

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

IMPLEMENTATION GRANT  
CFDA # 84.215L  
PR/Award # S215L060291  
Grants.gov Tracking#: GRANT00121216

OMB No. 1830-0552, Expiration Date: 04/30/2008  
Closing Date: JUN 26, 2006

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

# Application for Federal Education Assistance



U.S. Department of Education  
Form Approved  
OMB No. 1890-0017  
Exp. 06/30/2008

## Applicant Information

**1. Name and Address**  
 Legal Name: **HAVERHILL CITY OF**  
 Address: **4 SUMMER ST STE 104**

**HAVERHILL** **MA**  
 City State

**2. Applicant's D-U-N-S Number** **193303302**

**3. Applicant's T-I-N** **046001392**

**4. Catalog of Federal Domestic Assistance #:** **84** **215L**  
 Title: **Implementation Grant**

**5. Project Director:** **Joseph McMillion**  
 Address: **137 Monument Street**  
**Haverhill** **MA** **01832** -  
 City State ZIP Code + 4  
 Tel #: (978) **374-5712** Fax #: 0 =  
 E-Mail Address: **JMCMILLEON@HAVERHILL-PS.ORG**

**Organizational Unit**

County **01830 - 5836**  
 ZIP Code + 4

**6. Novice Applicant** N/A

**7. Is the applicant delinquent on any Federal debt?** No  
 (if "Yes," attach an explanation.)

**8. Type of Applicant (Enter appropriate letter in the box.)** **K**  
 A State G Public College or University  
 B Local H Non-Profit College or University  
 C Special District I Non-Profit Organization  
 D Indian Tribe J Private, Profit-Making Organization  
 E Individual K Other (Specify):  
 F Independent School District

**9. State Application Identifier:**

## Application Information

**10. Type of Submission:**  
 -PreApplication  
 Non-Construction

**11. Is application subject to review by Executive Order 12372 process?**  
 No - Program has not been selected by State for review.

**12. Proposed Project Dates:**  
 Start Date: **10/01/2006** End Date: **09/30/2011**

**13. Are any research activities involving human subjects planned at any time during the proposed project period?** No (Go to item 14.)  
**13a. Are all the research activities proposed designated to be exempt from the regulations?**  
 Yes (Provide Exemption(s)#):  
 No (Provide Assurance #, if available):

**14. Descriptive Title of Applicant's Project:**  
 Pathways to Excellence

Estimated Funding			
15a. Federal	\$	388,693	.00
b. Applicant	\$	0	.00
c. State	\$	0	.00
d. Local	\$	0	.00
e. Other	\$	0	.00
f. Program Income	\$	0	.00
g. TOTAL	\$	388,693	.00

**Authorized Representative Information**

**16. To the best of my knowledge and belief, all data in this preapplication/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.**

**a. Typed Name of Authorized Representative**  
 Raleigh Buchanan

**b. Title**  
 Superintendent of Schools

**c. Tel. #:** (978) **374-3405** Fax #: 0 =

**d. E-Mail Address:** **RBUCHANAN@HAVERHILL-PS.ORG**

**e. Signature of Authorized Representative**



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 HAVERHILL, CITY OF

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 203,545	\$ 207,595	\$ 211,767	\$ 216,064	\$ 220,490	\$ 1,059,461
2. Fringe Benefits	\$ 37,220	\$ 38,151	\$ 39,110	\$ 40,098	\$ 41,117	\$ 195,696
3. Travel	\$ 8,150	\$ 8,558	\$ 8,986	\$ 9,436	\$ 9,908	\$ 45,038
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 26,938	\$ 25,782	\$ 23,353	\$ 22,049	\$ 19,682	\$ 117,804
6. Contractual	\$ 73,840	\$ 73,840	\$ 73,840	\$ 73,840	\$ 73,840	\$ 369,200
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 349,693	\$ 353,926	\$ 357,056	\$ 361,487	\$ 365,037	\$ 1,787,199
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 39,000	\$ 37,800	\$ 37,800	\$ 36,600	\$ 36,600	\$ 187,800
12. Total Costs (lines 9-11)	\$ 388,693	\$ 391,726	\$ 394,856	\$ 398,087	\$ 401,637	\$ 1,974,999

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 HAVERHILL, CITY OF

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Tracking Number: GRANT00121216

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Patricia Mc Parland</p>	<p>* TITLE Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION HAVERHILL, CITY OF</p>	<p>* DATE SUBMITTED 06-26-2006</p>

Standard Form 424B (Rev. 7-97) Back

Tracking Number: GRANT00121216

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0048

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid offer application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: NA</p> <p>* Address: NA</p> <p>NA</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 Is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>US Department of Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA</p> <p>NA</p> <p>* Address: NA</p> <p>NA</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA</p> <p>* Address: NA</p> <p>NA</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		
<p>* Signature: Patricia Mc Parland</p> <p>* Name: Dr. Raleigh  Buchanan</p> <p>Title: Superintendent of Schools</p> <p>Telephone No.: (978) 374-3405</p>		



	Date: 06-26-2006
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**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

### Attachment Information

File Name

9279-Pathway.GEPA..pdf

Mime Type

application/pdf

## **EQUAL ACCESS AND PARTICIPATION**

*General Education Provisions Act (GEPA), Section 427*

The Haverhill and Lowell Public School Districts will implement similar rules and policies to ensure that all six types of barriers that can impede equitable access are addressed. A Memorandum of Agreement (MOA) included in Appendix C, signed by the school district leadership and other education professionals agrees that all students and parents will be afforded equal access to the program as outlined under Section 504 of the Rehabilitation Act. We welcome all persons regardless of gender, race, national origin, color, disability, or age.

- ♦ The Pathway Advisory Board and both the Haverhill and Lowell School Councils will include representatives from diverse backgrounds, such as persons of different genders, races, national origins, colors, disabilities, and ages.
- ♦ All high school students and their families will be invited to participate in the program.
- ♦ Persons with disabilities will be provided equal access to Pathway activities.
- ♦ The Special Education Coordinator, Ms. Karen Platts, will be included in the implementation and execution of the program.
- ♦ Marketing materials (i.e. flyers, brochures, etc.) for both schools will be designed to promote understanding of the program for persons of varying education levels, cultures, native languages, and races.
- ♦ The Pathway Director at both schools will collect information about students with special needs who are participating in the program to ensure that access to appropriate equipment is available to address student needs.
- ♦ As needed, the Pathway Directors will determine if special assistive technology devices can be purchased (i.e. switches, pencil grips, special computer software, etc.).
- ♦ Health services will be readily available for students with special needs.
- ♦ Transportation for students with special needs is encompassed in our transportation plan.
- ♦ All sites are handicapped accessible for the general public, students, and parents.
- ♦ Volunteers from the community, local businesses, and local colleges and universities will include individuals of different ages, races, genders, colors, and cultures.
- ♦ The Pathway Directors, in conjunction with the Evaluation will monitor the program for any needs or discriminations.
- ♦ Each district has developed special appeal procedures for students who feel they have been discriminated against in the areas of gender, race, national origin, color, disability, or age.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal contract, the awarding of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization HAVERHILL, CITY OF	
Name of Authorized Representative Raleigh Buchanan	Title Superintendent of Schools
Signature _____	Date 06/26/2006

ED 80-0013

03/04

# **Project Narrative**

## **Abstract Narrative**

### **Attachment 1:**

**Title: Pages: Uploaded File: 4102-Pathway.Abstract.2006.pdf**

**Abstract for Pathway to Excellence  
Haverhill and Lowell, Massachusetts**

Increasing ethnic diversity and language barriers coupled with widespread poverty and drastic budget cuts have not only negatively impacted our communities of Haverhill and Lowell, Massachusetts, these factors are crippling our students. For half of the nearly 4,000 students attending Lowell High School, English is not their first language and 60% live in poverty. Nearly one third of Haverhill High's 2,100 students are poor and one fifth, limited English proficient.

What does this mean? Last year, 417 students graduated from HHS out of the 576 freshmen class of 2001; and LHS graduated only 742 of the more than 1,200 (2001) freshmen. Our "true" graduation rates are a dismal 72% and 61%, respectively. Looking beyond the statistics, this means that over 600 students have slipped through the cracks!

Haverhill and Lowell High Schools have joined forces in a partnership for the restructuring—and re-culturing—of our schools. Rigorously planned, our proposed program, Pathway to Excellence, will undoubtedly change the future for a generation of students. Our program goals focus on: (1) Student Achievement: we will ensure students attain the knowledge and skills necessary for success in postsecondary education and adulthood; (2) Academic Rigor: we will increase educational expectations and requirements for all students to maximize their academic potential; and (3) School Climate: we will create small, and successful learning environments where all students are supported and motivated to succeed.

## **Project Narrative**

### **Project Narrative**

#### Attachment 1:

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## I. NEED FOR THE PROJECT

Haverhill and Lowell, Massachusetts, located in the beautiful Merrimack Valley region north of Boston, are towns struggling against dire financial straits and the challenge of serving increasingly diverse immigrant populations. These compounding factors severely threaten the abilities of the public schools to engage or nurture students at any age, preschool to teen, much less adequately prepare them for postsecondary success.

