreast on a regular basis about student headcount, enrollment trends, staffing changes and the resulting impacts on Facilities. Recently, the district added additional space to the Guidance Department, did a complete buildout for ROTC at HHS, added additional workstations to the library and reconfigured many offices to better utilize the space with modular furniture. In addition, the district replaced boilers, upgraded the security system, replaced the gym roof, dramatically improved the automated building management system (BMS), and replaced the failing brick facade on the auditorium.

### **Request**

**Ensure that the school's strategic intervention plan is updated yearly**

### **Response Status: In Progress**

The school's strategic intervention plan is updated yearly as a part of the work through the school Site Council. The council is composed of teachers, administrators, and parents who work collaboratively to address needs within our school community. Last year the council focused almost solely on the revision of the school's strategic intervention plan. We were able to review our previously set goals and assess the progress we had made towards them. The partnership between administration, faculty, and parents created a reflective environment where all stakeholders could provide input and have a voice in the revision of goals for the upcoming school year. This year's Site Council work will again, in part, to track the progress of the school's strategic intervention plan, and is scheduled to begin in October, 2022.

# Interim Report Questions

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**SECTION III Section III. Submit a copy of the school's current core values, beliefs, and learning expectations including the date of the most recent review.**

Our student handbook was reviewed during the summer of 2022. On page 4 of our student handbook outlines the core values and 21st Century Learning Expectations for all students.

%u2767Haverhill High School Core Values%u2767

**Hillies are...**

**Global**

**Responsible**

**Engaged**

**Accepting**

**Tenacious**

%u2767Haverhill High School 21st Century Expectations for Learning%u2767

**Academic**

1. Students will communicate by listening, writing, and speaking clearly and effectively in a variety of formats.
2. Students will apply critical thinking skills to solve problems that relate to real world application.
3. Students will use technology to research, solve problems, and design presentations, documents, and other products in a legal and ethical fashion.

**Social**

1. Students will embody the core values at Haverhill High School by being global, responsible, engaged, accepting, and tenacious in our school and community.

**Civic**

1. Students will demonstrate an understanding of civic responsibilities with a global perspective and in our local community.

## Related Files

- [2023\\_01\\_19-16\\_10\\_GREAT Poster Winner 2.JPG](#)

**SECTION IV Section IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy can be accessed here: [CPSS Substantive Change Policy](#)**

There have been significant changes in school leadership over the past three years. There have been three different principals in the past three school years. There have also been limited returning leadership at various levels (ex. Associate Principal and Assistant Principals). This has impacted staffing and the establishment and implementation of school rules and policy.

Haverhill High School has had a "Back to Basics" theme to help re-establish school expectations post covid. Administrators and staff are focused on school attendance and passing rates for students. These initiatives include monthly celebrations for attendance and increases in IReady scores. Extra tutoring sessions, Saturday school and vacation academies have been established for credit recovery and support services.

**SECTION V Section V. Provide a list of user fees for all co-curricular activities, including athletics.**

Haverhill High School has NO USER FEES for athletics or any other co-curricular activities. Students can also enter into all athletics events free of charge.

**SECTION VI Section VI. Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.**

**GEMs group (Girls Empowered Means Success)**--The general objective of GEMAS is to create a safe and non-judgmental space in which girls get the information, skills and support they need to build a better awareness of making positive and healthy decisions for their personal lives. GEMAS offers a wonderful opportunity for girls to expand their circle of support, explore new kinds of leadership and problem-solving skills, and experiment. "GEMAS" is a group of young English learners who meet in the High School weekly, under the direction of two support teachers. Through discussion, active guest speakers, field trips, and community service activities, students explore and clarify their own important values, beliefs, and attitudes.. Some examples of the topics that will be covered are: Mental Health/First Aid Certifications, healthy and unhealthy relationships, sexual responsibility and decision-making, personal safety, anger management/conflict resolution, stress reduction/fitness, college and career exploration, money management/financial self-sufficiency skills, and leadership and social responsibility. With the provision of a safe space, supportive adults and peers, girls establish community, and learn that their voices will be heard and their lives will be valued.

**Internships** - Opportunities to go out and work in the community are offered through the school's after school Discovery Club program, the Guidance Department, and the Career and Technical Education program.

**7th and 8th Grade Parent Night** - an evening is planned at Haverhill High where 7th and 8th grader parent and guardians are invited to learn more about the programs, academics and extracurricular activities available to HHS students. The event begins with a presentation from administrators, guidance staff and faculty. Next they have the opportunity to to learn more about the academic programs (CTE, Academies and courses) and speak with current HHS students about clubs and activities.

**Thanksgiving Dinner** - Students, family, faculty and community invited to Haverhill High School for a no cost Pre Thanksgiving Dinner. Student and faculty volunteers staffed and facilitated this event. There were activities for children.

**Pre-employment Training Services** - for IEP students The Massachusetts Rehabilitation Commission funds community agencies to provide pre employment training services to students on IEPs. Services include completing applications, resumes, cover letters, interviewing skills and soft skill for success in the workplace.

**Learning for Life** - a post graduate program that helps students to develop life skills for success in the future.

The program features classes on financial literacy, self determination, navigating the community and vocational experiences. Students also work in a school store and cafe located at Haverhill City Hall.

**Gateway Expansion** - The Gateway alternative school program has expanded its capacity and is serving a larger number of students who benefit from a smaller alternative setting. The program serves both general education and special education students.

**Night School Expansion** - Night school capacity has expanded for students who are not able to successfully attend day school.

