

Haverhill Public Schools

District Improvement Plan 2024-2026

Vision Statement

In partnership with our community the Haverhill Public Schools is committed to excellence in education and will meet and exceed the academic and developmental goals of success for all students.

Mission Statement

The Haverhill Public School system is dedicated to ensuring each learner meets or exceeds rigorous academic standards to become citizens with integrity, skills, and the resources to succeed in the global community.

Civil Rights: Nondiscrimination

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

Haverhill Public Schools Strategic Priorities as developed by the Strategic Planning Subcommittee Haverhill School Committee

Priority 1: Engagement. Maintain a safe, supportive learning community in every school, promoting health and safety, a culture of learning, and respect for leaders and peers. Foster a diverse and inclusive learning community with active engagement and a sense of belonging for everyone. Engage student families and the community in promoting student success.

Priority 2: Literacy. Implement curriculum, teaching methods, and support resources needed to achieve reading proficiency for all students by Grade 3; promote broad participation in self-directed reading in upper grades; provide

rigorous instruction in writing and communications; provide for high-level content comprehension in DESE curriculum areas. Evaluate performance and adapt methods as needed.

Priority 3: Academic excellence. Promote a culture of high expectations of academic achievement and growth for all student groups regardless of background or level of achievement; adopt evidence-based curriculum; identify, develop, and support best teaching practices; consistently communicate high expectations; improve attendance and graduation rates to exceed comparable benchmarks.

Priority 4: Readiness for careers and citizenship. Prepare every student for college or career; prepare students for the responsibilities of citizenship and civic life; effectively implement civics and social sciences curriculum; promote awareness of current events; encourage in-school democratic processes and student-led group activities.

Priority 5: Effective financial management. Develop the district budget to support strategic priorities in line with individual school needs and budget targets; monitor spending to meet the budget; ensure timely notification and consideration of budget issues as they arise; adapt the budget to changing circumstances. Continue efforts to supplement state and city funding with grants.

Shared Values

High Expectations
Equity
Respect
Collaboration
Growth Mindset

Theory of Action

If we...

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

Haverhill Public Schools Strategic Objectives 2024-2026

1. <u>Engagement</u>	2. <u>Equitable Literacy</u>	3. <u>Academic Excellence</u>	4. <u>Career Readiness</u>
Build strong relationships with each student, and provide each student with the academic, social, emotional, and behavioral health supports necessary for success Maintain a safe, supportive learning community in every school, promoting health and safety, a culture of learning, and respect for leaders and peers.	Implement curriculum, teaching methods, and support resources needed to achieve reading proficiency for all students by Grade 3	Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations	Prepare every student for college or career; prepare students for the responsibilities of citizenship and civic life; effectively implement civics and social sciences curriculum; promote awareness of current events; encourage in-school democratic processes and student-led group activities
Build out the Student Support Team (SST) meeting system. Engage student families and the community in promoting student success.	Professional development that promotes wide participation in self-directed reading in district wide that provide rigorous instruction in writing and communications.	Promote a culture of high expectations of academic achievement and growth for all student groups regardless of background or level of achievement; adopt evidence-based curriculum; identify, develop, and support best teaching practices.	Expand partnerships with community mental health providers and support to build safety nets for students and their families
Provide Social and Emotional Learning (SEL) support at level 1,2,3	Strengthen inclusive and differentiated instructional practices and provide for high-level content comprehension in DESE curriculum areas. Evaluate performance and adapt methods as needed.	Use data cycles and PLCs to support student and staff learning and to target interventions	Partner with YMCA, Boys & Girls Clubs, YWCA, and others to offer out-of-school time opportunities that are academically based and engaging.
Explore and implement restorative justice practices in our schools . Foster a diverse and inclusive learning community with active engagement and a sense of belonging for everyone.	Student-led Equity Panels at MS & HS	Provide relevant professional development and consistently communicate high expectations; improve attendance and graduation rates to exceed comparable benchmarks.	Explore and implement new ways to bring families into the educational process – home visits, remote conferences, live-streamed PTO meetings & Site Councils.
Implement the mental health support and referral system	Implement intentional	Provide clear parameters, district priorities, and the key elements and strategies needed	Broaden the Career Technical Education program, in collaboration with Haverhill Public Private

	recruitment and retention strategies to hire and retain a diverse workforce	to implement successful and sustainable PLCs districtwide	Partnership and MASS HIRE to offer career exploration and internships to middle and high school students
Provide PD needed to create trauma-sensitive classrooms	SEI strategies are implemented in all classroom settings to ensure that English Learners have access to the curriculum	Implement i-Ready & Data-Based Interventions for ELA & Math	Create an “Integrated Educational Initiative” that supports Student Success from birth to adult employment in partnership with Community Action, Haverhill Promise, Haverhill Private Public Partnership, and Haverhill Public Schools
Pilot self-advocacy program for students (3 Rs), make determination of program moving forward- provide PD		Implement a Coaching Model districtwide	Expand and strengthen meaningful partnerships with families and businesses, higher education institutions, city, and community organizations for all students
Define and support implementation of MTSS, with emphasis on strong Tier 1 instruction and behavior expectations, and clear resources and processes for Tier 2 and Tier 3 interventions		Extended Learning Time: Vacation Academies, Summer Academies, Discovery Club/Access 21, Saturday Schools	
		EL teachers use progress targets to set specific language learning goals to inform instruction.	

