Ten Options for Haverhill's 2020-21 School Budget

(Keyed to DESE Example categories Ex 1 to Ex 17, see attached list)

Option 1: Support School-Wide Transformation

- **Issue:** Meaningful change in school performance is sometimes best accomplished through a comprehensive multi-faceted program of change for a particular school. Haverhill has not always continued to fund successful models when pilot grants end. We have an opportunity now to continue at Tilton and expand proven methods of transformation to other schools.
- **Evidence:** The Tilton transformation shows that additional resources for leadership, family engagement, coaches, extended learning time, and data-driven instruction, can produce synergies and good results.
- **Option 1:** Provide funds for one additional elementary school each year to begin in FY 22, using Tilton-like or similar evidence based approach to transformation, tailored to student needs in each school. (Ex 2, Ex 6, Ex 12, Ex 15 and perhaps Ex 7)
- **Impact:** Expect substantial long-term benefits for students in affected schools from increased reading, math, and socio-emotional skills.

Option 2: Strengthen Early Literacy Programs

- **Issue:** Haverhill has started to show progress on reading particularly in student growth percentiles (SGPs), but meets-or-exceeds percentages are still below benchmarks.
- **Evidence:** Studies show reading at grade level by the end of Grade 3 is associated with student achievement in later years. Research supports both phonics and content-rich experiences as important.
- **Option 2a:** Adopt high quality core curricular materials and train educators in their use. (Ex 2)
- **Option 2b:** Establish and support a school-based literacy leadership team in every elementary school. Add reading specialists trained in content-rich methods. (Ex 2)
- **Option 2c:** Support challenging reading in elementary and middle schools with knowledge-based curriculum, improved libraries, and after-school reading groups. (Ex 2)
- **Impact:** Expect enhanced academic success of stronger readers, from elementary through high school.

Option 3: Build Project-Based Learning into High School Curriculum

- **Issue:** Many students, including many disadvantaged students, fail to see relevance in dry subject-separated curriculum. New teaching models give students experience working individually and in groups to solve problems that span traditional subject areas. We understand that a recent state review (forthcoming) will show HHS lagging in use of such project-oriented models.
- **Option 3a:** Establish a challenging Project-Based Learning Academy at HHS; less-traditional preparation for 4-year college admission and success; open enrollment; built on Expeditionary Learning or similar model aligned to grade and curriculum. (Ex 4)
- **Option 3b:** Incorporate an annual 6-week project-based learning experience into every Academy and non-academy curriculum at HHS. (Ex 4)
- **Impact:** Expect, that a well-implemented program will motivate students toward graduation and careers and better prepare them with collaborative problem-solving skills needed in jobs that won't be eliminated by changing technology.

Option 4: Improve Classroom Culture

- **Issue:** We have reports of instances of disruption, abusive language, and disrespect for teachers and students that impede educational processes.
- **Option 4a:** Implement co-teaching for classes that include students with disabilities and English learners. Co-teachers would have skills in socio-emotional development. (Ex 7)
- **Option 4b:** Hire additional support professionals (counselors, nurses, and social workers) and offer paid professional development time and opportunities for teacher training in social-emotional skills, to better handle difficult situations. (Ex 6)
- **Option 4c:** Provide additional staffing at the leadership level to better support teachers in timely and effective ways when situations arise in the classroom. (Ex 11)
- **Impact:** Expect mainstream students, particularly in middle schools to make better progress in better-managed classrooms.

Option 5: Meet Demand for Extended Learning

- **Issue:** Haverhill Public Schools currently has several extended learning time options for summer, after school, and Saturdays.
- **Evidence:** Extended learning time has been shown to have a positive impact on student achievement in ELA and math, especially for black and Hispanic students.
- **Option 5a:** Expand availability and subject offerings of current extended learning programs on a voluntary basis, to encourage greater participation. (Ex 8)
- **Option 5b:** Acceleration Academies in February and April vacation for college-bound high school students not in Academy programs (Ex 8)
- **Option 5c:** Expand and strengthen grade 8 to 9 summer transition program. (Ex 9)

- **Option 5d:** Extend school day to add enrichment elective classes in arts, music, project-based learning, and writing skills in at HHS (Ex 12)
- **Impact:** Expect improvements for some additional students and in new subject areas. For 5b; expect an Increase in numbers taking SAT and applying to 4-year colleges.