The fine arts department continues to expand their extracurricular activities including Drama Club, Band Club, Film Club and Glee club. Students perform and display their work at Haverhill High School as well as in the community at events including the Haverhill Santa Parade, the Memorial day parade, the Mayoral Inauguration, Cultural events and at local art spaces.

**Cultural Awareness Festival** - Students from the High School band and chorus performed at the Haverhill District Courthouse. Additional students were chosen to read poetry to celebrate the occasion.

**JROTC achievements** - In December, the JROTC earned 3rd place in a Winter Marksmanship competition. The male and female teams placed 1st overall and captured 12 individual medals against 9 other JROTC teams in November. This gave them 18 trophies year to date.

**Passing Rates on AP tests are notable.** Biology -91%, Latin 60% , Literature 94% Language 71% and Government and Politics 75%

**Brown and Gold Newspaper** - The student newspaper, supervised by two of our veteran English teachers, has taken the initiative to investigate and compose relevant, impactful, and student-driven articles that address concerns and questions of the student population at Haverhill High School.

**Skills Capital Grant** - HHS was awarded a \$150,000 Skills Capital grant which will be used for expansion of the PLTW Biomedical Science and Engineering programs.

**STEM Tech Academy Planning Grant** - HHS and NECC have been awarded a planning grant. This work will focus on manufacturing, healthcare, and environmental & life sciences. This work will expand the learning opportunities with Lawrence General Hospital, Whittier Health Networks, Holy Family Hospital, New Balance, and Hydracor as industry partners.

**Innovation Pathway Support Grant** - CTE Innovation Pathways programs have been awarded a \$125,000 Innovation Pathway Support Grant. This grant will support work-based learning opportunities and industry-recognized credentials for Haverhill High School's CTE Healthcare Occupations Innovation Pathway, CTE Project Lead the Way Biomedical Science Innovation Pathway and CTE Project Lead the Way Manufacturing/Engineering Innovation Pathway.

**Improvement in vertical alignment within departments (middle school through high school)** - scheduled meetings and curriculum planning between 3 middle schools and high school to ensure key learning areas are covered

**Youth Mental Health First Aid Program** - Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Over the last several years, a growing majority of our staff has been trained in YMHFA practices and many have even been trained to run the professional development sessions in the future. We also plan to expand out YMHFA offerings to include their teen training program.

**Trauma Informed Schools Program** - Haverhill Public Schools has worked with Lesley University to offer courses through the Lesley Institute for Trauma Sensitivity (LIFTS). The LIFTS program is a 4 course graduate

certification program in Trauma and Learning. This program covers the impact that trauma has on the classroom and offers intervention strategies to help students affected by trauma succeed.

**MABE (Multistate Association for Bilingual Education)** - A seven session PD for CTE teachers for instructional support for multilingual learners.

**Equity Imperative PD** - HHS staff will participate in multiple Equity Imperative sessions and debrief discussions.

**iReady school-wide use** - Expanded to school wide testing 3x per year to measure individual student growth in English and Math. Also used to identify standards which are below grade level and would benefit from reteaching.

**Freshman Orientation** - Offered to all incoming freshmen students and their families every August to help integrate them into our school community. At orientation students are given their class schedule, and are able to meet their team of teachers. In addition, families have access to school resources, community partners, extracurricular and athletic activities.

**Math Club** - The math club has only recently restarted with the goal of giving students the opportunity to work collaboratively on challenging and engaging math problems; tutor other students; and eventually compete in various math competitions and challenges.

**SECTION VII Section VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's core values, beliefs and learning expectations, the curriculum, instruction, assessment, programs, personnel, facilities, finances, culture, educational media technology, and/or community support and involvement.**

Haverhill High has restructured our administrative team and use of Assistant Principal suites to create a better service delivery model for students. Part of restructuring our administrative team was adding a fifth Assistant Principal position to support our struggling grade 9 students. Assistant Principal suites now include support staff that can help students throughout the day.

**SECTION VIII Section VIII. Briefly describe the school's Follow-Up Program. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.**

Due to several changes in administration and the challenges of the pandemic, we did not officially begin our follow-up until Fall 2022, but work towards meeting these recommendations was already ongoing. Upon our first meeting, we were given a strict deadline to complete our progress report, so in an effort to be as efficient as possible, a 10-person committee of teachers, administrators, and special education staff was assembled on a voluntary basis. These committee members met every 2 weeks from September 28th-January 19th to work on this report. The work began as data collection, and moved to discussion and report writing in the later months.

**SECTION IX Section IX. Statistical Data Sheet**

**School:** Haverhill High School

**Principal:** Mr. Roland Boucher and Mr. Kevin Soraghan (Interim Principals)

**City, State:** Haverhill, MA **School Telephone:** (978)374-5700

**E - MAIL Address:** roland.boucher@haverhill-ps.org **FAX Number:** (978) 374-5705

**Dates of Accreditation Visit: December 8-11, 2019**

Grades: 9-12 School Enrollment: 1831 students at time of the evaluation

Grades: 9-12 School Enrollment: 1996 students at present time

**Based upon the state's definition of a dropout, submit the school's dropout rate for the most recently completed school year as well as for the preceding two years:**

2.4% 2021

2.2% 2020

3.1% 2019

**Based upon the state's definition of the graduation rate, submit the school's graduation rate for the most recently completed school year as well as for the preceding two years:**

81.3% 2021

80.4% 2020

81.1% 2019

**Disposition of Visiting Committee Report Recommendations:**

	<b>Number</b>	<b>Percentage</b>
Completed	4	8.9%
In Progress	27	60%
Planned For The Future	12	26.7%
Rejected	0	0%
No Action	2	4.4%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>