◆Haverhill's Economic Woes: Due to the \$30 million debt accumulated by the community-owned hospital, Haverhill and its 60,000 residents have faced serious financial difficulties for several years. Although the hospital has been sold, the city is still repaying this enormous debt. City managers, struggling to meet police and emergency payrolls, made the heart-wrenching decision to cut over \$15 million in funding from the Haverhill Public School System. Next year, the schools are bracing for another \$2.4 million reduction! For too many families, the economic struggle is personal. Not only did Haverhill lose nearly 7,000 jobs when Lucent Technologies closed, but closing the Portsmouth Naval Base placed 1,200 civilian employees out of work. Families and a community are forced to make personal and local economic decisions that threaten the very future of our children!

◆Lowell's Challenges: Lowell, with a population of over 105,000, struggles with issues related to ethnic diversity and increasing poverty. At just over 22%, Lowell's immigrant population is two times the state rate. Lowell High School's (LHS) student subgroups are: 38% Caucasian; 31% Asian; 20% Hispanic or Latino; and 8% African American. The Massachusetts Department of Education (MDOE) reports that due to immigrant influx, half of LHS students do not speak English as their first language! Merrimack Valley Food Bank (2004) reports 20% of the state's children suffer from hunger; in Lowell, 33%—one in three—children go to bed hungry every night! In Lowell schools, well over half (58%) of students qualify for free and reduced lunch.

◆ **School Profiles:** Haverhill High School (HHS) serves 2,100 students and Lowell High School (LHS) serves nearly 4,000. The largest ethnic group at HHS is Hispanic/Limited English Proficient (LEP) with nearly 20% of students, and 29% of students classified as economically disadvantaged. Poverty impacts more even more students at LHS, with nearly 60% of students low-income (MDOE). For half of LHS students (49%), English is not their first language and over one-fourth are LEP. The multiplicity of languages coupled with the state's elimination of bilingual education creates extreme challenges for educators. The non-English speaking population places a huge economic burden on schools for translation services and hundreds of staff-hours spent on parent communication.

❖ **Student Performance:** The Massachusetts Comprehensive Assessment System (MCAS) reveals serious gaps between student subgroups at both schools. As seen in the table below, subgroups at both schools have higher failure rates than the state for all but five entries.

Failure Rates of Grade 10 Students, 2004-2005 MCAS								
		Caucasian	Disabled	Low-Income	LEP	Hispanic	African-American	Asian/Pacific Isl.
Math	HHS	10	64	31	N/A	31	36	N/A
	LHS	23	87	46	55	63	57	38
	State	10	39	N/A	46	39	36	10
English/ Language Arts	HHS	5	45	25	N/A	28	9	N/A
	LHS	7	64	32	58	45	22	29
	State	7	31	N/A	56	31	24	11

❖ **Dropout and Graduation Rates:** Graduation Rates in Massachusetts are reported based on MCAS passage rates for seniors. Last year, 91% of HHS seniors passed MCAS, and 83% passed at LHS. However, those rates are not accurate graduation rates despite the fact that seniors must pass MCAS to graduate. Why not? This figure is based solely on current senior populations and

disregards the high numbers of students who drop out prior to senior year. In 2005, 417 HHS graduates emerged from the 576 entering freshmen in 2001; LHS is worse with 742 graduates from more than 1,200 freshmen in 2001. These numbers reflect more accurate graduation rates of 72% and 61%, respectively. Both schools fare worse than the state in drop-out rates, attendance rates, and student absences (see table below). A more accurate drop-out rate, however, would be the 28% and 39% implied by the calculated graduation rates.

School Engagement Indicators	Haverhill HS	Lowell HS	State
Dropouts, Grade 9-12	6.1 %	4.5 %	3.7 %
Attendance Rate	88.1 %	86.9 %	94.1 %
Days Absent (Average Number)	19.3	20.8	10.8

Source: Directory Profiles-Massachusetts Department of Education (2003-04)

**❖Disciplinary Actions:** Disturbing trends such as absenteeism twice the state rate, indicate lack of student engagement in learning. The 6% HHS tardy rate translates to 124 students tardy every day—and this rate only counts students tardy more than 10 times! Our parents appear either uncaring or unable to ensure children arrive at school on time. Over 1,050 expulsions and/or suspensions in 2004-05 involved over 545 individual students. Suspension rates at both schools run as high as 4 times the state average! Haverhill is also overcrowded. Due to its inadequate facilities, the school was placed on probation by the New England Association of Secondary Schools and Colleges which cited the large student enrollment and severely overcrowded classrooms as primary concerns.

School Disciplinary Actions	Haverhill HS	Lowell HS	State
In-School Suspension Rate	16.7 %	4.5 %	3.6 %
Out-of-School Suspension Rate	12.7 %	14.2 %	5.9 %

Source: Directory Profiles-Massachusetts Department of Education (2003-04)

❖**Postsecondary Outcomes.** Postsecondary plans based on exit interviews with graduates are reported in the table below (also biased due to the high numbers of dropouts before senior year).

Postsecondary Planning	Haverhill HS	Lowell HS	State
4-Year College	48 %	42 %	57 %
2-Year College	32 %	31 %	20 %
Work	11 %	8 %	11 %
Other	10 %	20 %	12 %

Source: Directory Profiles, Massachusetts Department of Education (2004-2005)

## II. FOUNDATION FOR IMPLEMENTATION

Concerned about the failure and dropout rates in both large high schools, administrators at the two Merrimack Valley high schools formed a coalition and began a thorough, honest assessment.

As a result of budget cuts and increasingly diverse students, our teachers are finding it difficult to know and understand students, their needs,

their individual learning styles and their strengths and weaknesses. The very culture of our schools must change so equity permeates curriculum and instruction, and all academic offerings are

“I came to Haverhill High School from a small middle school: this place was so big; I was lost for the whole first term! I didn’t know my teachers and they didn’t know me; some of them didn’t even know each other. It was so frustrating—sometimes I’d go home and cry. It was too much, too fast.” (b)(6) Student

personalized, thus creating a more positive learning environment and engaging all students. We need professional learning communities so strategies can be designed to provide common planning time, mutual review of best practices, classroom management solutions, instructional techniques, interdisciplinary curriculum, and alternative assessment methods. We must bring about systemic change in our schools, creating new pathways for our students. We must replace the current ruts too often leading to failure with new Pathways to Excellence!

**A. Involvement of Administration and Faculty:** Planners at HHS began studying small school reforms in 2002. The group originally included faculty, administrators, district supervisors, and student and faculty councils. HHS faculty was keenly interested in exploring alternative scheduling options to enhance student learning and provide time for greater professional collaboration in curriculum development, instruction, and assessment. These planners visited SLC models, researched alternative class scheduling, and conducted faculty focus groups on scheduling options. At LHS, planning was based on: a self-study needs assessment with surveys and focus group interviews; current SLC research; and input from the HHS Planners. Our teachers heartily endorse the small-school strategies—career academies, academic teaming, and a freshman transition program—already implemented in both schools. To confirm their involvement in planning and continued support for this project, teachers, school and district administrators, and parents have signed Memoranda of Commitment, provided in Appendix C.

**B. Involvement of Parents, Students, and Community:** Realizing that true reform requires participation and buy-in from both within and outside the school community, Haverhill and Lowell school administrators recruited parents and other key community stakeholders to join our planners. These community stakeholders strongly support our reform efforts, were instrumental in the planning stages, and have agreed to assist in program implementation as evidenced by their strong letters of commitment provided in Appendix C. Representatives from area colleges, the University of Massachusetts in Lowell, non-profit organizations, workforce investment board, local government, service organizations, Chambers of Commerce, and area businesses served on our planning committee and will continue their involvement providing project oversight throughout implementation of the Pathway to Excellence Program.

**C. Alignment with State and Local Initiatives.** Two years ago, the Massachusetts Committee on Academics established high performance benchmarks across all academic disciplines for all

students. By adopting these benchmarks as standards, program planners have aligned Pathway with state and local initiatives to improve student achievement and narrow existing gaps among NCLB subgroups. HHS and LHS have developed school improvement plans aligned with state standards, and planners developed program goals focused on student achievement, academic rigor, and school climate which aligned with these standards, as demonstrated below.

<b>District and State Initiatives Alignment with Program Goals</b>
<p><b>Initiatives aligned with the Pathway Goal for Student Achievement:</b></p> <ul style="list-style-type: none"> <li>▪ 90% of students will score at or above grade level on MCAS.</li> <li>▪ We will eliminate student gaps between specific student subgroups.</li> <li>▪ Our state will rank among leading US states in SAT scores.</li> </ul>
<p><b>Initiatives aligned with the Pathway Goal for Academic Rigor:</b></p> <ul style="list-style-type: none"> <li>▪ Our state will rank among leading US states in high school completion.</li> <li>▪ Our state will rank first in the US for percentage of students taking advanced level courses.</li> <li>▪ Our state will rank among leading US states in % of 18-24 year olds attending college.</li> </ul>
<p><b>Initiatives aligned with the Pathway Goal for School Climate:</b></p> <ul style="list-style-type: none"> <li>▪ Our state will rank among leading US states in freedom from drugs and violence in schools.</li> <li>▪ Our state will rank among leading US states in reducing chronic student absenteeism.</li> <li>▪ A majority of students will report they feel known and cared about as an individual in school.</li> <li>▪ A majority of teachers will engage in activities that promote parental involvement.</li> <li>▪ A majority of parents will take steps to support their children’s academic achievement.</li> </ul>

**D. Extensive Planning and Preparation:** Throughout preparatory meetings and activities, our Planning Committee has remained focused on improving educational outcomes for all students. We employed a logic model framework to enable us to outline the assumptions that underlie our model as well as the external factors beyond our control but likely to impact our program. Using a flow chart to depict the links between why we do what we do and what we expect to change as a result of our efforts, we identified all program components as well as their relationships. After

reviewing our academic gaps and problem areas; examining current research and best practices; and obtaining input from educators, parents, and community leaders, planners identified both short- and long-term objectives for our program. The next step was selecting the research-based strategies to produce our desired outcomes which are defined in three focus areas: Student Achievement, Academic Rigor, and School Climate. In completing the planning process and our logic model, we also identified available resources and those needed to successfully implement our planned SLC reform strategies. The Pathway Logic Model is provided in Appendix C.