Strategic Objective #1 Whole Student - Priority 1,2, 3

DISTRICT GOAL ACTION ITEMS & TIME FRAME	Benchmarks	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing/ Complete	Assessment /Goal	Date Completed/ Ongoing
1.1 Build out the Student Support Team (SST) meeting system Time Frame: 2024-2026	1. Define roles and responsibilities 2. Create building-based teams to support the implementation 3. Create a referral process (<i>see</i>	People Conducting Activities -IST staff -Student Support Coordinators -SACs -Teachers	Online Resource - School Brains -Dean's List -Universal templates-HPS	Ongoing	Data collection is measurable and observable - reflecting that students’ needs are being met Evidence of consistent protocols and processes	1. ESTABLISHED - All HPS all schools have implemented a process. 2. ESTABLISHED- each building has created voluntary teams, referral processes, and designated weekly and biweekly meetings. 3. Ongoing- varied referral process in place by each school. Intention to

	<p><i>Strategic Objective #3 MTSS handbook</i>) and establish weekly/bi-weekly meeting dates</p> <p>4. Streamlined process district-wide (referral process, templates, data collection systems, tracking students eg. Middle School: uses Dean's List)</p> <p>5. Enhance SST process with a district wide team and universal approach to lead a streamline process.</p>	<p>-Interventionists -Coaches</p> <p>Staff ensuring Implementation</p> <p>-Special Ed. Administrators -Principals -Additional Admin team as necessary</p>	<p>- SST Google Drive for data collection (including templates, Academic data, demographic data, disciplinary data,)</p> <p>-Data collection system consistent across the district)</p> <p>-SST Training Process as a district</p>		<p>Evidence of necessary and timely Special Education referrals through SST referral process</p> <p>Reduction of SST referrals due to increased use of tiered supports in classrooms</p> <p>Evidence of consistent and effective use of resources (both material and personnel, such as interventionists)</p>	<p>streamline a formal process district wide</p> <p>4. ONGOING- Use of Dean's List, development & sharing of templates used to determine most effective process, collaboration with other SSTs.</p> <p>BEGINNING</p> <p>5. Continue to build Trauma sensitive classrooms through teacher training.</p>
<p>1.2 Explore and implement restorative justice practices in our schools</p> <p>Time Frame: 2024-2026</p>	<p>1. Identify an organization to provide district wide training</p> <p>2. Conduct training district wide</p> <p>3. Create building based teams to support implementation</p> <p>4. Establish weekly/bi-weekly meeting dates</p> <p>5. Streamlined process district-wide (referral process, templates, data collection systems)</p>	<p>Administrators Principals Students Outside Consultant(s)</p>	<p>Online Resource</p> <p>- Resource /trainer to be determined (e.g. Suffolk)</p> <p>- Universal templates- HPS</p> <p>-RJ google drive for data collections</p> <p>- Training Process as a district</p>	Ongoing	<p>The goal is to enable students and staff to work through conflict in a culturally responsive and respectful manner. In turn this should decrease disciplinary actions and teach students more appropriate outlets on how to handle conflict.</p> <p>Data should show a decrease in suspensions, and disciplinary actions as a whole, while additionally, there should be a reduction in repeat occurrences.</p>	<p>1-4. ONGOING- strong need for work in this area to provide training in Restorative Justice to all schools. Behavior/Communication is noted in School Brains and schools have a process in sharing and reporting data on referrals.</p> <p>5. ONGOING- administrators have access to recording and reporting data district wide. Data is sorted and shared to direct instruction/programs/procedures</p>

