

## M. Marotta Evidence for School Committee evaluation

Please review the following as evidence of completion of my duties as Superintendent of Haverhill Public Schools. This task was presented to me in May an incredibly busy time of year, and I am completing this compilation of evidence to the best of my ability given the time constraints. While there is an abundance of evidence provided, it is nearly impossible to summarize the work that has been completed since my last evaluation in 2020, which included pre-pandemic goals. Nonetheless, I have done my best. If there is an area where a member feels more data is needed or that questions persist, I would ask that you reach out to me directly and I will provide the needed information.

Additionally, I would like to take this moment to express my heartfelt gratitude for the unwavering dedication and exceptional support of the Haverhill Public Schools educators, support staff and leadership. Their commitment to our students and their success has been nothing short of inspiring, and I am continually impressed by the passion and professionalism they bring to our schools each day.

The operation of a school system with over 8,000 students cannot be done by one person alone; it truly takes a team. I am deeply grateful for their collaboration, creativity, and unwavering commitment to our shared mission of empowering every student to achieve their full potential. Their dedication to excellence sets an extraordinary example for our entire school community, and I am honored to work alongside such dedicated and talented individuals.

As we look ahead to the future, I am confident that together, we will continue to overcome challenges, seize opportunities, and make a lasting difference in the lives of our students. The work documented in the following pages is the work of a team, not of an individual, and I am endlessly thankful to the awe-inspiring staff of our schools.

With the implementation of the Student Opportunity Act (SOA), Haverhill schools received significant increases in state funding. This funding has been aimed at reducing class sizes, providing instructional coaching, and enhancing educational resources, particularly in schools with higher proportions of low-income students. The funding has been effectively utilized to improve facilities, decrease class sizes, increase wages, and implement a multi-tiered system of support (MTSS) across the district.

Our MTSS system offers a comprehensive framework aiming to provide targeted academic, social, emotional, and behavioral interventions to meet the diverse needs of all students, which represents a significant enhancement of student support systems within the district. The district has established best practices for identifying and delivering tiered instruction and interventions. This involves continuous monitoring and data-driven decision-making to ensure that all students receive appropriate levels of support academically and emotionally based on their individual needs. The district has invested in training for educators, educational support personnel, and administrators to effectively implement MTSS. This training includes guidance on using data to inform instruction and interventions, as well as the integration of existing resources and programs that support the MTSS model. With a focus on coordinating these efforts across the district, ensuring that all schools are equipped to provide comprehensive support to students.

These initiatives, driven by the SOA funding, have helped create a more inclusive and supportive educational environment in Haverhill, enhancing the overall educational experience for students and addressing their diverse needs more effectively.

### STANDARD I: Instructional Leadership

**The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.**

#### **1A Curriculum**

**The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.**

*“Lack of common planning time across the district leads to variation in instruction from classroom to classroom and school to school. In some classrooms, the materials and instruction are not aligned with the grade-level frameworks. If teachers are to increase instructional rigor, they will need high-quality, standards-aligned curricular materials, increased instructional supports, differentiation of instruction, and more or reallocated time to learn and think as professionals “. MM Entry Plan 2019*

Upon arrival in 2018, HPS had Curriculum leads for Math, Science, and Social Students. However, there was no lead for ELA and the Director of Multilingual Learning position had been filled just a month before after being open for over two years. Curriculum and

instruction lacked consistency between classrooms and schools. The lack of comprehensive, accessible curriculum maps and common planning time across the school district led to lessons, at times, being unaligned with the DESE standards and students being inconsistently exposed to important building blocks of learning. Common Planning Time has since been carved out of the schedule for all teachers in all schools. Below you will find a table delineating our core curriculum resources in grades K -8 and their implementation timeline.

Subject	Product	Pilot	Implementation	Cycle Year
Science	StemScopes K - 8		2018-2019	2025/2026
Social Studies	McGraw-Hill IMPACT K-2, 4 Gibbs-Smith MA, My Home, (3) McGraw-Hill Networks 6-8 Savvas History Interactive (9-11)		2019-2020 (4-8) 2021-2022 (K-3, 9-11) 2022-2023 (3)	2025 - 4-8, 2026 - K-3, 9-11 2027-2028 - 3
Math	Eureka Squared	22/2 3	2023 - 2024	2028 - 2029
ELA K-2	Letterland	2019	2019	2025
ELA K-5	Wit and Wisdom	23/2 4	TBD	TBD
ELA 6-8	Study Sync	20/2 1	2021 - 2022	2026 - 2027

Below, you will find links to HPS sample curriculum maps for ELA, Math, Science, and Social Studies. These documents are excerpts from our curriculum websites, which have been designed by our team over the past two years. These websites offer teachers in-depth resources to support the skillful implementation of high-quality curricula for all students using evidence-based practices and leveraging valid and reliable assessments to inform our instruction.

1. [HPS ELA Curriculum Map Sample](#)
2. [HPS Math Curriculum Map Sample](#)
3. [Science HPS Curriculum Map Sample](#)
4. [Social Studies Curriculum Map Sample](#)

## 1B Instruction

**The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.**

SOA funds have been harnessed to improve instruction across the school district; ELA and Math Coaches have been added to all K – 8 schools across the district; Deans serve this function at

HHS. To help our teachers/interventionists/coaches improve their practice, we have created the following resources.

1. [MTSS Guide](#)
2. [Teacher Checklist 7 Types of Bias](#)
3. [Evaluating Documents for Curriculum Bias](#)
4. [HPS Coaching Guide](#)
5. [District Accommodation Plan](#)

As a school system we are constantly striving to engage all students, particularly our high needs students high-needs. High needs students include our rapidly growing population of multilingual learners, our students with disabilities, and our low income and unhoused students. We work together to implement targeted strategies and support systems to promote equity and inclusion. Key approaches include and targeted interventions based on a comprehensive variety of data points, inclusive teaching practices such as differentiated instruction and co-teaching models, professional development for educators on inclusive practices, active family and community engagement through multilingual communication and support programs, access to specialized staff and assistive technology, and culturally responsive practices to ensure all students are challenged educationally and feel valued and supported. Sample of links to programs and supports for high needs students below:

1. [ML Department Growth](#)
2. [Example Using ML Data to Target Instruction](#)
3. [MLs Engagement at HHS](#)
4. [RISE Program Presents at Conference](#)
5. [Special Education Parent Advisory Council](#)
6. [Training on New IEP for Families](#)
7. [Greenleaf Academy Presentation](#)
8. [Gross Motor Home Help](#)
9. [MKV - Foster Care/Unhoused Outreach](#)

## Preschool Expansion

Preschool is crucial as an early intervention because it lays the foundation for a child's future learning and development. During the preschool years, children experience rapid cognitive, social, and emotional growth. Quality preschool programs provide structured environments where children can develop essential skills such as language, literacy, numeracy, and social interaction. Early exposure to these skills helps identify and address developmental delays or learning disabilities, enabling timely support and intervention. Furthermore, preschool fosters a love for learning and curiosity, setting a positive trajectory for academic achievement and personal development. By addressing potential challenges early, preschool ensures that children enter kindergarten ready to succeed, reducing the likelihood of future educational difficulties and promoting long-term educational and social benefits.