Getting Started: Moving from planning to preparation, Haverhill High School implemented two pilot Freshman Academies this year (2005-2006) which serve 260 of our freshmen. Beginning this fall, teachers in each academy will share common planning periods which are key to successful implementation of numerous strategies from integrating curriculum across disciplines to increased personalization as teachers share insights and observations about common students. Another preparatory step initiated this year has been the planning and necessary training for implementing a mentoring program for all freshmen this fall. Each freshman will be paired with an upper classman mentor to facilitate transition into the high school culture.

As we prepare for full implementation, the Planning Committee is being restructured into three groups who will play critical roles in our Pathway to Excellence program. The Pathway Advisory Board, comprised of district, school, and community stakeholders from both Haverhill and Lowell, will provide program oversight. In addition, both school councils will share responsibilities within their schools for shaping school climate and will guide decision-making for issues such as curriculum, assessment, physical space, scheduling, and instructional policies. To ensure Pathway does not drift from our original goals and purposes and to keep all stakeholders engaged and informed in the reform process, the Pathway Advisory Board will revisit the logic model throughout the life of our program (Wells, 2003).

### III. QUALITY OF THE PROGRAM DESIGN

The Pathway to Excellence Program was designed around three goals: **◆Goal 1: Student Achievement. Ensure that students attain the knowledge and skills necessary for success in postsecondary education and adulthood.** Through strengthened curricula and increased integrated instructional strategies, we will empower our students to reach their educational goals and graduate prepared to successfully transition to a career or postsecondary education (*Engaging Schools*, 2003). **◆Goal 2: Academic Rigor. Increase educational expectations and requirements for all students to maximize their academic potential.** Implementing more intense academic requirements produces a strong, lasting impact on academic achievement and increases in educational and career attainment by students, most notably in minorities (Adelman, 1999). By purposefully raising the academic bar and increasing rigor, providing additional remedial assistance, and increasing innovative, differentiated instructional strategies, we will ensure that students in every subgroup maximize their academic potential. **◆Goal 3: School Climate. Create small, and successful learning environments where all students are known, supported, and motivated to succeed in college and chosen careers.** In small school structures, every student will be known well by at least one teacher/advisor providing guidance regarding short- and long-term academic goals and support as students mature socially and emotionally.

**A. Expanding Structures and Strategies:** Our primary restructuring strategies to be expanded/and enhanced are (1) academies and house plans, and (2) the teacher advisory system: both will expand to include every student schoolwide. This restructuring will be facilitated by extensive professional development (see Section D) laying the foundation for our teachers to provide relevant instruction and accelerated learning strategies as well as educational counseling.

**❖Freshmen Academies and House Plans:** Freshmen account for more than 40% of all conduct and disciplinary incidents in both high schools; we will counter this problem by creating more



personalized learning environments via our freshman structures. Lowell High piloted a Freshman Academy for all ninth grade students in 2004-05, actually housing freshmen in a separate building on the LHS campus. Haverhill High piloted two Freshman Houses within the FA this year, each with 120-130 randomly assigned students. ♦Teaching Teams: Within FA, each Freshman House will have an interdisciplinary team (IDT) of five teachers for math, science, social studies, English, and foreign language. Each team will share a common planning time to facilitate collaboration on program design, identifying and responding to students' particular strengths and needs, and troubleshooting student progress across core subject areas (Oxley, 2003). ♦Teacher Advisors: Research indicates minorities benefit most from supportive relationships with adults in school environments (Ferguson, 2002), important in both schools where minority and disadvantaged students comprise nearly half the student bodies. Freshmen will be assigned to a teacher advisory group with 25 or less students, mentored by one teacher, and meeting daily for 30 minutes throughout the freshman year. ♦Freshman Seminar: LHS freshmen are required to take Freshman Seminar, meeting daily with their Teacher Advisor. Topics will include: time management, note-taking, study skills, and test-taking strategies; developing positive interpersonal skills; character education; and substance abuse prevention. HHS freshmen must take Career Exploration, a course with a technology-based component providing an interest survey, technical school and college information, scholarship information, and virtual tours of colleges. HHS supplements the career curriculum with personal skills and character education topics similar to the LHS Seminar. ♦Personal Educational Plans (PEPs): Teacher Advisors will ensure each student has a PEP developed jointly by the advisor, student, and parents. PEPs will appropriately reflect students' interests and needs. For example, for a student performing below grade level, the PEP will include specific strategies (i.e., tutoring or credit recovery). The PEP may be revised when needed and will be reviewed at least once per

semester at a student-led parent/teacher conference. ♦Smooth Transitions: To provide students with more personalized experiences, Haverhill and Lowell High will utilize the Johns Hopkins Talent Development Model. This model curriculum, focused on ensuring smooth transitions from adolescence into adulthood and the development of skills necessary for success after graduation, addresses topics such as: Study Skills, Sound Decision Making, Human Relations, Career Exploration, Social and Life Skills, Tolerance, and Parenting. ♦Mentoring: At Haverhill, every ninth grader will be assigned to a student mentor. Each mentor/mentee pair will meet formally once a week and informally more often throughout the year. ♦Orientation: Both schools provide entering ninth graders and their parents with an orientation including open houses and campus tours. Orientation activities reduce student anxiety by allowing students to meet classmates, teachers, staff, and administrative personnel, while also becoming familiar with the campus, class schedules, school policies, and guidelines.

❖Upper School Academies and Houses: The Upper School will be divided into academies or houses providing a small-school setting for students in grades 10 through 12. During Year 1, the Haverhill School Council will be tasked with completing the planning and outlining the steps required to transform the Upper School into Career Academies and/or Vertical Houses. Each school is pursuing the Upper School structure most suited to their needs, students, faculty and facilities. Lowell High plans to implement four Vertical Houses within the Upper School, each under the direction of an Assistant Principal. In Year two, the graduated implementation of small-house structures within the Upper Schools will begin at both schools. By Pathway Year five, all students in both schools will be engaged in smaller learning communities. The combination Freshman Academies, Houses Plans, Career Academies, and Vertical Houses will enable both schools to maximize facilities and staff while providing students with the benefits of SLC environments (McAndrews & Anderson, 2002). ♦Teacher Advisors: Within the Upper

School, all students will be assigned to a Teacher Advisor who will support groups of 20 to 25 students. In the Upper School, students will remain with one Teacher Advisor throughout grades 10-12. The Teacher Advisory groups will become the “family” for upperclassmen. Teacher Advisors will provide educational counseling and academic accountability for their students. While these groups will be heterogeneous in student composition (due to random assignment within each SLC), they will be homogeneous within the SLC structures which are either random or student selected. ♦Career Academies: Quinn (2004) identifies the following advantages to Career Academies (CAs): (a) clarifies student goals for graduation and beyond; (b) relevance to high school studies with a coherent focus using an aligned curriculum; and (c) involves families, business, and postsecondary institutions. Each CA, structured towards a specific industry with several different career pathways, will afford students the opportunity to study a range of career options within that particular field. At Lowell, the four Vertical Houses plan to provide two Career Academies each. These eight CAs will include: Communications, Health and Bio-Science, Engineering, Fine Arts, Service, Hospitality, Technology, Management, and Finance. ♦Postsecondary Transition: To assist students’ transitions to postsecondary career or educational choices, we will offer counseling, internships, and career fairs. We will conduct small-group workshops with the local Workforce Investment Board to address topics such as job search, résumé development, financial planning workshops, and interview skills. We will provide one-on-one discussions with parents and students regarding educational requirements, financial assistance, and other funding options for attainment of various career paths.

**B. Improving Achievement and Narrowing Gaps**: Our schools must close academic gaps among subgroups: low income, special needs, minorities, and limited English proficient (LEP) students. At LHS, nearly 40% of freshmen must repeat two or more courses. Studies show that implementation of smaller learning communities can be of special benefit to minority and special

needs students and result in higher levels of academic achievement (Gewertz, 2001). With Pathways, all core subject teachers will be responsible for improving literacy so that deficient readers will read on grade level by the end of their sophomore year. ♦ Differentiated Instruction: Teachers will learn strategies for engaging students at all levels of motivation and ability. Trained to deliver differentiated instruction, our teachers will have better success reaching struggling students. While some faculty already employ this approach, we will integrate it into teaching practices faculty-wide. ♦ Academic Middle: Faculty will identify those students earning B, C, and D grades commonly referred to as the “academic middle” who need extra encouragement and support. To build student confidence, increase academic rigor, raise their expectations, and improve their skills, these middle students will take a daily, required course that will include topics on organizational and study skills, critical thinking, motivational activities, and asking probing questions. ♦ Tutoring: Tutoring will be provided by teachers as well as juniors and seniors who are enrolled in advanced placement programs (AP). At Lowell High, members of the Future Educators of America (FEA) club will provide afterschool tutoring. Students in need of additional academic assistance will receive homework help and individual instruction and have access to the schools’ technology labs.