<p>1.3 Provide Social and Emotional Learning (SEL) supports at Tiers 1,2,3</p> <p>*Implement the mental health support and referral system</p> <p>Time Frame: 2024-2026</p>	<ol style="list-style-type: none"> 1. Adopt an evidence based SEL curriculum (4 Rs, Caring School Community) to foster self-advocacy, relationship development, conflict management, and responsibility 2. Conduct training district wide 3. Create building based teams to support implementation (e.g. PAL , a Mentor system) 4. Establish weekly/bi-weekly meeting dates 5. Streamline process district-wide (referral process, templates, data collection systems) 6. Maintain e-referral system for mental and behavioral health services 	<p>Director of Guidance,Counseling and Student Support Services District Coach of Health & Wellness Student Support Coordinators Guidance Counselors SACs ISTs Teachers</p>	<p>District Curriculum</p> <p>Professional Development Time</p> <p>Partnerships with outside agencies</p>	<p>Ongoing</p>	<p>The goal for tier 1 is to utilize the DCAP to ensure all staff incorporate best teaching practices on a daily basis to meet the needs of the majority of students.</p> <p>The goal for tier 2 &3 is to educate staff on how to address students facing Social and Emotional barriers in a proactive manner using data to show the steps they have taken using the multiple tiers of support per the DCAP.</p> <p>Data should show a reduction in students going into sub-separate environments and an increase in students in the inclusion setting. *This may result in an increase or decrease of staffing for the team to ensure the needs of the students are met.</p>	<ol style="list-style-type: none"> 1. ESTABLISHED- <ol style="list-style-type: none"> a. Curriculum has planned for 20 minutes of school based SEL discussion at each curriculum/PD day(s). b. PATHS/Trails to Wellness implemented in elementary schools c. YWCA pilot program in Grade 7 for Wellness in 3 of 5 middle schools & high school workshops d. Collaboration with Mental Health Collaborative for Health classes, teacher & parent training 2. ONGOING- District wide Wellness options offered (trauma, SEL, yoga) and specific training for Counselors/Wellness Teachers 3. Ongoing- develop PAL in additional schools & develop peer mentor/collaborative problem solving model 4. ONGOING- PLC's, Dean's meetings, building meetings, ILT, coaches meetings, etc. 5. ONGOING- streamlining data in progress, shared drives 6. ESTABLISHED- e-referral mental health in progress and updated
<p>1.4 Provide PD needed to create trauma sensitive classrooms /trauma informed practices</p> <p>Time Frame: 2024-2026</p>	<ol style="list-style-type: none"> 1. Establish a team of staff who have completed the Leslie LIFTS coursework 2. Coordinate date with the trainers to provide a required districtwide PD 	<p>Director of Guidance,Counseling and Student Support Services</p> <p>Staff who have completed the Leslie LIFT coursework</p> <p>teachers</p>	<p>Safety Care Training; de-escalation techniques</p> <p>Lesley LIFTS Coursework</p> <p>Calming kits for all classrooms</p>	<p>Ongoing</p>	<p>The goal is to have all staff receive PD on the De-Escalation technique portion of Safety Care as well as the Lesley LIFTS training on trauma. All teachers will incorporate trauma informed practices into their daily instruction to create safe and</p>	<ol style="list-style-type: none"> 1-2. ONGOING- a number of teachers are LIFTS certified and need to be identified to initiate training. Continue to offer courses to teachers through Lesley. Safety care training is offered and ongoing. 3. ONGOING- provide

	3. Increase of training to develop trauma sensitive classrooms	guidance counselors/adjustment counselors			supportive environments for all students. Every classroom will be provided calming kits and staff will be trained to teach students how to access this support. Materials will be replenished as needed on a yearly basis.	calming kits (break & breathe boxes, posters, fidgets) for classrooms & training/use of same language/strategies for calming corners.
--	--	---	--	--	---	---

Strategic Objective #2-Equity/Access/DEI- Priority 1, 2, 3, 4

DISTRICT GOAL ACTION ITEMS & TIME FRAME	Benchmarks	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing/ Complete	Assessment/Goal	Date Completed/ Ongoing
2.1 Provide rigorous, joyful, engaging and culturally relevant learning experiences for all students and educators Time Frame: 2021-2026	1. Provide district-wide PD around culturally responsive teaching practices. 2. Conduct building-based team walk -throughs to observe those practices.	Administrators Principals Curriculum Supervisors Instructional Coaches	District Curriculum Professional Development Time Ensure all teaching Staff are SEI Endorsed and continue providing SEI strategy support Non teaching staff receive PD around SEI strategies	Ongoing	Teachers will receive PD around culturally responsive teaching practices and implement them into their instructional routines and interactions with staff and students	1. ONGOING - HPS employees have undergone two years of PD from the Equity Imperative around equity and culturally responsive practices. HPS is continuing this work with Confianza this year to provide additional strategies and PD to support culturally responsive teaching across the district. This work will be supported by curriculum supervisors, coaches, and building administrators. 2. ONGOING - HPS leadership in conjunction with the Equity