Over the past three years, post-pandemic, Haverhill Public Schools have experienced significant growth in their preschool programs, in fact we have more than double our enrollment of

preschool students. In order to accommodate this growth HPS has opened a second preschool site and with ESSER funds we have been able to remove the barrier of tuition for families. This expansion has also been supported by the Commonwealth Preschool Partnership Initiative (CPPI) grant, which aims to enhance the accessibility and quality of preschool education. Haverhill is entering year three of our CPPI grant, this competitive grant brings over one million dollars per year to the preschools of Haverhill, the grant is a team effort with multiple community partners and was applied for multiple times before it was awarded to HPS in 2021. The CPPI grant has enabled Haverhill Public Schools to increase enrollment, reduce class sizes, and improve educational resources and facilities. Additionally, the grant has facilitated professional development opportunities for educators, ensuring that they are equipped with the latest teaching strategies and practices. This growth in preschool education is a vital step towards providing a strong educational foundation for the children of Haverhill, preparing them for future academic success and lifelong learning.

### Gateway Academy

Over the past two years Gateway Academy has grown from a very small alternative program of under 20 students to a thriving alternative school with over 130 students and growing. To accommodate this growth Gateway moved to the St. James school building this year - and they are loving it! Gateway Academy is an innovative educational program designed to support high school students who face academic challenges in a traditional school setting. The Academy offers a personalized learning environment with smaller class sizes and individualized instruction, allowing students to receive the attention and support they need to succeed. Focused on both academic and personal growth, Gateway Academy integrates a range of services, including counseling, mentorship, and career readiness programs. This holistic approach ensures that students are not only meeting academic standards but also developing the skills and confidence necessary for post-graduation success. By providing an alternative pathway to education, Gateway Academy plays a critical role in reducing dropout rates and helping students achieve their full potential.

### 1C Assessment

**Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.**

HPS uses benchmark data tools to systematically measure student performance and growth over time, providing critical insights that drive instructional improvements. These tools allow educators to assess students at regular intervals, offering a clear picture of their academic progress relative to established standards. By analyzing benchmark data, teachers can identify trends, pinpoint areas where students are excelling, and detect where additional support is needed. This information enables the creation of targeted interventions and personalized learning plans that address specific gaps in knowledge. Additionally, benchmark data tools facilitate the setting of realistic goals and monitoring progress toward them, ensuring that instruction remains aligned with learning objectives. They also support data-driven discussions

among educators, helping to share best practices and refine teaching strategies collaboratively. Overall, the use of benchmark data tools enhances the ability of schools to provide a tailored, effective, and equitable education for all students.

HPS utilizes i-Ready, our integrated learning system, which is designed to provide personalized instruction and assessment for students in kindergarten through 12th grade. Developed by Curriculum Associates, i-Ready combines diagnostic assessments and individualized learning pathways to help educators identify students' strengths and areas for improvement. The platform offers adaptive tests that adjust in difficulty based on student responses, providing accurate insights into their current performance levels across key subjects such as reading and mathematics. With these insights, i-Ready delivers tailored instructional resources that address each student's specific needs, fostering growth and proficiency. Additionally, i-Ready includes tools for monitoring progress and generating detailed reports, enabling educators to track student development over time and make informed instructional decisions. This comprehensive approach supports differentiated instruction, ensuring that all students receive the appropriate support to achieve their full academic potential.

Walk-throughs are important in schools because they provide administrators and educators with a firsthand look at the teaching and learning environment, allowing them to observe instructional practices, student engagement, and classroom dynamics in real-time. This qualitative data is crucial because it offers nuanced insights that quantitative data, such as test scores and attendance rates, might miss. Observations can reveal how students interact, how effectively teachers are delivering content, and the overall school climate, which are essential for identifying strengths and areas for improvement. This comprehensive understanding helps inform targeted professional development, supports teacher growth, and ultimately enhances student outcomes by ensuring that instructional strategies are effectively meeting students' needs.

1. [Sample Iready Data Presentation: Nettle](#)
2. [Sample K-5 Literacy Assessment Tool: Grade 3 Fluency Assessment](#)
3. [Gateway Walk Through Feedback](#)
4. [Nettle Walkthrough Feedback](#)

## **1D Evaluation**

### **Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.**

As HPS continues to recover from COVID and return to a more typical routine in our schools, this year, each school leader has a goal around walkthroughs in their school – the focus of the walkthroughs is the purview of the school leader- however, all schools are to have routine walkthroughs which target an area of practice in need of improvement. Walkthrough dates are scheduled and posted in advance so that teachers are not surprised and central office staff can join. Feedback is provided to staff after each session. Walkthroughs are a critical component in our schools as they provide a systematic method for administrators, teachers, and instructional leaders to observe and assess the teaching and learning environment. These brief yet focused visits to classrooms allow educators to gather real-time data on instructional practices, student

engagement, and classroom dynamics. By regularly conducting walkthroughs, schools can identify areas of strength and pinpoint opportunities for professional development, ensuring that teaching strategies are effective and aligned with educational goals. Moreover, walkthroughs foster a culture of continuous improvement and collaboration, as they create opportunities for constructive feedback and open dialogue among staff. Ultimately, walkthroughs contribute to a more supportive and reflective school environment, promoting academic excellence and enhancing the overall educational experience for students.

1. [Walk Through Schedule 23-24](#)
2. [Intervention Walkthrough Tool](#)

The Massachusetts Educator Evaluation Framework emphasizes continuous improvement, professional growth, and accountability. It incorporates multiple measures of performance, including student learning outcomes, classroom observations, and educator self-assessments. A key component of the system is the use of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) to guide professional development and instructional strategies. The evaluation process is collaborative, involving regular feedback and dialogue between educators and evaluators, fostering a culture of reflective practice and professional excellence. This framework not only aims to recognize and reward effective teaching but also to provide targeted support and resources for educators to address areas of need, ultimately striving to elevate the quality of education across the state.

#### Evaluation Timelines By Unit

Administrators: Annual evaluations with final eval due June 15<sup>th</sup>.

Multi-tiered evaluations to include:

1. Principles of Effective Administrative Leadership – due via meet by October 1<sup>st</sup>.
2. Mid-year review – due via meet by January 15<sup>th</sup> if there are concerns about progress to date.
3. Summative evaluation conference – due May 15<sup>th</sup>.
4. Written summative evaluation – due June 1<sup>st</sup>; evaluate may respond in writing within 14 days.

Teachers: Annual evaluations with final eval due June 15<sup>th</sup>. - see contract for interim dates

ESP's: Annual (more if needed) with final eval due June 1<sup>st</sup>.

Clerical: No specifications regarding frequency or due date. Evaluation template in contract.

Nurses: Evaluations not mentioned in the contract / no evaluation templates within the contract.

Cafeteria: Annual evaluations with a due date of June 30<sup>th</sup>.

Custodians: Annual evaluations but no due date.

Transportation: Annual evaluations with a due date of June 30<sup>th</sup>.

Non-Unit (no contract: All non-unit evaluations are done annually and due June 30<sup>th</sup>.

Below is a sample of building leader goals. Each of the goals is further delineated by defining actions, supports and timelines/frequency.