♦ Improving Academic Rigor: Research demonstrates heterogeneous grouping of students into accelerated courses may significantly improve the academic performance and course-taking patterns of all students: low, average, or high achieving (Burris, Heubert & Levin, 2006). A distinguishing attribute of SLCs is curriculum relevant to the world outside school with personal meaning for students (Oxley et al., 2004). To increase academic rigor, we will reform our curriculum to include problem-based learning. This approach requires students to acquire, adapt, and utilize knowledge they have acquired into new situations (Berns & Erickson, 2001). In addition, contextual and project-based learning, approaches that demonstrate the relationship

between academic and real-world situations, will also be accented. **◆Immersive Curricula:** students will have opportunities to learn math, language, science and technology in a relevant manner via Immersive Curricula. This multi-disciplinary, project-based curriculum will cultivate awareness and self-esteem through real-world projects designed for success. A self-directed curriculum, it is designed to engage and support the less motivated learner while the unique story-style curricula captures students' attention and keeps them engaged. **◆Student Portfolios:** During Freshman Seminar, all students will begin a student portfolio to describe their individualized learning experiences. By graduation, each student will possess a portfolio not simply displaying student work from their high school years, but also demonstrating who they are, what they care about, and what they have learned (Darling-Hammond, 2002).

**C. Accelerated Learning Strategies and Interventions:** Currently, 40% of Lowell freshmen and 37% of Haverhill freshmen enter our high schools reading below the seventh grade level. Research indicates strengthening academic requirements for all students will result in greater academic achievement and assist minority and low-income students in bridging achievement gaps between themselves and their more affluent, non-minority peers (Adelman, 1999). While curriculum enhancements will benefit all students, they will ensure that minorities, the economically disadvantaged, and English language learners at risk of failure are adequately represented in intervention programs aimed at improved academic achievement. **◆Literacy Across the Curriculum:** Teachers will implement multi-level interventions as follows: Level 1, All teachers will use tools such as graphic organizers, prompted outlines, structured reviews, guided discussions and other instructional tactics to ensure students' mastery of critical content in all subject areas; Level 2, Implement instructional strategies including those that will assist students in using memorization strategies for critical information; and Level 3, Specialized, intensive instruction for students with severe literacy problems. **◆Content Area Literacy:**

Traditional secondary education teachers are content area experts, not teachers of reading. Yet, about 40% of our freshmen read more than two grades below level. This discrepancy increases instructional challenges for teachers who must present content and materials based at grade level. Compounding this problem are the 43% of Lowell students who are English language learners (ELLs) and require increased support to successfully achieve their learning goals. Developing content literacy provides teachers with a variety of strategies to enhance content area learning by using a wide variety of materials in addition to textbooks such as literature, trade books, journals, newspapers, primary sources, graphics, and photographs. ♦Sheltered Immersion Observation Protocol (SIOP), Sheltered Immersion is an approach for teaching content to ELLs in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. LHS teachers will participate in professional development to ensure consistent, systemic use of “best practices” for ELLs in both mainstream and specialized courses and programs. ♦Remediation: At Haverhill, summer school allows students to catch up and receive MCAS remedial tutoring. At Lowell, students exceeding the allowable number of unexcused absences in a class may qualify for our innovative “Buy-Back” Program. This option requires students to attend school for a minimum of ten consecutive days prior to participating in “Buy-Back,” with absolutely no absences, tardies, dismissals, or cuts! The students will receive one hour of credit, applied to a single class, for each two hours of tutorial attended. ♦Summer Assist: Extra assistance for freshmen is provided through *Step Up to High School Math*. This 20-hour math literacy workshop earns one course credit. ♦Critical Friends: Students performing below-grade level and ELL students benefit from creative behavior modification programs such as Critical Friends. Training in this strategy will provide teachers with the format to collaborate around best practices in the classroom: curriculum issues, instructional strategies, and assessment

methods. Haverhill High piloted three Critical Friends groups this year and will expand these groups. ♦Block Scheduling: Block and/or modified block scheduling at both high schools will facilitate students catching up by allowing them to repeat a course within the same year.

D. High-Quality Professional Development: High quality professional development is essential to successful school restructuring. Effective professional development focuses on a clear set of priorities; examines academic content and teaching methods; and creates many opportunities for teachers to see and attempt new teaching methods (National Staff Development Council, 2001). There is additional evidence indicating the effectiveness of professional development models that are peer-led, open-ended, classroom-based, and active (Perry, 2002). The more ongoing and continuous the professional development, the more it encourages effective classroom practices (Wenglinsky, 2000). During planning, our schools identified professional development needs central to the Pathway program. Thus, Year on professional development will target these topics.

♦Interdisciplinary Teaching Teams: IDT Teams are structured with common planning times to allow each team to be broken into smaller cadres of English/social studies and math/science to encourage collaborative unit development. Training will focus on research-based strategies such as collaborative curriculum, identification of and response to students' strengths and needs, and analysis of students' progress across core subject areas (Oxley, 2003). ♦Literacy Across the Curriculum: All faculty will be trained for effective delivery of literacy skills and implementing literacy tasks across the curriculum. ♦Differentiated Instruction must be expanded faculty wide.

Patricia Oakley, a PhD in Organizational Psychology with 30 years' experience in operational, development and policy research, will provide this training. ♦Sheltered Immersion Observation Protocol (SIOP): The SIOP approach for teaching content to English language learners is particularly important given our school populations. All teachers must master SIOP. ♦Other

**ELL Training:** Our teachers will participate in professional development to ensure consistent systemic use of “best practices” for ELLs in both mainstream and specialized courses and programs. **◆Content Area Literacy:** Teachers will be trained to meet the instructional challenges for teachers who must present content and materials based at grade level and support ELLs. These strategies allow teachers to enhance content learning by using a wide variety of “real-world” materials (i.e., beyond textbooks). **◆Critical Friends:** This training will provide teachers with the format to collaborate around best practices in the classroom: curriculum issues, instructional strategies, and assessment methods. **◆Block Scheduling:** A published author on this subject, Mr. Brucarto, will provide analysis and training for our teachers in how to transition to block and modified-block scheduling. **◆Measures of Academic Progress (MAP):** The Northwest Evaluation Association will provide MAP training to faculty at both schools. MAP is a thorough diagnostic test for students in the areas of English/language arts and math to determine their strengths and weaknesses. This information and analysis provide information that is then used to develop curriculum revisions and remedial intervention strategies.

**E. Alignment with School District Improvement Plan:** The proposed strategies of our program address the major concerns identified in the School District Improvement Plans:

District Improvement Plan	SLC Strategies that Address SDIP
Improve reading skills	Reading, Composition, Literacy Across the Curriculum
Improve MCAS scores at all levels	Tutoring, MCAS classes, summer programs
Increase parental involvement	Freshman Orientation, teacher advisor communication
Motivate all students to learn	Freshman Mentoring Program, Comprehensive Guidance, Freshman Transition Seminar
Support struggling students	All personalization & academic intervention strategies
Use staff beyond field of expertise	Professional development and team teaching
Improve performance outcomes	Academic rigor and personalization
Improve school climate	Small school structures; teacher advisory groups



**F. Cohesive Funding Plan:** HHS and LHS have always coordinated federal, state, local, and private funds in a manner conducive to effective and efficient use of resources, critical for strategically proposed plans to impact school reform and achievement for all students. The table below outlines the types of funds to be utilized to support our SLC reforms:

<b>Coordination with Existing Funds</b>
<b>Private Funds:</b> The Student Leadership Academy, which will provide mentors and tutors for Pathway, was established at HHS in 2003 with (b)( ) raised from private funders.
<b>State Funds:</b> Various Academic Support Grants from the Massachusetts Department of Education target remediation efforts for students who have not passed their MCAS assessment.
<b>Federal Funds:</b> HHS funds include Title IIa, Safe and Drug-Free Schools, Enhancing Education Through Technology, and Title V Innovative Education Program Strategies. LHS funding is Title I, Advanced Placement Incentive Program, Carl D. Perkins Voc/Tech, and a GEAR UP grant.

#### IV. QUALITY OF THE MANAGEMENT PLAN

Haverhill High School will serve as lead applicant and fiscal agent for Pathway to Excellence since this district has extensive experience in grants administration, including an SLC planning grant. Successful smaller learning community implementation requires a high degree of autonomy from district constraints (Viadero, 2001). Thus, both Haverhill High and Lowell High will manage their own budgets, staffing, and institutional policies, and each will have the authority to make program decisions regarding their own high schools. The Project Director will provide oversight for our two-school coalition, supervise site-level project staff, and report to the Pathway Advisory Board comprised of school, business, and community stakeholders from both towns. The Advisory Board will meet quarterly to review implementation status and provide oversight for Pathway, working with the independent evaluator (see Section 5). Within each school, implementation will be directed by a full-time Pathway Director (one per school) who

will have authority equal to an assistant principal and report to the Project Director. In addition, each school will establish its own local School Council under the direction of the Pathway Director. The School Councils will include teachers, school staff, students, parent, and community representatives. These Councils will meet regularly to track ongoing program implementation, recommend enhancements and additional activities, and make professional development recommendations as needed.