						Imperative team visited two sites over the 2022-2023 school year to observe multiple classrooms and debrief what was observed from equity and rigor lenses. The next steps for SY 2023-2024 would be expanding the walkthroughs to additional sites with the partnership with Confianza through the utilization of curriculum supervisors, coaches, and building administrators.
<p>2.2 Equity Imperative Whole district-PD</p> <p>Time Frame: 2024-2026</p>	<p>1. Identify outside partners/resources for Equity PD opportunities.</p> <p>2. Provide district-wide PD for all staff.</p> <p>3. Administrators/Principals/Curriculum Supervisors provide ongoing building-based initiative support for staff</p>	<p>Administrators</p> <p>Principals</p> <p>Curriculum Supervisors</p>	<p>District Curriculum Professional Development Time and Outside Partners/Resources</p>	<p>Established</p>	<p>All staff are trained and supported in the initiative and it is reflected in their daily work.</p>	<p>1. ESTABLISHED- HPS contracted PD from an outside vendor, The Equity Imperative for the 2021-2022 and 2022-2023 school years. Additionally, HPS has shifted its work with outside vendor, Confianza, to include additional support for Equity PD in the upcoming 2023-2024 school year.</p> <p>2. ESTABLISHED - All HPS employees have participated in two years of Equity Imperative PD (6 modules in total). These learning opportunities cumulatively add up to 13.34 hours over the last 2 years.</p> <p>3. ESTABLISHED - As part of the work with the Equity Imperative, building administrators led debrief sessions after the learning modules to extend learning, make deeper connections, and clear up misconceptions. Over the last 2 years, HPS staff have participated in 5 debrief sessions in their buildings.</p>
<p>2.3 Strengthen inclusive and differentiated instructional practices</p> <p>Time Frame:</p>	<p>1. Provide district-wide and building-based SEI strategy support for all teachers.</p> <p>2. Adopt district-wide SEI</p>	<p>Administrators</p> <p>Principals</p> <p>Curriculum Supervisors</p>	<p>District Curriculum Professional Development Time</p>	<p>Ongoing</p>	<p>SEI strategies are implemented in all classroom settings to ensure that English Learners have access to curriculum</p>	<p>1. ONGOING - This work has begun with MTSS training throughout the 2022-2023 school year. Additionally, in the fall of 2022, the Multilingual Learner department held district-wide SEI strategies training that was developed for elementary,</p>

<p>2024-2026</p>	<p>strategies, to ensure differentiated instruction. 3. Provide district-wide training on DCAP 4. Provide training on Universal Design for Learning (UDL) and/ or Direct Instruction</p>	<p>Instructional Coaches</p>			<p>Incorporate principles of UDL</p>	<p>middle, and high school students and educators. 2. ONGOING - The DCAP provides staff with district-wide strategies to engage all students through differentiated instruction. Multiple departments have developed the DCAP, including Curriculum, Special Education, and Multilingual Learners. The next steps for 2023-2024 would be to incorporate strategies with the help of Confianza to provide an equity lens to the DCAP through speaking, listening, reading, and writing. 3. ONGOING - HPS has provided training related to the DCAP over the last few school years. During the 2022-2023 school year, all staff underwent MTSS training in order to learn strategies to meet the needs of all learners. The next steps would be to take a deeper look at the intervention strategies and accommodations, as well as provide additional training on Tier 1 practices. 4. ONGOING - Training on UDL has not occurred district-wide. The next steps for 2023-2024 would be to train staff on UDL and develop a district-wide planning template for teachers to use.</p>
<p>2.4 Student-led Equity Panels at MS & HS</p> <p>Time Frame: 2024-2026</p>	<p>1. Establish a group of teacher mentors to create the panels 2. Recruit students for panels 3. Mentors organize and supervise panels</p>	<p>Adult Mentors MS & HS Students</p>	<p>Teacher Mentors MS and HS student panel members</p>	<p>ESTABLISH ED/ ON HOLD</p>	<p>Students are given a voice and contribute to the positive shifts in school culture and instruction.</p>	<p>1. ESTABLISHED - The Equity Imperative used one middle school site as the pilot program for the Student-led Equity Panels. Three staff members were identified as mentors for the panels. 2. ON HOLD - The high school and other district middle schools have not established teacher mentors. At this time, it is undecided if this</p>

						<p>program will continue in the 2023-2024 school year.</p> <p>3. ESTABLISHED - The Equity Imperative used one middle school site as the pilot program for the Student-led Equity Panels. Student panels were established in grades 5, 7, and 8 at that middle school. This was supported by the Equity Imperative.</p> <p>4. ON HOLD - The high school and other district middle schools have not established students for a student-led panel. At this time, it is undecided if this program will continue in the 2023-2024 school year.</p> <p>5. ESTABLISHED - The Equity Imperative used one middle school site as the pilot program for the Student-led Equity Panels. Students and teacher mentors went through one cycle, from identifying an issue, conducting research, sharing their findings, and presenting next steps. These panels were presented at Town Hall meetings at the school, as well as at the HPS City-Wide Civics Project Showcase. Community members were present to learn about the issues that were important to the student panels.</p> <p>6.ON HOLD - The high school and other district middle schools have not established student-led panels and therefore have not completed any cycles. At this time, it is undecided if this program will continue in the 2023-2024 school year.</p>
2.5 Implement intentional	1. Establish a Diverse Workforce Committee	Administrators Principals EL Director	Outside recruitment organizations	ongoing	Increase diversity in the HPS staff by 5-10%	1. ESTABLISHED - The School Committee has created this committee.