- *By consistently reviewing the DCAP, encouraging speaking and listening strategies during all content lessons, and monitoring iReady usage, 75% of students performing below grade level on the Fall 2023 iReady Diagnostic will achieve 50% progress toward their Stretch Growth measure on the Winter 2024 iReady Diagnostic.*
- *In order to ensure that all students have access to standards-aligned, culturally and linguistically sustaining instruction across all settings and disciplines using high-quality materials and evidence-based practices to provide equitable opportunities, supports, and scaffolds for grade-level learning, I will conduct 4 walkthroughs with district leadership staff and share the feedback with teachers. This will be evidenced by the quarterly schedule, walkthrough forms, and feedback to teachers.*
- *During the 2023-2024 school year, we will work to close the gap by 10% between the state and school percentage achievement levels on the Mathematics MCAS test for students who are enrolled at XX School by November 1st. This will be achieved by the action steps listed below. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity as well as inclusivity for all.*
- *By June 2024, classroom walkthrough observations will be conducted at least three times per year with the instructional leadership team members and other district administrators. Feedback will be provided to educators concerning preparing lessons, reflecting on instructional practices, developing professional learning on standards-aligned practice, and providing feedback on classroom practice. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity as well as inclusivity for all.*
- *The goal is to ensure systematic, consistent, data-driven support for our students and teachers by calibrating the implementation of our operations and protocols for the year using our administrative playbook and data collected during the year for discipline and restorative practices. Using the same checklists, calibrating our consequences, and the discipline data will be collected as well, such as re-entry protocols and our "Discipline Interventions and Data Collection" Google Sheet. ongoing reflection will be data-centered to support a more consistent, fair, and efficient process for staff and students.*
- *Teacher goals are then built off of the building administrator goals, which are developed during the summer leadership retreat where school improvement plans are co-created.*

Goals for the district, schools, administrators are developed collaboratively at our annual Leadership Retreat.

1. [SY 24 Leadership Retreat Agenda](#)

### **1E Data Informed Decision-making**

**Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning**

Schools use data to enhance educational outcomes by tailoring instruction to meet individual student needs and improving overall teaching effectiveness. By analyzing data such as test



scores, attendance records, and classroom performance, educators can identify strengths and weaknesses among their students. This allows for personalized learning experiences, where lesson plans and interventions are adjusted to support each student's unique learning path. Data also helps teachers refine their strategies by highlighting which methods work best, ensuring continuous improvement in instructional techniques. Additionally, schools utilize data to monitor student progress, make informed decisions on resource allocation, and meet accountability standards set by educational authorities. This evidence-based approach promotes equity by addressing disparities in achievement and supports transparency and engagement with parents and the broader community. Ultimately, data-driven instruction creates a more responsive and effective educational environment, fostering success for all students. The Haverhill District Improvement Plan is the base on which each school develops its School Improvement Plan, and in turn, administrators and educators shape their goals for the years.

1. [HPS District Improvement Plan](#)
2. [Walnut Square School Improvement Plan](#)
3. [JGW School Improvement Plan](#)

## **1F Student Learning Indicator**

**Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.**

The 2023 MCAS results for Massachusetts gateway cities indicate varying levels of performance and progress across different districts. While there have been some improvements compared to previous years, many cities still face significant challenges, particularly in recovering from the educational disruptions caused by the COVID-19 pandemic. For instance, despite some progress, students in gateway cities generally scored below the state average in both English Language Arts (ELA) and Mathematics, highlighting a persistent achievement gap.

The 2023 MCAS accountability data for Haverhill reveals mixed results for the school district. Haverhill has been classified as "Not requiring assistance or intervention" with a designation of "Substantial progress toward targets" in the state's accountability framework, achieving a 57% progress rate toward educational goals. This reflects a significant effort and post-pandemic improvements in areas such as coursework completion, chronic absenteeism, and the annual dropout rate. However, despite some improvements, the overall performance in key areas remains a concern; in particular, early reading scores were a notable concern, which we hope will be addressed by the implementation of a new science-based reading program across the district.

1. [2023 Accountability Data - Haverhill \(01280000\)](#)
2. [HPS Student Data Summary 2023](#)
3. [i-Ready Data 23/24](#)

## **Standard II: Management and Operations**

**Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.**

**2A Environmental Indicator Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.**

HPS was one of the few gateway cities that kept schools open during the SY 20-21 year of COVID-19. In response to the COVID-19 pandemic, Haverhill Public Schools implemented several measures to ensure the safety and continuity of education for students and staff. Not missing a beat, the schools transitioned to remote learning to comply with state guidelines and protect the community. Within days of shutting down, we had standards-aligned lessons for each subject each day posted on HC Media; we immediately began distributing Chromebooks and were up and running with remote lessons. We worked with the union to develop protocols for online instruction and provided resources to support students and teachers during the shift to virtual classrooms.

1. [Remote Learning Academy](#)
2. [HPS Covid Reopening Plan](#)
3. [Joint COVID Response Team Agenda](#)

In order to address issues as they arose, we created a Joint Stakeholder Coronavirus Response Team (JSCRT) composed of parents, HEA members, Leadership, and Medical Professionals. This team met weekly to discuss the ongoing pandemic and as an advisory on how to ensure that students, staff, and parents were supported throughout the pandemic.

1. [FAQS with Dr. Marotta 9-9-20-Video](#)
2. [Haverhill Public Schools Education Update - video](#)
3. [Haverhill Journal Live - Apr. 5, 2021: Dr. Marotta on School Reopening: Mayor's Update](#)
4. ['Whole New Set Of Rules': Haverhill Schools Prepare For Hybrid Learning - CBS Boston](#)

Like most public schools and other public institutions, Haverhill Public Schools made extensive adjustments to its HVAC systems in response to the COVID-19 pandemic. These adjustments included improvements to ventilation, air filtration, and other measures to enhance indoor air quality and reduce the risk of virus transmission.

Certified HVAC technicians reviewed our existing ventilation and exhaust systems to ensure. The schools complied with the American Society of Heating and Air-Conditioning's (ASHRAE) COVID-19 Building Readiness/Reopening Recommendations. Since 2020, HPS has spent 3.2 million dollars in maintenance, repairs, and upgrades of our HVAC systems across the school district. At Haverhill High School, the work specifically included:

- All unit ventilators were repaired and returned to work to the manufacturer's specifications.

- All classroom floor-mounted unit ventilators are routinely cleaned, and new filters are installed.
- Both pneumatic and DDC controls are tested, repaired, or replaced as needed.
- All exhaust fans on the roofs and inside the buildings were restored and confirmed to be functional and powered on.
- The amount of airflow evaluated on classroom exhausts and unit ventilator outside air intakes.
- Boiler controls, water treatment RTU, and specialty equipment were reviewed and addressed.

In 2022, the school district was able to eliminate our dependence on contracted services HVAC companies and hired a full-time, certified HVAC technician to maintain our HVAC systems. Responsibilities of this role include ongoing air-quality monitoring, review, repair, and replacement of critical HVAC components, as well as routine filter changes.

Most of our school buildings are not new, and as such, things occasionally malfunction; having a full-time HVAC technician on-site allows us to keep pace with routine maintenance and repair of systems.

Air quality is an ongoing concern for the school committee and the district leadership. During the 22-23 school year, HPS wrote and was awarded a \$1.7 million federal grant to improve ventilation and air quality. The Improving Ventilation and Air Quality (IVAQ) grant will be used to repair air conditioning units at three elementary schools. These schools are designed to have AC in central areas. However, these units failed many years ago and had not been repaired due to the expense. This 1.7-million-dollar grant is in addition to the 3.2 million dollars already expended. As a school system, we continue to seek grants to improve and control the temperature of our schools.