**A. Management Time Line:** The time line below provides an overview of program implementation activities and the person responsible for each activity.

<b>Management Timeline for Pathway to Excellence</b>		
<b>Date</b>	<b>Activities</b>	<b>Responsible</b>
JUL 06	Administrators and faculty review grant and logic model	Project Director
	Freshman Faculty assigned to Interdisciplinary Teams (IDT)	Principal
	Freshman assigned to Freshman Houses and IDTs	Project Director
	Conduct Summer Transition Activities (annual)	Principal
AUG 06	Post job descriptions for Pathway Directors	Districts
	In-Service Review of SLC Year 1 strategies and activities	Principals
	Interview for Pathway Directors	Principals
SEP 06	Both Pathway School Councils begin weekly meetings	Project Director
	Establish professional development schedule for Years 1, 2	Project Director
	Begin pairing Freshmen with student mentors	Guidance
	Staff development for Teacher Advisors	Project Director
	FA faculty & students assigned to Advisory Teams	Principals
OCT 06 <i>Start FY</i>	Hire full-time Pathway Director for each school	District, Principals
	Contract with Independent Evaluator	Project Director
	1 <sup>st</sup> Quarter Pathway Advisory Board Meeting (ongoing)	Project Director
	Staff development for Teacher Advisors	Pathway Directors
NOV- DEC 06	Teacher Advisors establish contact with parents (ongoing)	Pathway Directors
	Begin developing Personal Education Plans for each freshman	Pathway Directors
	Identify students for remedial & accelerated programs in spring	Advisors
	Baseline Data to USDOE as required	Project Director

<b>Management Timeline for Pathway to Excellence</b>		
<b>Date</b>	<b>Activities</b>	<b>Responsible</b>
JAN 07	Begin developing Personal Education Plans (PEP) for each freshman	Pathway Directors, Teacher Advisors
	Failing student begin Credit Recovery classes	Pathway Directors
	Implement tutoring sessions before/after school	Pathway Directors
	2 <sup>nd</sup> Quarter Pathway Advisory Board Meeting (ongoing)	Project Director
FEB 07	Confirm Fall 08 classes for HS & postsecondary credit	Project Director
	Identify Faculty for Year 2 Career Academies	Principals
MAR 07	Complete Personal Education Plans for all freshman	Teacher Advisors
	Register rising sophomores for Career Academies	Pathway Directors
	Staff Development Training	Project Director
APR 07	Confirm schedules for rising (2008) freshmen	Advisors
	Identify rising and current freshmen for Summer Academy	Pathway Directors
	3 <sup>rd</sup> Quarter Pathway Advisory Board Meeting (ongoing)	Project Director
MAY 07	Summer program scheduling complete	Pathway Directors
	Register rising sophomores for Year 2 Career Academies	Teacher Advisors
JUN- JUL 07	Assign students to Advisory Groups within Academies	
	Summer Institute for Professional Development (annual)	Principal
	Conduct 3-week Summer Academy for incoming freshmen assessed as significantly below grade level (annual)	Pathway Directors
AUG 07	4 <sup>th</sup> Quarter Pathway Advisory Board Meeting (ongoing)	Project Director
	Refine/Repeat ongoing activities for school year 2	Pathway Directors
SEP 07	Develop Annual Evaluation Report	Evaluator
	Submit Annual Performance Report per USDOE guidelines	Project Director
YEARS 2-5	Refine/repeat all activities monthly, quarterly, and annually	As previously cited
	Year 2: Freshman and sophomores in academies	Pathway Directors
	Provide evaluation/performance reports as required - ongoing	Project Director
	Year 3: freshmen, sophomores and juniors in academies	Pathway Directors
	Year 4: All students in academies	Pathway Directors
	Post Year 5: Submit Final Annual Evaluation Reports to DOE	Project Director

**B. Project Director and Key Personnel Time Commitments:** Joseph McMilleon, Principal at Haverhill High School, will serve as Project Director for our two-school coalition. Mr.

McMilleon will donate approximately 50% of his time to Pathway for Excellence and will serve as Chairman of the Pathway Advisory Board, acting as the liaison for both school boards and district administrators. To ensure that objectives are carried out in a timely fashion, each high school will employ a full-time Pathway Facilitator, 100% committed to our program and ensuring that program goals are accomplished in a timely fashion. In addition, the LHS Principal and both HHS and LHS Assistant Principals will each contribute an estimated 10% of their time to the SLC program planning and activities.

**C. Qualifications of Project Director and Key Personnel:** Mr. McMilleon is an exemplary educator and administrator and is currently Principal of Haverhill High School and Director of the Evening Alternative Program at Wilmington Public Schools (see Résumé in Appendix C). Both Pathway facilitators will possess a master’s degree and relevant program, curriculum, teaching, and administrative experience (see Job Description in Appendix C).

**D. Adequacy of Resources:** Effective implementation of any project requires both human and financial investments. Resources include paid staff and volunteers who plan, promote, implement, oversee, and evaluate the program. Our strategic resource planning was and is integral to the logic model: planners identified both assets and the resources necessary to continue the Pathway Program beyond grant funding. One key to Pathway’s sustainability will be the ongoing involvement and commitment of principals at both schools (estimated at 50% FTE) to sustain the re-cultured climates and successful reform strategies. The Advisory Board will appoint a Sustainability Committee in Year two to seek resources identified as essential to our project’s ongoing success both during project implementation and after discontinuation of grant funding. Because all expenditures are directly linked to program objectives, they are linked

to SLC activities. Our strategic funding plan delineates available and anticipated resources necessary to sustain the project beyond grant funding.

## V. QUALITY OF THE PROGRAM EVALUATION

Our evaluation plan has been developed in tandem with our program components. The Pathway Advisory Council identified the individual and collective needs of Haverhill and Lowell High Schools and then began investigating possible strategies to successfully achieve our goals. The Logic Model (see Appendix C) provides a graphic representation of our overall program vision, our desired outcomes, and the strategies and activities we will implement (Langford & Flynn, 2003). Further, we will employ the decision/accountability approach to evaluation which emphasizes program improvement as well as assessment of program merit. This approach incorporates a practical, objective orientation to the collection of valid and reliable data while emphasizing the need to provide key decision makers with timely, relevant information. When compared to other frequently used evaluation approaches, the decision/accountability approach rates highest in overall compliance with the American Evaluation Association’s four standards of excellence: feasibility, utility, propriety, and accuracy (Stufflebeam, 2001).

**A. Evaluation of Project Goals and Objectives:** Our evaluation will monitor progress towards achieving program goals through continued analysis of the project objectives (column 1) and performance indicators (column 2) provided in the following table.

<b>Goal 1: Student Achievement. Ensure that students attain the knowledge and skills necessary for success in postsecondary education and adulthood</b>	
<i>Objectives</i>	<i>Measures</i>
<b>Objective 1.</b> Increase the graduation rate by 10% over 5 years (2% in Years 2 and 3; 3% in Years 4 and 5)	Graduation Rate
<b>Objective 2.</b> Increase number of students scoring proficient/advanced on R/LA MCAS by at least 2% per year (5 Yrs: 10%).	MCAS scores

<u>Objective 3.</u> Decrease gaps between subgroups on R/LA MCAS scores by at least 5% per year or until all gaps are less than 5%.	Disaggregated MCAS Scores
<u>Objective 4.</u> Increase number of students scoring proficient/advanced on the math MCAS by at least 2% per year (5 Yrs: 10%).	MCAS Scores
<u>Objective 5.</u> Decrease gaps between subgroups on Math MCCAS scores by least 5% per year (5 Yrs: 25%).	Disaggregated MCAS Scores
<u>Objective 6.</u> Increase number of graduates enrolled in post-secondary education/advanced training 1 semester after graduation by at least 2% per year beginning Year 2 (5 Yrs: 8%).	Annual Surveys, (StudentTracker)
<u>Objective 7.</u> Decrease gaps between subgroups of graduates enrolled in post-secondary ed./advanced training 1 semester after graduation by at least 5% per year beginning Yr 2 (5 Yrs: 20%) or until all gaps are less than 5%.	Annual Surveys, (StudentTracker)
<u>Objective 8.</u> Increase number of graduates (not enrolled in post-secondary education or advanced training) who are employed 3 months after graduation by at least 2% per year beginning Year 2 (5 Yrs: 8%).	Annual Surveys
<u>Objective 9.</u> Decrease gaps between subgroups of graduates (not enrolled in post-secondary education/advanced training) who are employed 3 months after graduation by at least 5% per year beginning Year 2 (5Yrs: 20%) or until all gaps are less than 5%.	Annual Surveys
<b><u>Goal 2: Academic Rigor.</u> Increase educational expectations and requirements for all students to maximize their academic potential.</b>	
<u>Objective 1.</u> Increase the extent to which teachers use differentiated instructional strategies by at least 10% per year beginning Year 2 (5 Yrs: 40%), or until 90% of teachers score proficient on research-based rubric.	NREL Self-Assessment Tool (Oxley, 2004)
<u>Objective 2.</u> Of students entering grade 9 with reading skills more than 1 grade below level, increase number acquiring grade-level reading skills to participate successfully in rigorous academic courses by end of grade 10 by 10% per year starting Year 2 (5 Yrs: 40%).	MCAS R/LA Scores for Target Students
<u>Objective 3.</u> Of students entering grade 9 with math skills more than 1 grade below level, increase number acquiring grade-level math skills to	MCAS Math Scores for Target Students