<p>recruitment and retention strategies to hire and retain a diverse workforce</p> <p>Time Frame: 2024-2026</p>	<p>2. The Leadership Team should identify periodicals/ websites/ and organizations that serve and promote diversity and engage with them to recruit new staff.</p> <p>3. Provide extra mentoring for newly hired staff to increase retention rate.</p> <p>4. Reassess the interview questions for the sought out position</p> <p>5. Create an onboarding process for staff that allots at least two sets of training - e.g Time to complete required modules for their position, shadowing, case development etc.)</p>		<p>District Mentors</p> <p>Create partnerships and/or internship pipeline with diverse colleges/universities (eg. Salem State, UMass Lowell, UMass Boston)</p>		<p>Increase retention rates of new staff by 10-15%</p>	<p>2. ONGOING - The Leadership Team has researched and partnered with organizations to promote diversity through participation in job fairs and partnerships with local colleges and universities. HPS staff diversity reported to DESE has doubled (from 5% to 10% of total staff) over the last 5 years as a result of this work.</p> <p>3. ONGOING - Encouraging our hiring leaders to continue to look at their student racial composition in order to hire in a way that creates a staff reflection of that composition. The next steps would be to continue to partner with organizations to promote diversity of staff hired, and provide staff with opportunities to connect with other diverse staff. ONGOING - HPS employees participate in New Staff Orientations at the beginning of the year/upon hire. Staff also go through a two-year mentoring program where they are partnered with an established staff member who helps guide them. Staff are also mentored through the SST and FIT programs. For those who are interested in leadership opportunities, HPS has partnered with Lynch Leadership to provide targeted training to promote student achievement and decrease educational inequity.</p> <p>4. ONGOING - Interview questions are created based on the position and the needs for that position. These questions are written around gathering information about candidates' thoughts on student achievement, engagement, and equitable practices.</p> <p>5. ONGOING - HPS has streamlined</p>
--	--	--	--	--	--	--

						<p>the onboarding process for all new hires. Those who are hired prior to the school year starting are expected to attend the 2 day “New Teacher Orientation” in August. Staff that are hired after the start of the school year attend a one-day Onboarding where they meet with the different departments of HPS (Technology, HR, Curriculum, ML, Special Education, Security, etc) based on their position’s individual needs. Next steps would be to include shadowing and case development for new staff to better prepare them to enter their position.</p>
--	--	--	--	--	--	---

Strategic Objective #3 Research Based Data Driven - Priority 2 and 3

DISTRICT GOAL ACTION ITEMS & TIME FRAME	Benchmarks	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing/ Complete	Assessment/Goal	Date Completed/ Ongoing
<p>3.1 Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations</p>	<p>1. Define roles and responsibilities among the district wide admin team 2. Reassess and calibrate the observation process/teacher evaluation process to ensure</p>	<p>District Leadership Special Education Administration Principals Assistant Principals Curriculum Supervisors</p>	<p>Survey for Admin PD needs Admin PD -The evaluation process -Budget Planning -Coaching and Data Cycles</p>	<p>Ongoing</p>	<p>The goal is to create a flexible and adaptable learning organization that uses data to support a continuous improvement process, accountability, expectations</p>	<p>1. ESTABLISHED - Roles and responsibilities for district wide admin team including directors & curriculum supervisors have been defined in terms of instructional and program leadership, professional development, and staff supervision. 2. ONGOING - Expectations for the observation process have been communicated. A new learning walk/ walkthrough protocol will be introduced during SY2023/24.</p>