Below is a list of ongoing or recently completed facilities updates

- Consentino Building Project Managed the requirements definition relating to the complete academic and programmatic use of the building, as well as managing the FD through the specification and detailed design process.
- New Parking lot: added a new temporary parking lot in the front of the building
- Tennis/PickleBall Building
- EV Charging Stations for six new EV Pupil Transportation Vans Encouraged and facilitated FD to successfully pursue a \$485,000 grant to cover the majority of the installation cost
- Whittier Modular Classrooms Worked with the FD on educational requirements and budgeting. Managed FD toward deadline performance. Fire Panel Upgrade to occur next month.
- HVAC Upgrades at Silver Hill, Golden Hill, and Pentucket Lake Managed FD through funding alternatives and impacts on the academic environment. The project involves the replacement of all refrigerant piping and terminal electrical upgrades.
- Bartlett Upgrades: Added new electrical circuits, added a new kitchen, built out additional income-producing classroom space, and added hydroponic growing units.

- Nettle Building Management Systems Upgrade Encouraged FD to successfully pursue a 135K grant to cover this round of upgrades.
- Tilton Electrical Upgrade This active project involves bringing new 800 AMP services in from the street, adding dedicated 20 AMP circuits and main switchgear to accommodate window ACs in all learning spaces and admin areas.
- Refrigeration Upgrade: replacing obsolete walk-in refrigerator
- Oil Tank Removals: Greenleaf and Tilton. Projects were under budget and resulted in clean certificates.
- New Boilers: In the planning phase for Silver Hill and Moody
- HHS Engineering Space Buildout: Facilitated requirements definition with FD and stakeholders for the engineering space buildout in the former carpentry shop. Including specifications, design structural, HVAC, electrical plumbing, sheetrock, and finishes 100K
- HHS Cyber Café Improvements: Replacing stainless counter in the kitchen area, installing new passage door, cutting concrete block, freshening cabinets
- HHS Added a new parking lot to offset lost spaces to the tennis building and increase net available spaces by 70.
- HHS Auditorium, complete remodeling including painting, some lighting upgrades, and reupholstering of all seating.
- HHS New Gymnasium Roof: Project returned 600K to the City
- Refrigeration Project: replacing all freezers and refrigerators
- Moody: New roof, new fire alarm system (planned), ADA upgrades internally and externally, new boiler (planned)
- Weatherization upgrades, all school's NGRID project

Haverhill Public Schools have made significant strides in enhancing safety across their campuses, prioritizing the well-being of students and staff through a multi-faceted approach. Recent improvements include the installation of advanced security systems, such as surveillance cameras and secure entry points, to monitor and control access to school buildings. Additionally, the district has invested in comprehensive emergency preparedness training for educators and staff, (ALICE) ensuring that all personnel are equipped to respond effectively in various crisis situations. Collaboration with local law enforcement has also been strengthened, facilitating regular safety drills and the development of detailed emergency response plans. Moreover, Haverhill Public Schools have focused on fostering a supportive school climate by implementing anti-bullying programs and mental health resources, aiming to create a safe and inclusive environment for all students. These proactive measures collectively contribute to a safer and more secure educational setting, allowing students to focus on learning and personal growth. A sample of additional Environmental Indicator Data include:

1. [HPS Crisis Response Teams](#)
2. [Emergency Preparedness Parent Pamphlet](#)
3. [HHS Support Staff](#)

Other recently introduced safety measures of note include:

- Linewize provides 24/7 comprehensive digital safety solutions, including web filtering, classroom management, and online behavior monitoring with live 24/7 warning to HPS to ensure a secure and productive learning environment.
- Pulse: Pulse is a communication and engagement platform to track student engagement and participation, helping educators to identify and support students in need of assistance.
- HPD Prom Safety assembly
- HPD Cyberbullying Parent Night and Grade 8 assemblies
- UTEC Partnership
- Ongoing expansion of Vape Detectors
- Door Alarms HHS
- Security PD with the Edward Davis Company
- Ongoing investments in video surveillance equipment

## **2B HR and Development Indicator**

### **Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective**

Haverhill Public Schools have implemented a series of new and revised strategies to recruit and retain staff while also focusing on increasing diversity. Haverhill has also placed an emphasis on diversity by actively recruiting from a broad range of backgrounds to better reflect the student population. This involves targeted outreach and partnerships with educational institutions to attract candidates from diverse communities. Including Latinos for Education, Lynch Leadership Academy, Merrimac / HPS Fellows, Merrimac/HPS Para to Teacher Pipeline, and William James College Internship Partnership. Furthermore, the district provides ongoing professional development and mentorship programs to support new teachers and ensure their growth and retention within the district. Our Induction and Mentoring program teaches a “best of both worlds approach.” Each new teacher joins a two-year program that includes both an HPS mentor and two one-year programs from Research for Better Teaching. These efforts are part of a broader strategy to address teacher shortages and build a more inclusive educational environment that supports both educators and students effectively.

1. [Recruitment, Retention, Diversity](#)
2. [MA DESE Retention Rates.docx](#)
3. [Teacher Recruitment Article](#)

## **2C Scheduling & Management**

### **Uses systems to ensure optimal use of time for teaching, learning, and collaboration**

*In many schools, particularly at the middle school level, class sizes are high, with some middle schools reaching up to 35 students and beyond in a classroom. The large class sizes challenge the teachers' ability to meet the diverse learning needs that are inherent in urban education. MM Entry Plan 2018*

Current class sizes are noted below as of May 20, 2024. We have had an addition of 130 more students across this school year. Each year, we roll-up all schools and grades for the following year and add and subtract classrooms as needed to provide the most equitable class sizes possible.

	Total # of Classrooms: PK-8th	Totals by grade inc. Pre-Reg	Class-size average
PK	16	353	
K	30	581	19
1	27	591	22
2	28	590	21
3	27	589	22
4	29	596	21
5	28	617	22
6	26	662	25
7	28	631	23
8	26	649	25

In Haverhill Public Schools, the importance of school schedules lies in their ability to ensure the smooth functioning of the schools by providing a structured framework that supports effective time management, enhances student learning, and optimizes resource allocation. With such a large population of high-needs students (71%), many require additional support from counselors, special educators, ML teachers, and interventionists; carefully crafted schedules are needed to ensure that these students receive “core and more” and are not missing grade-level academics to get supplemental support.

While the present HHS fixed schedule is posted below, in fall of 2024 HHS plans to move to a modified waterfall schedule. The waterfall is modified to allow for the continuation of the Loop Program and for students attending Early College to meet HHS academic requirements in the AM and then leave for the NECCO campus. We are transitioning from a fixed schedule to a waterfall schedule to enhance student engagement and academic performance. The waterfall schedule, characterized by rotating class periods, ensures that students experience different subjects at varying times of the day, thereby reducing monotony and combating afternoon fatigue. This dynamic approach allows for more balanced cognitive workload throughout the day, fostering better retention and understanding of material. By implementing this change, Haverhill High School aims to create a more stimulating and effective learning environment that supports the holistic development of its students.

1. [HHS Schedule](#)
2. [Nettle Schedule](#)
3. [SH Schedule](#)

## 2D Law, Ethics & Policies

## **Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical gu**

Each summer, we hold a multi-day Leadership Institute, Which includes, among other things, legal updates, policies, protocols, and a discipline refresher for all principals, assistant principals, and supervisory staff. At this retreat, we also co-create goals for the school district for the upcoming year and review evaluation best practices for staff and us. Each of the documents below have been created in the past three years and are samples of documents we use in keeping staff up to date on laws and regulations.