participate successfully in rigorous academic courses by the end of grade 10 by 10% per year starting Year 2 (5 Yrs: 40%).	
<b>Objective 4.</b> Increase student % completing advanced placement courses and earning dual credit by at least 2% points per year. (5 Yrs: 10%).	School Records
<b>Goal 3: School Climate.</b> Create small, and successful learning environments where all students are known, supported, and motivated to succeed in college and chosen careers.	
<b>Objective 1.</b> Increase average daily student attendance rate by at least 2% per year (5 Yrs: 10%).	School Records, State Database
<b>Objective 2.</b> Decrease number of disciplinary actions (expulsions and suspensions) by at least 5% per year (5 Yrs: 25%).	School Records, State Database
<b>Objective 3.</b> Increase extent to which school staff, students, and parents view the high school as a safe, personalized, learning environment by at least 10%/year starting in Year 2 (5 Yrs: 40%) or until 95% of same attain average scores of at least 90% on attitude survey measuring this perception.	Annual Surveys of school, staff, and parents
<b>Objective 4.</b> Increase extent teachers use personalization strategies in classrooms by at least 10% per year starting in Year 2 (5 Yrs: 40%) or until all teachers average at least 90% on research-based instrument.	NREL Self-Assessment Tool (Oxley, 2004)
<b>Objective 5.</b> Increase extent to which teachers use integrated instructional strategies by at least 10 % points per year starting in Year 2 (5 Yrs: 40%) or until all teachers average at least 90% on research-based instrument.	NREL Self-Assessment Tool (Oxley, 2004)

\*Baseline is the average of three years of prior statistics for each indicator

**B. Quantitative and Qualitative Data Collection Methodology:** According to Tashakkori and Teddlie (1998), a mixed-methods approach to evaluation significantly contributes to the validity of the evaluation process. Our evaluation approach incorporates a variety of qualitative and quantitative data collection methods, including focus groups, interviews, structured observations, surveys, and administrative records (disciplinary referrals, attendance reports). Qualitatively derived information will be instrumental in determining fidelity of the project design. Focus groups, interviews, and open-ended survey questions derived from multiple sources will be used

to diagnose potential problems, generate solutions, and assess reactions to the program and to inform decisions relative to mid-course corrections. Quantitative data will be collected on student attendance, enrollment, standardized test scores, referral reports, and surveys. Baseline information, provided for many of the objectives listed above, will be disaggregated according to the major subgroups defined by *No Child Left Behind*. The independent evaluator, in cooperation with the Project Director, will compile and maintain a dynamic baseline of information that can be used for summative reporting and also continually updating project personnel.

**C. Formative Nature of Evaluation:** The decision/accountability approach stresses that the purpose of evaluation is not to prove, but to improve. Recognizing that change is more likely to occur when all stakeholders are involved, the decision/accountability approach requires regular interaction between the evaluator and stakeholders. Accordingly, the evaluator will schedule quarterly meetings with key stakeholders, including school faculty, to define critical questions and provide relevant, accurate, and efficient formative and summative feedback. By administering many survey instruments online, the evaluator will provide timely feedback, critical for planning and necessary adjustments for project refinement. Reporting will be tailored to the needs of Haverhill and Lowell Schools as written and oral reports and visual presentations. More formal reports for the USDOE will meet all specified requirements of the Department.

**4. Qualifications of Independent Evaluator:** A trained educational psychologist, Dr. Joel Philp, Director of The Evaluation Group, will conduct the independent, third-party evaluation (see curriculum vitae in Appendix C). Prior to joining The Evaluation Group in 2004, Dr. Philp worked for more than 10 years as a full-time evaluator at the University of South Carolina's Center for Children and Family Studies where he conducted local and statewide evaluations for various state agencies. Dr. Philp has extensive experience in evaluating school systems and



reform initiatives and is very familiar with school systems, school-based measurement systems, and school reform initiatives. With 12 years' experience in assessment of educational programs, he has evaluated the following grant programs: Smaller Learning Communities, Early Reading First, 21<sup>st</sup> Century Community Learning Centers, Teaching American History, and school-based prevention programs. As a member of the American Evaluation Association, the Canadian Evaluation Society, and the European Evaluation Association., Dr. Philp has presented on evaluation models at the local, state and national levels. Dr. Philp's evaluation team includes seven full-time evaluators, onsite assessment staff, a data analyst and a technology specialist. The team is currently evaluating SLC programs in 20 school districts and five states. In addition, Dr. Philp and his team members have attended both regional and national SLC conferences and participated in several, federal technical assistance site visits.

◆The Pathway Program will pave the way for all students to achieve their full potentials in their personal and professional futures. We will accomplish this by re-culturing our schools from school climate to academic rigor to student achievement. Haverhill and Lowell stakeholders are committed to reinventing our schools as Pathways to Excellence.

## **Project Narrative**

### **Other Narrative**

**Attachment 1:**

**Title: Pages: Uploaded File: 8717-Mandatory\_Pathway.Coversheet.doc**

**Attachment 2:**

**Title: Pages: Uploaded File: 770-Pathway.Appendix.A.pdf**

**Attachment 3:**

**Title: Pages: Uploaded File: 4330-Pathway.APP.B %20Baseline %202006.pdf**

**Attachment 4:**

**Title: Pages: Uploaded File: 7343-Appendix.C.pdf**

**Attachment 5:**

**Title: Pages: Uploaded File: 4868-Pathway %20Table %20of %20Contents.doc**

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**b. SLC Program Grant Application Coversheet**

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**Coversheet****Smaller Learning Communities (SLC) Program****Grant Application Package****1. LEA Name and Address:**

Haverhill Public Schools 4 Summer Street Haverhill, MA 01830- 5877  NCES District ID (for help, please see <a href="http://www.nces.ed.gov/globallocator">http://www.nces.ed.gov/globallocator</a> ): 2507020
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**2. Name and Address of Each School Named in the SLC Application:**

Name	Address	No. of students enrolled
1. Lowell High	50 Fr. Morrisette Blvd. Lowell, MA 01852	3742
2. Haverhill High	137 Monument Street Haverhill, MA 01832	2068
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

### Haverhill High - Directory Information

Haverhill (01280000)

Haverhill High (01280505)

**Raleigh C Buchanan, Superintendent**

Mailing Address: 4 Summer Street

Haverhill, MA 01830-5877

Phone: (978) 374-3405

FAX: (978) 373-1535

E-mail: [rbuchanan@haverhill-ps.org](mailto:rbuchanan@haverhill-ps.org)

County: Essex

NCES ID: 2505970

Web Site: <http://www.haverhill-ps.org>

District Type: Local School

District Operating Status: Operating

District Title I Status: Title I District

Inter-District School Choice: Offers Choice

Organization Description:

**Joseph W McMilleon, Principal**

Mailing Address: 137 Monument Street

Haverhill, MA 01832-2597

Phone: (978) 374-5700

FAX: (978) 374-5705

E-mail: [jmcmilleon@haverhill-ps.org](mailto:jmcmilleon@haverhill-ps.org)

County: Essex

NCES ID: 250597000856

Web Site:

School Title I Status: Non-Title I School (NT)

Organization Description:

Grade Span	Grades Offered Presently	Number of Schools
Elementary	PK K 01 02 03 04 05	10
Middle/Junior High	06 07 08	4
Other	K 01 02 03 04 05 06 07 08 09 10 11 12	2
Secondary	09 10 11 12	1
Total	PK K 01 02 03 04 05 06 07 08 09 10 11 12	17

Kindergarten starting age is 5 as of August 31.