<p>Time Frame: 2024-2026</p>	<p>consistency across like teams</p>		<p>-New walkthrough protocol and training for administrators.</p>			<p>Administrators will be trained during the August leadership retreat.</p>
<p>3.2 Improve Achievement for All Students around race and equity. Staff will develop a mentoring program for “high needs” students to strengthen a positive relationship with school.</p> <p>Time Frame: 2024-2026</p>	<p>1.Principal will meet with district wide data specialists to dive deeper into the MCAS data to determine patterns and themes on which to focus. 2.Principal will share recent assessment data with the families and staff. 3.Data team will identify curriculum areas and specific concepts that the school is performing below system/state level and examine school-based assessments and current interventions for students in the high needs category. 4. Teachers will meet in PLCs to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities. 5. Utilize SST and PAL team referrals to identify students</p>	<p>Administrators Curriculum supervisors Building Administration SACS ISTS</p>	<p>Professional Development: *Data *PLC *Subject specific curriculum *Mentoring</p> <p>-Materials needed for planned mentor activities throughout the year</p> <p>-Surveys to connect mentors with mentees</p> <p>-Surveys/Feedback forms for mentees to complete</p> <p>-Updated goal development forms for teachers and administrators in Teachpoint to incorporate Inclusivity and Equity</p>	<p>Ongoing</p>	<p>Increase of % in Iready Diagnostic Testing and MCAS</p> <p>Increased attendance rates, decreased school avoidance</p>	<p>1. ONGOING - Members of each school’s admin team meet annually with curriculum supervisors to review MCAS data and strategize plans for improvement for the forthcoming year. 2. ONGOING - School principals share out student MCAS performance analysis with staff and families. District admin team including curriculum supervisors share MCAS data analysis with school committee annually. 3. ONGOING - School teams (admin, ILT, grade level teams, subject area teams) review and analyze MCAS, iReady and subject area common assessment data to strategize plans for improvement. In SY2022/23 HPS incorporated student demographics including EWIS risk factors into some common assessment performance analysis. This pilot will continue in 2023/24. 4. ONGOING - Teachers meet regularly in grade level teams and/ or subject area PLCs to review student performance with unit level tasks and assessments, as well as student behavior, attendance, and intervention results. Next steps include reviewing trends in chronic attendance across other demographic indicators. In SY 2023/24 staff will include inclusivity and equity in student performance and professional learning SMARTIE goals. [Also refer to Str. Obj #2 above re: Equity] Finally, specific dates within the</p>

	with social emotional needs 6.Create a district wide mentor model for peer mentoring (e.g. Referral process, Mentor application process,dates for mentor activities to occur in and out of school, etc.)					district professional development calendar will be dedicated to school-wide data analysis facilitated by school leaders and instructional coaches. 5. ONGOING - HPS has established a referral system for the SST and PAL processes. These systems continue to be refined. 6. ON HOLD - This program is temporarily on hold until goals and infrastructure can be established.
3.3 Use data cycles and PLCs to support student and staff learning Time Frame: 2024-2026		Administrators Curriculum Supervisors Instructional Coaches				ONGOING - Principals, curriculum supervisors, and instructional coaches meet with teachers during scheduled PLC, grade-level meetings, and monthly curriculum meeting time to provide guidance, coaching, and explicit professional development regarding instruction, data collection and analysis to support improvements in student performance.
3.4 Provide relevant professional development in...and focused on content associated with specific teachers' needs Time Frame: 2024-2026	1. Survey PD needs 2. Re-survey based on PD results once narrowed 3. Schedule PD based on majority needs reported	Administrators Curriculum Supervisors Instructional Coaches	PD Surveys	Ongoing	Staff will receive relevant professional development that meets their needs	1-3. ESTABLISHED - The HPS Curriculum team annually surveys teachers, support staff and administrators on professional development needs. Responses inform the Team's development of annual PD programming. Highlighted topics include content, SEL, equity, and trauma-informed pedagogy.
3.5 Implement i-Ready & Data-Based Interventions for ELA & Math	1. Educators receive professional development on how to utilize i-Ready reports, make	Student Success Coordinator ELA and Math Supervisors	Ongoing use of i-Ready platform and i-Ready provided professional development	PD: 10/27/2021 11/2/2021	At least 90% of all students complete the diagnostics Increase in diagnostic	1. ONGOING - HPS educators receive extensive training in the iReady platform including administration of diagnostic testing, facilitation of personalized learning,