1. [Student Handbooks](#)
2. [Anti-Bullying Policy & Protocol](#)
3. [Title IX Policy & Protocols](#)
4. [2023 Opening Day Mandated Training](#)
5. [Annual State and Federal Mandates Training](#)
6. [51A Staff Training](#)
7. [Legal Updates Training](#)
8. [Staff Orientation - Every Monday](#)
9. [HPS Substitute Handbook](#)

## **2E Financial Systems**

### **Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school level goals and available resources.**

Budgets play a crucial role in reflecting the mission and vision of a school system by allocating resources in a manner that aligns with the educational goals and priorities set forth by the district. Each year, our budget process involves input from not only the school committee and school leaders but also a large-scale community survey conducted to identify priorities for taxpayers and school staff, and oftentimes, students will participate in the process. The HPS budget is funded through a variety of funding streams, including state aid, local property taxes, grants, and other revenues. In recent years, we have had the advantage of Student Opportunity Act Funds and ESSER Funds. As predicted, we are hitting a “fiscal cliff” with ESSER funds drying up and the previously little-known inflation cap on Chapter 70 funds impacting our SOA funding in the coming year and beyond. Fortunately, from the onset of this additional funding, we were acutely aware that it was not permanent and began making plans for its expiration.

In order to both take advantage of the funding being provided to support our COVID-19 pandemic recovery and plan for the days when these funds would inevitably end, we put a thoughtful, proactive plan in place. We began by building up our Circuit Breaker Reimbursement Revolving fund – which is one of the few ways a school district can carry funds from one year to the next. When I arrived in Haverhill, the CB revolving fund had a zero balance; today, the balance is the maximum allowable by law – one year’s CB reimbursement funding or just over four million dollars. We are additionally allowed to prepay out-of-district special education tuitions – we are not allowed to prepay other expenses. By initiating a soft-budget freeze in February of this year, we are able to not end the year with two million dollars to prepay tuitions

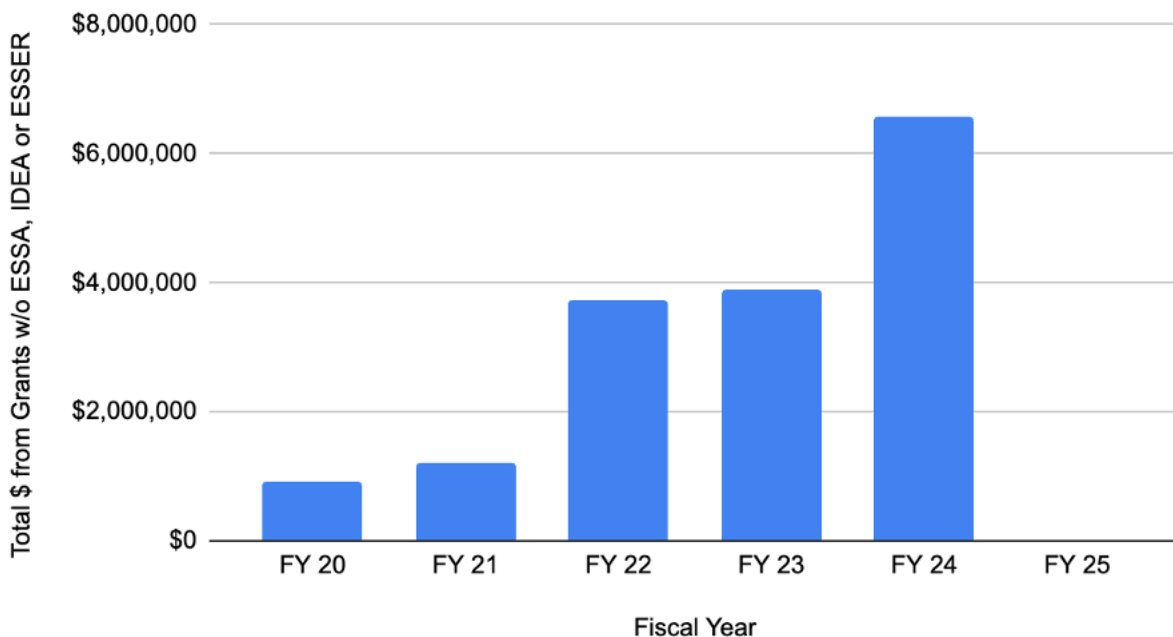
and two million in remaining ESSER funds which must be spent this fall. Having these funds has allowed us to avoid catastrophic cuts this year, and not spending them all on the SY 25 budget allows us a layer of financial stability moving forward, which will be needed.

Below, you will find a sample of evidence related to the 24-25 school year budget process.

1. [SY 25 Budget Book](#)
2. [SY 25 Budget Presentation](#)
3. [SY 25 Budget Workshop](#)

Grants are crucial to school districts as they provide essential supplementary funding that can address budget shortfalls and enhance educational offerings. By securing grants, school districts can introduce and sustain innovative programs and initiatives that may not be feasible with regular budget allocations. Additionally, grants facilitate professional development opportunities for teachers and administrators, ensuring they remain equipped with the latest skills and knowledge to foster student success. Infrastructure and technology improvements, vital for creating modern and conducive learning environments, are often made possible through grant funding. Furthermore, grants play a significant role in promoting equity by supporting programs tailored for underserved and disadvantaged populations, ensuring all students have access to quality education. Community and parental engagement initiatives, critical for building strong partnerships and enhancing student outcomes, are also frequently funded through grants. Overall, grants enable school districts to advance their educational mission and vision, providing resources that enrich the learning experience and promote academic excellence.

Total \$ from Grants w/o ESSA, IDEA or ESSER vs. Fiscal Year





Title I is a federal program authorized through the No Child Left Behind Act of 2001. It provides financial assistance to schools based on each school's percentage of poverty. Funds are used to provide supplemental resources to ensure all children meet academic standards. Prior to 2018, when I arrived, Haverhill was in danger of losing Title I funding as repeated audits demonstrated major concerns with grant compliance and bookkeeping. Since that time, the Title I and Community Outreach office has worked diligently with the Department of Elementary and Secondary Education liaison to correct and improve the identified areas. The following is a summary of the deficiencies and improvements:

1. There was a historic lack of communication with district leadership and principals regarding title grant expectations and fund allocations.
2. Title Grant Summary of Expenditures was created and distributed to district leadership and school-based administration
3. A Principal Handbook was created and distributed to school leaders. [Principal Handbook](#)
4. There was a lack of clarity and equity on school-based funding to support Family Engagement, Academic Support, Supplemental materials, and transportation.
  - funding is now calculated based on the number of low-income students, and Principals were provided a budget and funding codes to monitor school
5. Previously, a required district Needs Assessment was not conducted.
6. A district Needs Assessment was created and distributed to all stakeholders. Data collected was used to inform funding decisions.
7. HPS had been repeatedly cited for a lack of a Data Collection system to evaluate the effectiveness of funding.
8. Title I office staff created a schedule to meet with each school's Instructional Support Team three times per year to review usage data, gather feedback, and collect school-based data on the effectiveness of spending.
9. Data collected throughout the year was used to complete the required application and end-of-year Evaluation
10. An online Data Collection system was created for each school to organize and store all Title I documents, Parents' Right to Know, School Improvement Plans, School Compacts, etc.

#### Title Grant Improvement Highlights

- Haverhill has hosted the past three Regional Network meetings.
- The Haverhill Public Schools has been invited to present at the Annual Statewide Federal Grants conference
- A substantial increase in Community engagement through the development of strong working community partnerships.