Grades Offered Presently	
Grade Levels:	09 10 11 12

Relationships	
Private Schools located in this city/town	<u>Sacred Hearts Elementary   Solomon Schechter Day   St Joseph Elementary</u>
Membership - Collaboratives	<u>Greater Lawrence Educational Collaborative (GLEC)</u>
Membership - Vocational Regional	<u>Whittier Voc</u>

### Haverhill High - Enrollment/Indicators

	Enrollment by Grade (2005-06)																
	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	149	529	603	596	560	581	590	601	611	642	655	567	451	435	10	0	7,590
School	0	0	0	0	0	0	0	0	0	0	637	552	451	426	2	0	2,068

Enrollment by Race/Ethnicity (2005-06)			
Race	% of School	% of District	% of State
African American	3.7	3.5	8.3
Asian	1.5	1.5	4.6
Hispanic	22.1	20.4	12.9
Native American	0.0	0.1	0.3
White	72.5	74.3	72.4
Native Hawaiian, Pacific Islander	0.1	0.1	0.1
Multi-Race, Non-Hispanic	0.0	0.1	1.4

Enrollment by Gender (2005-06)			
	School	District	State
Male	1,050	3,969	499,986
Female	1,018	3,621	472,385
Total	2,068	7,590	972,371

Indicators (2004-05)			
	School	District	State
Grade 9-12 Dropout Rate	-	-	-
Attendance Rate	89.2	93.2	94.4
Average # of days absent	16.4	11.1	9.4
In-School Suspension Rate	14.4	4.1	3.5
Out-of-School Suspension Rate	12.3	7.2	6.0
Retention Rate	8.0	2.9	2.6

Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	123	545	73,593
% of Teachers Licensed in Teaching Assignment	84.4	89.5	94.4
Total # of Teachers in Core Academic Areas	102	486	62,301
% of Core Academic Teachers Identified as Highly Qualified	89.4	90.5	93.8

Selected Populations (2005-06)			
Title	% of School	% of District	% of State
First Language not English	13.6	13.1	14.3
Limited English Proficient	4.2	5.6	5.3
Low-income	24.8	32.7	28.2
Special Education	13.8	17.9	16.5

Children Attending Public Schools (2002-03)		
	% of District	% of State
Children Attending Public Schools	89.1	89.8

Technology (2004-05)			
	School	District	State
Students per "modern" Computer	14.4	18.1	4.9
Classrooms on the Internet (%)	100.0	85.0	98.0

Plans of High School Graduates (2004-05)			
Plan	% of School	% of District	% of State
4-Year Private College	25	25	31
4-Year Public College	23	23	26
2-Year Private College	2	2	2
2-Year Public College	30	30	18
Other Post-Secondary	3	3	3
Work	11	11	11
Military	2	2	2
Other	0	0	1
Unknown	5	6	6

Student/Teacher Ratio	16.9 to 1	13.9 to 1	13.2 to 1
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### Haverhill High - Test Results

2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999 | 1998 | Annual Comparisons

MCAS Tests of Spring 2005 Percent of Students at Each Performance Level									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 10 - ENGLISH LANGUAGE ARTS	15	23	44	42	29	25	12	10	447
GRADE 10 - MATHEMATICS	24	35	19	27	33	24	25	15	453

**NOTE:** Select Grade and Subject for Item Analysis

**NOTE:** Performance level percentages are not calculated if student group less than 10.

**NOTE:** Student Status, F/RP Lunch, Migrant, Gender, and Race/Ethnicity information reflects the status indicated in the official enrollment submitted by districts.

### 2005 MCAS Results by Race, Gender, Special Education, Low Income & Migratory Status - Haverhill High by Grade then Subject

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	377	84	18	49	26	7
DISABLED	56	13	0	16	46	38
LIMITED ENGLISH PROFICIENT	14	3	7	21	43	29
<b>GENDER</b>						
FEMALE	215	48	20	46	27	7
MALE	224	50	11	42	31	16
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	20	4	5	20	45	30
ASIAN OR PACIFIC ISLANDER	9	2	-	-	-	-
HISPANIC	77	17	4	25	49	22
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	341	76	18	51	22	9
<b>LOW INCOME</b>						
YES	138	31	4	28	46	21

MIGRANT STUDENT						
YES	0	0	-	-	-	-

GRADE LEVEL 10 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	383	85	27	21	33	19
DISABLED	56	12	4	7	34	55
LIMITED ENGLISH PROFICIENT	14	3	14	14	21	50
<b>GENDER</b>						
FEMALE	217	48	25	23	34	18
MALE	227	50	23	15	31	30
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	20	4	15	10	25	50
ASIAN OR PACIFIC ISLANDER	9	2	-	-	-	-
HISPANIC	77	17	8	10	42	40
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	347	77	28	21	31	20
<b>LOW INCOME</b>						
YES	140	31	10	12	35	43
<b>MIGRANT STUDENT</b>						
YES	0	0	-	-	-	-

Haverhill High - 2005 Mid-Cycle IV AYP Report

District: Haverhill (01280000)  
 School: Haverhill High (01280505)

School Title I Status: Non-Title I School (NT)

ENGLISH LANGUAGE ARTS													
Student Group	2005 Participation			Mid-Cycle IV (2005) Data						2005 CD Attainment			AYP 2005
	Enrolled	Assessed	%	Performance		Improvement		CD Attainment					
				Met Target	N	GPI	Met Target	CPI Change	Met Target	%	Met Target		
Aggregate	452	433	96	Yes	413	83.2	Yes	0.1	Yes	99	Yes	Yes	
Lim. English Prof.	21	20	-	-	20	68.8	-	-	-	82	-	-	
Spec. Ed.	53	47	89	No	42	50.0	No	-5.7	No	90	Yes	No	

Low Income	138	133	96	Yes	121	68.8	No	0.8	No	97	Yes	No
Afr. Amer./Black	20	18	-	-	17	-	-	-	-	-	-	-
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-
Hispanic	77	75	97	Yes	68	66.5	No	2.3	Yes	96	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	346	331	96	Yes	319	87.9	Yes	0.9	Yes	99	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance		Improvement			CD Attainment			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target		
Aggregate	458	438	96	Yes	418	69.9	Yes	-1.6	No	99	Yes	Yes	
Lim. English Prof.	21	20	-	-	20	53.8	-	-	-	82	-	-	
Spec. Ed.	53	48	91	No	43	40.7	No	-2.4	No	90	Yes	No	
Low Income	140	135	96	Yes	123	55.5	No	0.4	No	97	Yes	No	
Afr. Amer./Black	20	18	-	-	17	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	77	76	99	Yes	69	52.9	No	-0.7	No	96	Yes	No	
Native American	0	-	-	-	-	-	-	-	-	-	-	-	
White	352	335	95	Yes	323	74.0	Yes	-1.3	No	99	Yes	Yes	

Adequate Yearly Progress History									Accountability Status	
		1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only	
	All subgroups	N/A	N/A	N/A	N/A	No	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only	
	All subgroups	N/A	N/A	N/A	N/A	No	No	No		



## Lowell High - Directory Information

**Lowell (01600000)**

**Karla B Baehr, Superintendent**  
 Mailing Address: 155 Merrimack Street  
 Lowell, MA 01852-1723  
 Phone: (978) 937-7614  
 FAX: (978) 446-7436  
 E-mail: [kbaehr@lowell.k12.ma.us](mailto:kbaehr@lowell.k12.ma.us)  
 County: Middlesex  
 NCES ID: 2507020  
 Web Site: <http://www.lowell.k12.ma.us/>

District Type: Local School  
 District Operating Status: Operating  
 District Title I Status: Title I District  
 Inter-District School Choice: Does Not Offer Choice  
 Chapter 74 Approved Vocational Technical Program: Has Program

Organization Description:

**Lowell High (01600505)**

**William J Samaras, Principal**  
 Mailing Address: 50 Fr. Morrissette Blvd  
 Lowell, MA 01852  
 Phone: (978) 937-8900  
 FAX: (978) 937-8902  
 E-mail: [wsamaras@lhs.lowell.k12.ma.us](mailto:wsamaras@lhs.lowell.k12.ma.us)  
 County: Middlesex  
 NCES ID: 250702001041  
 Web Site:

School Title I Status: Title I School (SW)  
 Chapter 74 Approved Vocational Technical Program: Has Program

Organization Description:

Grade Span	Grades Offered Presently	Number of Schools
Elementary	PK K 01 02 03 04 05 06 07 08	15
Middle/Junior High	05 06 07 08	7
Secondary	09 10 11 12	1
Total	PK K 01 02 03 04 05 06 07 08 09 10 11 12	23

Kindergarten starting age is 5 as of September 1.

Grades Offered Presently	
Grade Levels:	09 10 11 12

Relationships	
Private Schools located in this city/town	<u>Community Christian Acad</u>   <u>Franco American Elem</u>   <u>Hellenic American Academy</u>   <u>Immaculate Conception</u>   <u>Lowell Catholic</u>   <u>Lowell Youth Treatment Center</u>   <u>Riverside School</u>   <u>St Jeanne D'Arc Elem</u>   <u>St Louis Elementary</u>   <u>St Margaret Elementary</u>   <u>St Michael Elementary</u>
Membership - Collaboratives	<u>Greater Lawrence Educational Collaborative (GLEC)</u>
Membership - Vocational Regional	<u>Greater Lowell Voc Tec</u>

**Lowell High - Enrollment/Indicators**

Enrollment by Grade (2005-06)																	
	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	427	1,110	1,019	1,013	1,037	1,093	1,102	1,111	1,166	1,276	1,241	877	837	767	20	0	14,096
School	0	0	0	0	0	0	0	0	0	0	1,241	877	837	767	20	0	3,742

Enrollment by Race/Ethnicity (2005-06)			
Race	% of School	% of District	% of State
African American	8.1	6.4	8.3
Asian	31.4	29.1	4.6
Hispanic	19.7	22.2	12.9
Native American	0.1	0.1	0.3
White	40.7	42.3	72.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	0.0	0.0	1.4

Selected Populations (2005-06)			
Title	% of School	% of District	% of State
First Language not English	49.0	42.0	14.3
Limited English Proficient	25.5	27.4	5.3
Low-income	57.5	64.5	28.2
Special Education	10.4	14.3	16.5

Children Attending Public Schools (2002-03)		
	% of District	% of State
Children Attending Public Schools	89.0	89.8

Enrollment by Gender (2005-06)			
	School	District	State
Male	1,888	7,351	499,986
Female	1,854	6,745	472,385
Total	3,742	14,096	972,371

Technology (2004-05)			
	School	District	State
Students per "modern" Computer	4.2	8.1	4.9
Classrooms on the Internet (%)	100.0	100.0	98.0