<p>Time Frame: 2024-2026</p>	<p>instructional groups, and implement provided intervention resources 2. Interventionists use data to identify students requiring intervention 3. Administrators monitor and reflect on i-Ready usage, progress, and impact of interventions</p>	<p>ELA and Math Instructional Coaches Building Administration</p>	<p>Continued support and additional training provided by Student Success Coordinator</p>	<p>3/17/2022 And ongoing</p>	<p>scores and improvement in specific skills targeted by intervention</p>	<p>and teacher toolbox of instructional support through ongoing support from instructional coaches, the HPS Student Success Coordinator, and periodically by iReady trainers. 2. ONGOING - Interventionists, teachers, and administrators review and analyze student iReady performance (diagnostic results and personalized learning data) as indicators of intervention needs and evaluation of progress toward identified goals. 3. ONGOING - School administrators review iReady data on an ongoing basis in partnership with the Coordinator of Student Success and curriculum supervisors. In SY2023/24 each curriculum supervisor will be assigned a school to support iReady data analysis and strategy. Also in SY2023/24, each building will be holding data days as planned on the curriculum calendar</p>
<p>3.6 Implement Coaching Model Handbook districtwide Time Frame: 2024-2026</p>	<p>1. Complete and approve draft of handbook 2. Roll out to building administrators. 3. Roll out of teachers</p>	<p>Instructional Coaches Building Administrators</p>	<p>Coaching Handbook Sarah Ottow</p>	<p>ongoing</p>	<p>Promote consistent coaching and support district-wide Provide clear guidelines and expectations of coaching, coaching cycles and teacher support.</p>	<p>1-3. ESTABLISHED - The HPS coaching model handbook was developed in partnership with a consultant and reviewed/communicated with school leaders and staff.</p>
<p>3.7 Support district wide understanding and implementation of our MTSS approach Time Frame: 2024-2026</p>	<p>1. Create an MTSS handbook which will define approach, outline processes, and provide examples and best practices. To be made in</p>	<p>Student Success Coordinator Instructional Coaches Curriculum Supervisors</p>	<p>Professional development will be needed to train staff on resources and protocols outlined in the final version of the handbook</p>	<p>Ongoing</p>	<p>Evidence of consistent protocols and processes Evidence of necessary and timely SpEd referrals through SST referral process</p>	<p>1. ESTABLISHED - The Student Success Coordinator (SSC) has created a MTSS handbook in consultation with the curriculum, special education and ML leadership teams. 2. ONGOING - The SSC facilitated multiple trainings with school leaders</p>

	<p>collaboration with key stakeholders (SpEd, coaches, etc.)</p> <p>2. Provide professional development and training on MTSS approach, available resources, and protocols outlined in the handbook</p>	Special Education Director and supervisor team			Reduction of SST referrals due to increased use of tiered supports in classrooms Evidence of consistent and effective use of resources (both material and personnel, such as interventionists)	and staff during the 2021/22 and 2022/23 school years. These trainings were co-facilitated by coaches and/or other staff. New for the SY 2023-24, a district team of MTSS Ambassadors will be working with admin. and staff on MTSS support.
<p>3.8 ELD teachers use progress targets to set specific language learning goals to inform instruction.</p> <p>Time Frame: 2024-2026</p>	<p>1. ML teachers disaggregate ACCESS data</p> <p>2. ML teachers set progress goals in ELlevations</p> <p>1. ML teachers use goals, Can Do Descriptors, and WIDA rubrics to design targeted language instruction.</p> <p>2. ML teachers monitor student progress and update goal status in ELlevations</p> <p>3. ML teachers use monitoring data to adjust language instruction.</p>	MLE Department Staff	<p>Ellevations</p> <p>ACCESS Score Reports</p> <p>WIDA Rubrics</p> <p>Can Do Descriptors</p>	ongoing yearly	Support and promote language acquisition so MLs make yearly progress according to their trajectories.	<p>1-2. ONGOING - The ML Director, instructional coaches, and ELD teachers disaggregate ACCESS data and use analysis for assessing progress and establishing goals.</p> <p>3. ONGOING - ML teachers use the Can Do and WIDA resources in their instruction. ML instructional coaches support classroom teachers by using these resources.</p> <p>4. ONGOING - ML teachers continue to monitor student progress by reviewing available data and develop/revising goals as required.</p> <p>5. ONGOING - ML teachers adjust instruction in response to progress monitoring.</p>

Strategic Objective #4- Community Partnerships **Priorities: Priority 1 and 4**

DISTRICT GOAL ACTION ITEMS & TIME FRAME	Benchmarks	Person(s) Conducting Activity / Person Ensuring Implementation	Materials/ Professional Development/ Staffing needed	Ongoing/ Complete	Assessment/Goal	Date Completed/ Ongoing
---	------------	--	--	-------------------	-----------------	-------------------------