#### **Standard III Family & Community Engagement**

**Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.**

### **3A Engagement indicator Family and Community Participation**

#### **Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community**

Haverhill Public Schools demonstrates a strong commitment to family and community engagement, recognizing that active collaboration with families and the broader community is essential for student success. The district prioritizes transparent communication and fosters partnerships that support the educational and developmental needs of students. By organizing regular meetings, workshops, and events, HPS ensures that families are informed and involved in their children's education. Community engagement initiatives include collaborations with local businesses, organizations, and higher education institutions to provide students with diverse learning opportunities and real-world experiences. Additionally, the district supports programs that promote cultural competency and inclusivity, ensuring that all voices are heard and valued. This commitment to family and community engagement helps create a supportive and enriching environment where students can thrive academically and socially.

Haverhill Public Schools is committed to ensuring that all families feel welcome and valued as integral members of the classroom and school community. We actively engage families through a variety of programs and initiatives designed to foster open communication and collaboration. Our schools offer regular opportunities for parents and guardians to participate in school events, workshops, and committees, ensuring their voices are heard and their contributions recognized. Bilingual Parent Liaisons and cultural proficiency training for staff help bridge language and cultural barriers, making it easier for non-English-speaking families to engage with the school system. This inclusive approach not only enhances the learning environment but also strengthens the bonds between families and schools.

Additionally, Haverhill Public Schools encourage family involvement in the broader educational landscape, recognizing that their insights and support are vital to the district's success. We provide platforms for parents to contribute to decision-making processes at both the school and district levels, such as through parent advisory councils, school site councils, parent-teacher organizations, and community forums. By creating a welcoming and inclusive atmosphere, we empower families to take an active role in their children's education and the school community. This collaborative effort aims to ensure that our schools are responsive to the diverse needs of our students and that the entire community works together to create a supportive and effective educational environment. Of course there are many voices and many ways of being heard, we are always seeking new ways of having open honest and transparent two-way communications with our community.

Recently, HPS instituted district-wide usage of the Remind App as a safe and secure method of communication between students and families. All staff and families have access to the app, and it is the communication platform used to provide equitable engagement throughout our schools. The Remind App is Phone-based messaging and automatic translation into 90+ languages, making it easy to reach families where they are and for them to engage.

There are constant family events within HPS; I try to circulate my attendance at events among the 17 schools in addition to district wide events, school committee meetings, subcommittee meetings, and union negotiations. Below are a few links to events and communications. We know that people have different ways of communicating, so we try to vary our approach; you will see below samples of a few methods of getting the word out, including social media, radio, in-person events, video, letters, web-postings, and parent-led groups.

1. [Sample Pics Community Events](#)
2. [HPS Welcome to K Video](#)
3. [Sample parent letter](#)
4. [Welcome back to school letter](#)
5. [HPS Facebook Page](#)
6. [Sample Monthly Radio Appearance WHAV](#)
7. [2024 Open House Schedule](#)
8. [HPS Instagram Posts](#)
9. [Compilation of Communication Samples](#)

Haverhill, specifically, has evolved significantly to meet the diverse needs of students in a rapidly changing world. Today, a 21st-century high school system serves as a dynamic hub of learning, innovation, and preparation for the future. It goes beyond traditional academic instruction to provide students with the skills, knowledge, and experiences necessary for success in college, career, and civic life. A 21st-century high school emphasizes personalized learning pathways, leveraging technology and digital resources to tailor instruction to individual student needs and interests. Moreover, it fosters a culture of inquiry, critical thinking, and creativity, equipping students with the ability to adapt to new challenges and thrive in an increasingly complex global society. Collaboration and interdisciplinary learning are also central to the 21st-century high school experience, preparing students to work effectively in diverse teams and navigate interconnected fields and industries. Additionally, a strong emphasis is placed on developing essential life skills such as communication, problem-solving, and digital literacy, ensuring that graduates are well-equipped to contribute positively to their communities and pursue meaningful careers in an ever-evolving world. Ultimately, the role of a 21st-century high school is to empower students to become lifelong learners, compassionate leaders, and responsible global citizens, prepared to shape the future with confidence and purpose.

Below is a sampling of student-led events, activities, and protests that support student voice and engagement in their community.

- Day of Silence Observed at HHS – an annual, nationwide campaign that seeks to highlight the way that many LGBTQ+ youth feel silenced. Students who participate will be taking a vow of silence for the day.
- Student Council and Pride Club work together to create a spirit week that includes DEI.
- Multilingual/Multicultural Club
- Unified Sports joins students with and without disabilities on teams inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.

- Racial Injustice Rally - February 2022 - Students, Teachers, Administrators
- HPS students participate in Team Harmony’s We Have a Dream ACTION INSTITUTE & RALLY: Tulsa, OK. A team (Staff and Students) was sent to Team Harmony’s We Have a Dream ACTION INSTITUTE & RALLY to bring together high school leaders from every state and territory in America for an experience designed to educate, inspire, and engage them in the effort to promote mutual understanding and respect amongst all people.

### **3B Sharing responsibility**

#### **Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.**

As Superintendent of schools, I continuously collaborate with families and community stakeholders to support student learning and development across all settings—at home, in school, and within the community. Recognizing the critical role that families and community partners play in a student's education, Families are provided with opportunities to engage directly with school and district leadership, share their insights, and contribute to the decision-making processes that affect their children's education.

Additionally, I work with local organizations to foster strong connections with businesses and civic groups to create a network of support that extends beyond the classroom. These partnerships enable the development of programs and resources that enhance educational experiences and provide students with real-world learning opportunities by working together with all stakeholders, ensuring that students receive a well-rounded education that supports their academic growth, social development, and overall well-being. This collaborative approach underscores the commitment of Haverhill Public Schools to create an inclusive and supportive environment where every student can thrive.

I serve on multiple local boards, including Haverhill Promise, Haverhill Boys and Girls Club, HC Media, and Crest Collaborative. I am an active member of LEADS Haverhill Cohort 2. LEADS Haverhill, which stands for Leadership, Education, Action, Development, and Success, is a comprehensive initiative designed to foster leadership and civic engagement among students in Haverhill Public Schools. The program aims to equip LEADers with the skills and knowledge needed to become active, informed, and responsible citizens. LEADS Haverhill focuses on developing leadership qualities, promoting educational excellence, and encouraging participants to take action in their communities.

Below is a sample of ways in which the school district, under my vision, direction, and leadership, continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

1. [Copy of 2023-2024 Community and Family Events](#)
2. [HPS Community Partnerships](#)
3. [Mental Health Community Partners](#)
4. [Vacation Academy Flyer](#)

5. [Summer Learning Overview](#)
6. [RISE visit to NECCO](#)
7. [Before & After School Care](#)
8. [Right to Read Haverhill Promise](#)

### **3C Communication Indicator**

**Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.**

*The vast majority of newcomer families in Haverhill speak Spanish. The district employs two Spanish-speaking “interpreters.” These two individuals interpret at IEP meetings, family events, parent conferences, and in emergency situations across the school district, they translate IEPs and school documents to be sent home, as well as support the registration of Spanish-speaking families. Increased Spanish language translation and cultural competency are needed across the district. MM Entry Plan*

In our efforts to promote and support parent involvement in our schools, we have created bilingual parent liaison support staff positions to foster stronger relationships with the families of our students. Their role is to bridge the communication between school and home to support the student’s academic and social success at school. In Haverhill Public Schools, Bilingual Parent Liaisons play a pivotal role in fostering communication and collaboration between the school system and families. They facilitate communication by translating written materials and providing interpretation during meetings, ensuring parents can actively engage in their children's education. These liaisons build trust and respect by understanding cultural differences and providing guidance on navigating the school system. They work with other school staff to support academic achievement by helping parents track progress and advocating for students' needs. Additionally, they promote equity and inclusion, ensuring all students have access to educational opportunities. Bilingual Parent Liaisons are a newer addition to our staff, creating a welcoming and supportive environment for diverse families in the Haverhill community. We have created and funded the parent liaison role over the past several years; each school now has a Parent Liaison assigned with a total of 13 parent liaisons across the school district. We have additional in-house translations available in Portuguese, Arabic, French, and Haitian Creole, as these are the five most frequent languages in our school district at this time. We have access to outside translators for lower incident language needs. All district news and information is available in each of these languages – parents identify their language needs at registration, and documents are then sent to them in their language of choice. District events have live simultaneous translations available in each of these languages.