Option 6: Invest in Workforce Diversification

- **Issue:** Haverhill Public Schools teaching and leadership workforce does not reflect the diversity of the student population.
- **Evidence:** One strong (randomized) study showed that black students who have even one black teacher of color in early grades had higher rates of graduation and college enrollment.
- **Option 6a:** Recruitment initiative: Energetic outreach, plus supplemental pay for Spanish language fluency (Ex 10, Ex13).
- **Option 6b:** Retention initiative: Mentorship, support for continued growth and development for teachers with diverse ethnic backgrounds (Ex 10, Ex 13)
- **Impact:** Better motivation for graduation and professional careers among students of color, and diverse ethnicities.

Option 7: Expand Instructional Coaching

- **Issue:** Haverhill has a limited program for instructional coaching.
- **Evidence:** Instructional coaching, in contrast to other forms of professional development, has shown positive impacts on teacher classroom skills and student outcomes in varied studies. Research suggests prioritizing coaches for socio-emotional skills, schools undergoing transformation, less-experienced teachers
- **Option 7a:** Increase the numbers and expertise of instructional coaches with additional hires and training. (Ex 11, Ex 13)
- **Option 7b:** Include instructional coaching as part of a broader school transformation agenda. (Ex 11, Ex 13)
- **Impact:** Expect improvements in teacher instructional skills and better student outcomes; perhaps also better retention of proficient teachers.

Option 8: Increase the Number of Teachers

- **Issue:** The Right-Size plan helped reduce the largest class sizes in some schools, but smaller classes could benefit all students.
- **Evidence:** Research indicates that significantly smaller class sizes lead to improved student performance, especially for early grades, students with less-advantaged backgrounds, and less well-prepared teachers.
- **Option 8a:** Reduce elementary school class sizes, especially for less-experienced teachers. (Ex 12)

- **Option 8b:** Reduce middle school and high school class sizes, especially for the mainstream students who are not in academies or special education. (Ex 12)
- **See also Option 4a** for Co-teaching. Co-teaching allows for increasing teachers without requiring additional classrooms, and may reduce the need for separate special education classes.
- **Impact:** Smaller class sizes can benefit mainstream students as well as those with higher needs.

Option 9: Strengthen School Leadership

- **Issue:** Strong leaders at the principal and assistant principal level can shape school culture, empower teachers to use effective practices and improve student outcomes.
- **Option 9a:** Add leadership positions (EX 11)
- **Option 9b:** Leadership development program (Ex 11)
- **Option 9c:** Ensure competitive salaries for leadership positions (EX 11)
- **Impact:** Expect strong leaders to work effectively with teachers to create a positive learning environment and to attract and retain effective teachers.

Option 10: Increase Maintenance

- **Issue:** In recent years HPS maintenance staff have been unable to address many outstanding needs. A study was commissioned to look at HPS and City maintenance staffing levels.
- **Evidence:** Haverhill maintenance staffing levels are well below recommended levels for the size of facilities to be maintained in the district.
- **Option 10:** Increase maintenance staff to align with recommendation in forthcoming report. (Ex 17)
- **Impact:** Expect to catch up with backlog over time, and improve the educational environment, and infuse pride in school for students, staff, and the community.

Department of Elementary and Secondary Education

Evidence-Based Program Examples

For details on these examples and other SOA information see: DESE Web page on SOA plans:

http://www.doe.mass.edu/commissioner/spec-advisories/soa.html

Enhanced Core Instruction
- Ex 1. Expand access to pre-kindergarten
- Ex 2. Early literacy programs
- Ex 3. Early college programs for under-represented students
- Ex 4. Support curriculum development
- Ex 5. Expand career-technical education

Targeted Student Supports
- Ex 6. Increase personnel focused on holistic needs
- Ex 7. Inclusion/co-teaching for SWD & ELL
- Ex 8. Acceleration academies & summer learning
- Ex 9. Dropout prevention programs

Talent Development
- Ex 10. Diverse workforce recruitment and retention
- Ex 11. Leadership development programs
- Ex. 12 Increased staffing and planning for enrichment
- Ex 13. Recruit /retain in hard-to-staff schools

Conditions for Student Success
- Ex 14 Community partnerships
- Ex15. Parent-teacher home visiting
- Ex16. Labor-management partnerships
- Ex 17. Facilities Improvement