<p>4.1 Partner with YMCA, Boys & Girls Clubs, YWCA, Youth EmpowerHouse, and others to offer out-of-school time opportunities that are fun and academically based.</p> <p>Time Frame: 2024-2026</p>	<p>Communicate with families and schools with opportunities for before and after school care.</p>	<p>Registration</p> <p>School-based Administration and Staff</p> <p>Director of Title I & Community Outreach</p>	<p>post on school websites.</p> <p>Include in the Registration packet</p>	<p>ongoing</p>	<p>enrollment</p> <p>parent survey</p> <p>enrollment</p> <p>attendance</p> <p>district data</p>	<p>Ongoing - enrollment has increased from 2021 - 2023</p>
<p>4.2 Expose grade 6-12 students to career awareness, exploration, and immersion activities as part of a cohesive career development education plan and the implementation of MyCap.</p> <p>Time Frame: 2022-2026</p>	<p>Each student in each grade 6-12 will sign into Naviance Each student will document at least 2 CDE activities in Naviance</p>	<p>Community CTE Advisory Committee members (businesses and organizations)</p> <p>Chamber of Commerce</p> <p>Merrimack Valley MassHire Workforce Board</p> <p>CTE Work-based Learning Coordinator</p> <p>k-12 Science and Technology supervisor</p> <p>CTE Supervisor 5-12</p> <p>DiscoverClub/Access 21</p> <p>Guidance Department</p> <p>HP3</p> <p>Director of Title I & Community Outreach</p> <p>HP3</p>	<p>Naviance Training</p> <p>Naviance Site License</p>	<p>Ongoing</p>	<p>Completion of Naviance assignments</p>	<p>COMPLETED - HPS added the permanent Supervisor of CTE position (Gr. 5-12) to the budget and filled this position.</p> <p>COMPLETED - Added Naviance site license for grades 6-8</p> <p>COMPLETED - Guidance counselors Gr. 5-12 have all received introductory training. Additional training is to be conducted on an ongoing basis.</p> <p>ONGOING - Supervisors of CTE and School Counseling collaborate to plan a calendar of events in consultation with other district and community partners.</p> <p>ONGOING - The MyCap curriculum is under development and implementation is ongoing in grade 6-12.</p> <p>ONGOING - Student completion of Naviance assignments is ongoing in grades 6-12.</p> <p>ONGOING - HP3 facilitates career awareness programs in each middle school annually.</p> <p>ONGOING - HHS CTE students engage students in grades 1-8 with learning experiences and career awareness in STEM fields through the in-district internship program.</p>

<p>4.3 Extended Learning Time: Vacation Academies, Summer Academies, Discovery Club/Access 21, Saturday Schools</p> <p>Time Frame: 2024-2026</p>	<p>Provide full-day academics/recreation for students during February and April vacations</p> <p>Provide Discovery Club</p> <p>Provide Saturday School for credit recovery and advancement</p>	<p>Community Outreach</p> <p>Community Partner</p> <p>Childcare Directors</p> <p>Director of Out of Schools</p> <p>High School administration</p>	<p>Flyers/school-based website</p> <p>Community Partner communications</p> <p>Include in the Registration packet</p>		<p>enrollment</p> <p>parent surveys</p> <p>program evaluations</p> <p>credit data via SchoolBrains</p>	<p>Ongoing- Discovery stem activities</p> <p>enrollment has increased from 2021 - 2023</p>
<p>4.4 Explore and implement new ways to bring families into the educational process – home visits, remote conferences, live-streamed PTO meetings,</p> <p>Time Frame: 2024-2026</p>	<p>Create a variety of Engagement opportunities for families: ie: Parent training, Multiple modes of communication, Volunteer opportunities, Learning at Home, Decision-making opportunities, and Community Collaboration</p>	<p>Community Outreach</p> <p>School-based administration and staff</p> <p>Parent Liaisons</p>	<p>Parent training through Make it Haverhill</p>		<p>parent and school surveys.</p>	<p>Guidance working on:</p> <p>Early College Expansion</p> <p>More touch points with diverse candidates for early college - Know about it before they get here</p> <p>Monthly coffee hour- parent drop in, In January (guidance)</p> <p>ex. Future planning, or number of concerns opportunities/ concerns</p> <p>Monthly tours for families that haven't been able to tours with parent and guardian (Utech work with at-risk students)</p> <p>Career training</p> <p>bringing career options to the lower ages- working with HP#</p> <p>vacation academies</p>

<p>4.5 Collaborate with Haverhill Private Public Partnership to develop a career exploration and career internship program with middle and high school students.</p> <p>Time Frame: 2024-2026</p>	<p>Identify 6th and 11th-grade students and provide a Mentor to them. Mentors meet weekly to discuss career exploration and potential internships.</p>	<p>Director or Community Outreach Director of HP3 Adjustment Counselors Local businesses</p>	<p>Mentor training PD for Adjustment counselors</p>		<p>end of year survey/feedback number of internships student demographics</p>	<p>ongoing</p>
<p>4.6 Create an “Integrated Educational Initiative” that supports Student Success from birth to adult employment in partnership with Community Action, Haverhill Promise, Haverhill Private Public Partnership, and Haverhill Public Schools</p> <p>Time Frame: 2024-2026</p>	<p>Identify the roles, responsibilities, target audiences, and outcomes for Make it Haverhill, Community Actions, Haverhill Promise, Haverhill Private/Public Partnership, and Haverhill Public Schools</p>	<p>A representative from Make it Haverhill, Community Actions, Haverhill Promise, Haverhill Private/Public Partnership, and Haverhill Public School</p>	<p>Event flyers monthly collaboration meeting</p>	<p>ongoing</p>	<p>decrease in unemployment rates increase in grade-level reading increase in medium-income increase in digital literacy and English language skills</p>	<p>ongoing</p>