The Superintendent's Office has hired a bilingual staff member to support immediate communications with Spanish-speaking families who are reaching out to the Superintendent’s office for support.

HPS started a Family Literacy Evening Program in October of 2023 to support our families. Parents will have the opportunity to increase their English skills and computer literacy skills and learn about HPS websites and parent portals.

All HPS communications are sent out in the language of the home, and content on our website can be translated into dozens of languages.

1. [Family Literacy Flyer](#)
2. [Photos of the End of the Session at Family Literacy](#)
3. [Translation in Action in Classrooms](#)
4. [Family Trip to Children's Museum](#)
5. [Sample. Monthly District Newsletter- Dutch](#)

### **3D Family Concerns**

#### **Addresses family and community concerns in an equitable, effective, and efficient manner**

With over 8,000 students in a diverse urban school system, concerns routinely occur among families and staff. A team of people, including myself, has addressed these concerns. We encourage people to start at the building level, working with their classroom teachers and then with the school administration if problems are not resolved. Some issues are too complex or too concerning to be addressed at the school level. We have a web of support to help families address concerns. Typically speaking, special education-related concerns that can't be resolved at the school level are referred to the Executive Director of Student Support Services, personnel issues are handled by the Human Resources Department, Cyber Security to the Director of Technology, Facilities Assistant Superintendent and the Facilities Director, Transportation concerns are handled by the Assistant Superintendent and the Transportation Coordinator, Concerns surrounding curriculum content (often related to sexual health content, race/racism, concerns about critical race theory being taught in schools, library books, curriculum bias, and more). I communicate with each of these individuals across the day; I am kept abreast of ongoing issues via phone and via our Emergency Text threads – we have one for each school with all relevant players included in the thread for immediate communication needs.

Additionally, in order to respond in a timely and well-informed manner to the most serious parent/student concerns, we have instituted the position of Safe and Supportive Schools Liaison. The liaison works across schools and communicates with families in the most at-risk situations. The position is essential in addressing family concerns and ensuring a nurturing educational environment. The liaison acts as a bridge between families and the school, providing a reliable point of contact for parents to voice their concerns and receive timely assistance. The Safe and Supportive Liaison handles all Title IX investigations involving students, works closely with HPD, and monitors Linewize alerts 24/7. She works diligently to create a safe and inclusive atmosphere by addressing issues related to student well-being, including bullying, mental health, and safety. By offering resources, guidance, and support, she helps families navigate the school system and access necessary services. Through proactive communication and collaboration, the Safe and Supportive Schools Liaison play a crucial role in fostering a positive and responsive school community. Again, the Safe and Supportive Schools liaison, myself, school district attorneys, and HPD are in constant communication.

Additionally, we offer proactive interventions around student and family concerns that routinely arise across our school district and across the nation. One such offering was our Parent Series:

Strides to Wellness for HPS families (a mental health series of four workshops on substance abuse prevention, mental health literacy, and social media awareness). Below is a sample of other activities designed around family concerns:

- Youth Vaping: What it is, Why we are Concerned, and What We Can Do by Stanford University Research Lab Presentation
- Mental Health Collaborative - Parent Night virtual November 15th 7-8:30. In partnership w/MHC for teacher training and supplemental lessons for Grade 8.
- The NAN Project (see below for description)- Spring 2024 TBD
- Michael Rich from the Digital Wellness Lab- Spring 2024 TBD

We try to dovetail support for parent concerns with education in our classrooms targeted at those concerns. A sampling of our classroom collaborations included;

- YWCA continuing pilot program for Grade 7 Health classes at Gateway, Consentino, JG Whittier, Gateway & HHS on Healthy/Unhealthy Relationships
- 3 R's- Rights, Respect & Responsibilities: Through the DESE Partnerships for Youth Sex Education Grant, we will have consulting support and training and are embedding 4-5 lessons from the 3 R's to grades 6-8.
- PLT4M-PLT4M is powering the future of physical education. PLT4M is a K-12 wellness platform built for the next generation of physical literacy. The Athletic Dept will be training PE teachers 5-12 and high school coaches. It provides lessons, curriculum, workouts, and instruction for physical fitness.
- iDECIDE Program & Referral system- iDECIDE was developed by the Center for Addiction Medicine at Massachusetts General Hospital (MGH) in collaboration with the Office of Youth and Young Adult Services at the Massachusetts Department of Public Health (DPH) and the Institute for Health Recovery (IHR).
- Due to increased concerns about sexual activity at younger ages, Our Health Department is adding sex education to Grade 6
- Wellness Clubs are being added at the middle school level with four new potential advisor club positions being funded by the City of Haverhill Youth Mental Health & Activity Fund)

Each of these proactive measures has developed out of concerns brought by families in our community. Below is a sampling of communications regarding family concerns.

1. [HPS/HPD Cyber Crimes Awareness](#)
2. [Strides to Wellness](#)
3. [Connors Kindness Project](#)
4. [Community Activity & Sports Directory – English](#)
5. [Community Activity & Sports Directory – Spanish](#)
6. [Community Activity & Sports Directory – Portuguese](#)

## **Standard IV Professional Culture**

**Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff. Indicator IV-A. Com**

### **4A Commitment to High Standards**

**Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.**

As the Superintendent of Haverhill Public Schools, I am deeply committed to fostering a culture of high expectations throughout our district. I believe that every student has the potential to achieve excellence, and it is our collective responsibility to provide the support and resources necessary for their success. By prioritizing rigorous academic standards, innovative teaching practices, and a safe, inclusive environment, we can ensure that all students are prepared for the challenges of college, careers, and beyond. My dedication to continuous improvement and professional development for our educators reflects my belief that the key to student success lies in empowering our teachers and staff. Together, we will create a community where high expectations are the norm and every student can reach their full potential. At the same time, I am aware that we have miles to go. In meeting our goals, I am also acutely aware of the miles behind us; the journey has been long and, at times, difficult, but often, the most important things in life require sustained effort and commitment. I have included a few links below, but I am hopeful that the entirety of the documentation in this compilation of evidence will be considered evidence of my commitment to high standards.

1. [Walk through schedule](#)
2. [2023 Leadership Institute](#)
3. [HPS District Improvement Plan 23-26](#)

### **4B Cultural Proficiency:**

**Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.**

Haverhill Public Schools are dedicated to fostering cultural proficiency across the entire school system. This commitment is reflected in our diverse and inclusive curriculum, which celebrates and respects the rich cultural backgrounds of our students and staff. We provide ongoing professional development for educators to ensure they are equipped with the skills and knowledge to effectively teach and support students from all cultural backgrounds. Our programs and initiatives actively promote equity and inclusion, encouraging students to embrace and appreciate diversity. By engaging families and community members through multilingual communication and culturally responsive practices, we strive to create a welcoming environment where every student can thrive academically, socially, and emotionally.



Examples of Ongoing commitment to increasing teacher and administrator diversity in our schools.

- The New Teacher Project Training and partnering with HPS to train leadership in protocols for Recruiting, Hiring, and Retaining a Diverse Staff
- Lynch Leadership Academy is designed to develop a powerful and sustainable network of highly effective leaders at schools, within systems, and in communities who will disrupt inequity and dramatically increase the opportunities and outcomes for all students. They are a collaborative, cross-sector community of principals and school leaders from Greater Boston and gateway cities across Massachusetts. We have leaders and prospective leaders in their programs as part of their leadership training and development.

1. [TNTP](#)
2. [BC Lynch Leadership Academy](#)
3. [Lynch Leadership Fellowship](#)
4. [Lynch Leadership Micro Academies](#)

This year, we deepened our partnership with Latinos for Education, sponsoring three aspiring Latino Leaders in the program Aspiring Leaders Fellowship. The program provides a national cohort of 45-75 Latinx K-12 teachers with a learning network of peers and the tools to collaboratively prepare to maintain and improve the skills needed to serve large ML populations. The goal is to equip Latinx teachers to navigate the increased demands of a post-pandemic education system and improve their likelihood of progressing in their careers as teacher leaders into the next school year and beyond.

HPS recently completed a two-year partnership with Equity Imperative. This partnership included district-wide multiyear professional development. EI works with practitioners at different levels of leadership within an organization who desire equitable outcomes through systematic change. Providing consulting services that illuminate inequities, indicate strategies, and navigate system-wide

1. [Latinos for Education](#)
2. [Equity Imperative](#)

#### **4C Communications Indicator**

##### **Demonstrates strong interpersonal, written, and verbal communication skills.**

In today's interconnected and rapidly evolving world, effective communication with the public is more crucial than ever. With the proliferation of digital platforms and social media, information spreads swiftly and widely, making it essential for organizations to craft clear, transparent, and timely messages that resonate with diverse audiences. In this dynamic environment, communication strategies must be agile and adaptable, able to respond swiftly to emerging events and changing circumstances. Moreover, fostering open dialogue and engagement with the public is essential for building trust, credibility, and goodwill. This entails not only disseminating

information but more importantly actively listening to feedback, addressing concerns, and incorporating stakeholder input into decision-making processes. Additionally, given the abundance of misinformation and disinformation circulating online, organizations must prioritize accuracy, authenticity, and credibility in their communication efforts, leveraging fact-checking and verification processes to ensure the integrity of their messaging. By embracing a strategic and holistic approach to communication in the current world environment, organizations can effectively engage with the public, build meaningful relationships, and navigate challenges with resilience and integrity.

Each day I attempt to demonstrate the interpersonal skills that are fundamental to effective leadership and collaboration within the educational community, with a keen understanding of the importance of fostering positive relationships with diverse stakeholders, including teachers, staff, students, parents, and community members. Through active listening, empathy, and clear communication, we create an inclusive and supportive environment where all voices are valued and respected. Whether facilitating meetings, conducting workshops, or addressing concerns, I approach each interaction with professionalism, integrity, and a genuine commitment to understanding the perspectives and needs of others.

1. [Superintendent's Web Page](#)
2. [Sample Staff Email](#)
3. [Superintendent Communication at SC](#)
4. [November October September Newsletters 2023.pdf](#)
5. [January 2024 and December 2023 Newsletters.pdf](#)
6. [March February Newsletter 2024.pdf](#)
7. [May and April Newsletters 2024.pdf](#)

#### **4D Continuous Learning**

**Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results.**

As Superintendent, I am acutely aware that I play a pivotal role in cultivating a culture of reflection and growth among staff members. Through strategic leadership and support, I attempt to create an environment where educators are empowered to engage in ongoing self-assessment and utilize diverse sources of knowledge, including student data, current research, best practices, and educational theory, to inform their practice. Through professional development opportunities, collaborative structures, and a commitment to data-informed decision-making, I work to ensure that staff members have the tools and resources they need to continuously refine their practice and achieve improved outcomes for all students. My hope is that the information within this document establishes this for the reader. However, a sampling of documents is available below for additional review.

1. [Sample PD Menu](#)
2. [Induction & Mentoring Sample](#)

### 3. August 2023 - Leadership Institute.pdf

#### 4E Shared Vision

**Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.**

As the Superintendent of Haverhill Public Schools, I am deeply committed to fostering a culture of high expectations throughout our district. I believe that every student has the potential to achieve excellence, and it is our collective responsibility to provide the support and resources necessary for their success. By prioritizing rigorous academic standards, innovative teaching practices, and a safe, inclusive environment, we can ensure that all students are prepared for the challenges of college, careers, and beyond. My dedication to continuous improvement and professional development for our educators reflects my belief that the key to student success lies in empowering our teachers and staff. Together, we will create a community where high expectations are the norm and every student can reach their full potential.

In order to encourage the two way flow of information and expectations a series of monthly administrative meetings are held in-person and on-line. Each month I meet with the full administrative staff ( principals, assistant principals, directors and supervisors) on-line for operational updates, policy and procedure reinforcement, information sharing around timely topics. This meeting includes an opportunity to ask questions of interest to the group and calibrate around hot topics in the schools. Additionally each week there is a rotating in-person meeting with principals one week, assistant principles the next and operations a third. Every Monday the leadership team starts the week together discussing goals and issues of concern for the week.

#### 4F Managing Conflict

**Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district or school community**

Haverhill is the 14th largest school district in Massachusetts, by student enrollment, we are diverse, urban, and opinionated. On occasion, we make headlines for innovative approaches to education and commitment to student success. From pioneering programs aimed at enhancing digital literacy to initiatives focused on promoting diversity and inclusion, our efforts to address disparities in academic achievement and support the social-emotional well-being of students have garnered attention from local and national media outlets. However, more often, we are in the news for conflicts within our school system. Be it shoes on the steps of City Hall during COVID reopening, the teacher strike, or the hazing incident, conflict is consistent in Haverhill. A quick web search demonstrates that this is a long-standing issue in Haverhill, and it is not new to my tenure. Conflict is inevitable in urban schools; my responsibility is to minimize its occurrence and to manage it when it does occur in a way that has minimal impact on the schools and children of Haverhill.

I often receive unsolicited feedback that I am calm, supportive, and effective in a crisis; similarly, at difficult public meetings or when things get heated at SC meetings, I attempt to remain rational and in control and ALWAYS centered on children. One of the best thank you notes I have ever received was from the student representative of the school committee. She wrote to thank me for being calm during chaos and keeping my focus on the students of Haverhill.

I take a systematic and proactive approach, recognizing the inevitability of differing perspectives and interests within a diverse educational community; the district emphasizes strategies for constructive resolution. I attempt to foster an environment where disagreement and dissent are viewed as opportunities for growth and collaboration rather than obstacles. This is achieved through open communication channels, including forums for stakeholders to express concerns and perspectives. By prioritizing transparency, empathy, and inclusivity, the district aims to build trust and consensus among all members of the school community, ultimately hoping to foster a culture of cooperation and collective problem-solving.

Thank you for your time, I understand there is significant evidence to consider, yet it in no way represents the entirety of the work that has been done over the past three years by myself and the outstanding team of educators at Haverhill Public Schools. I am proud to be the leader of this rich, diverse, urban school community.