Indicators (2004-05)			
	School	District	State
Grade 9-12 Dropout Rate	-	-	-
Attendance Rate	88.2	92.7	94.4
Average # of days absent	18.4	11.6	9.4
In-School Suspension Rate	9.3	2.6	3.5
Out-of-School Suspension Rate	7.1	5.2	6.0
Retention Rate	9.2	5.4	2.6

Plans of High School Graduates (2004-05)			
Plan	% of School	% of District	% of State
4-Year Private College	15	15	31
4-Year Public College	27	27	26
2-Year Private College	2	2	2
2-Year Public College	29	29	18
Other Post-Secondary	2	2	3
Work	8	8	11
Military	1	1	2

Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	266	1,154	73,593
% of Teachers Licensed in Teaching Assignment	91.6	92.5	94.4
Total # of Teachers in	201	972	62,301

Core Academic Areas				Other	0	0	1
% of Core Academic Teachers Identified as Highly Qualified	100.0	98.3	93.8	Unknown	17	17	6
Student/Teacher Ratio	14.1 to 1	12.2 to 1	13.2 to 1				

### Lowell High - Test Results

2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999 | 1998 | Annual Comparisons

MCAS Tests of Spring 2005 Percent of Students at Each Performance Level									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/Failing		Students Included
	School	State	School	State	School	State	School	State	
<u>GRADE 07 - ENGLISH LANGUAGE ARTS</u>	-	10	-	56	-	27	-	7	1
<u>GRADE 10 - ENGLISH LANGUAGE ARTS</u>	10	23	37	42	34	25	20	10	814
<u>GRADE 10 - MATHEMATICS</u>	23	35	22	27	27	24	28	15	826

**NOTE:** Select Grade and Subject for Item Analysis

**NOTE:** Performance level percentages are not calculated if student group less than 10.

**NOTE:** Student Status, F/RP Lunch, Migrant, Gender, and Race/Ethnicity information reflects the status indicated in the official enrollment submitted by districts.

### 2005 MCAS Results by Race, Gender, Special Education, Low Income & Migratory Status - Lowell High by Grade then Subject

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	550	68	14	49	29	8
DISABLED	89	11	0	8	28	64
LIMITED ENGLISH PROFICIENT	175	21	1	15	51	34
<b>GENDER</b>						
FEMALE	381	47	11	40	34	15
MALE	395	49	9	37	32	22
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	58	7	7	36	36	21
ASIAN OR PACIFIC ISLANDER	229	28	6	31	41	22
HISPANIC	144	18	2	23	34	41
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	380	47	15	46	29	10
<b>LOW INCOME</b>						

YES	423	52	6	26	39	29
<b>MIGRANT STUDENT</b>						
YES	2	0	-	-	-	-

GRADE LEVEL 10 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	556	67	31	27	24	19
DISABLED	92	11	1	9	28	62
LIMITED ENGLISH PROFICIENT	178	22	11	15	36	38
<b>GENDER</b>						
FEMALE	384	46	23	25	27	25
MALE	400	48	26	21	27	26
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	59	7	12	17	37	34
ASIAN OR PACIFIC ISLANDER	235	28	23	26	26	26
HISPANIC	147	18	7	12	29	53
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	382	46	32	25	26	18
<b>LOW INCOME</b>						
YES	431	52	17	17	29	37
<b>MIGRANT STUDENT</b>						
YES	2	0	-	-	-	-

Lowell High - 2005 Mid-Cycle IV AYP Report

District: Lowell (01600000)  
 School: Lowell High (01600505)

School Title I Status: Title I School (SW)

ENGLISH LANGUAGE ARTS												
Student Group	2005 Participation				Mid-Cycle IV (2005) Data					2005 CD Attainment		AYP 2005
	Enrolled	Assessed	%	Met Target	Performance		Improvement		%	Met Target		
					N	CPI	Met Target	CPI Change				
Aggregate	815	793	97	Yes	753	75.1	No	1.9	Yes	92	Yes	Yes
Lim. English Prof.	232	220	95	Yes	213	50.7	No	-6.7	No	77	Yes	No
Spec. Ed.	87	83	95	Yes	76	42.4	No	-6.5	No	64	No	No
Low Income	423	405	96	Yes	385	65.2	No	0.6	No	89	Yes	No
Afr. Amer./Black	58	58	100	Yes	55	70.9	No	4.3	Yes	96	Yes	Yes

Asian or Pacif. Isl.	229	224	98	Yes	212	69.9	No	3.4	Yes	90	Yes	Yes
Hispanic	144	132	92	No	119	59.5	No	-1.2	No	81	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	381	376	99	Yes	366	83.7	Yes	-0.1	No	97	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data				2005				AYP 2005
	Participation				Performance		Improvement		CD/Attainment				
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target		
Aggregate	827	805	97	Yes	763	70.0	Yes	5.2	Yes	92	Yes	Yes	
Lim. English Prof.	238	228	96	Yes	219	51.9	No	-3.8	No	77	Yes	No	
Spec. Ed.	90	86	96	Yes	80	37.8	No	2.6	No	64	No	No	
Low Income	432	415	96	Yes	394	61.7	No	3.3	Yes	89	Yes	Yes	
Afr. Amer./Black	59	57	97	Yes	54	63.0	No	4.7	Yes	96	Yes	Yes	
Asian or Pacif. Isl.	235	225	96	Yes	213	70.7	Yes	7.7	Yes	90	Yes	Yes	
Hispanic	148	143	97	Yes	128	48.2	No	0.1	No	81	Yes	No	
Native American	1	-	-	-	-	-	-	-	-	-	-	-	
White	382	377	99	Yes	367	78.2	Yes	5.6	Yes	97	Yes	Yes	

Adequate Yearly Progress History									Accountability Status	
		1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	No	No	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only	
	All subgroups	N/A	N/A	N/A	N/A	No	No	No		
MATH	Aggregate	No	No	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only	
	All subgroups	N/A	N/A	N/A	N/A	No	No	No		

**APPENDIX B: Baseline Data for Required Student Outcomes**  
Supplements Massachusetts Report Card Data presented in *Appendix A*

**Student Achievement: 2004-2005**

**Table 1. Grade 10 Students Failing MCAS**

Student Group	English Language Arts		Mathematics	
	Haverhill	Lowell	Haverhill	Lowell
Caucasian	5%	7%	10%	23%
Students with Disabilities	45%	64%	64%	87%
Limited English Proficient	*	58%	*	55%
African American/Black	9%	22%	36%	57%
Asian or Pacific Islander	*	29%	*	38%
Hispanic	28%	45%	31%	63%
White	5%	7%	*	43%
Low income	25%	32%	31%	46%
Migrant	*	36%	*	43%

*\* Groups of fewer than 10 students are not disaggregated.*

**Table 2. Grade 10 Students "Needing Improvement" on MCAS**

Student Groups	English Language Arts		Mathematics	
	Haverhill	Lowell	Haverhill	Lowell
Caucasian	*	31%	32%	32%
Students with Disabilities	36%	24%	24%	10%
Limited English Proficient	*	37%	*	24%
African American/Black	36%	57%	9%	27%
Asian or Pacific Islander	*	41%	*	31%
Hispanic	37%	27%	39%	23%
White	23%	31%	*	29%
Low income	36%	40%	38%	29%
Migrant	*	57%	*	43%

*\* Groups of fewer than 10 students are not disaggregated.*

<b>Table 3. Postsecondary Activity 2004-2005</b>			
	<b>State</b>	<b>Haverhill High</b>	<b>Lowell High:</b>
<b>4-year College</b>	57%	48%	42%
<b>2-year College</b>	20%	32%	31%
<b>Other Post-Secondary</b>	3%	2%	1%
<b>Work</b>	11%	8%	11%
<b>Military</b>	2%	2%	1%
<b>Unknown</b>	7%	5%	17%

<b>Table 4. School Climate 2003-2004</b>		
<b>Indicator</b>	<b>Haverhill High</b>	<b>Lowell High</b>
<b>Attendance Rate</b>	88.1 %	86.9 %
<b>Average #of Days absent</b>	19.3 %	20.8 %
<b>In-School Suspension Rate</b>	16.7%	4.5 %
<b>Out-of-School Suspension Rate</b>	12.7%	14.2 %
<b>Exclusion rate per 1000</b>	6.1 %	9.5 %
<b>Dropout Rate</b>	6.1 %	4.5%

<b>Table 5. School Climate: Excessive Absences</b>							
<b>Lowell High Students</b>	<b>All Students</b>	<b>Student Subgroups</b>					
		<b>Asian</b>	<b>Caucasian</b>	<b>African-American</b>	<b>Hispanic</b>	<b>F/R Lunch</b>	<b>ELL</b>
<b>Students Absent 16-20 Days</b>	263	83	96	18	86	113	33
<b>Students Absent Over 20 Days</b>	371	152	110	12	97	na	32

**APPENDIX C: Other Supporting Documents**  
**Pathway to Excellence**

**Evidence of School Commitment by School.....C2 – C10**  
• *Haverhill High School*  
• *Lowell High School*

**Letters of Support from Key Community Stakeholders ..... C11 – C24**

**Resumes of Key Personnel ..... C25 – C37**  
• *Joseph W. McMilleon, SLC Project Facilitator*  
• *William J. Samaras, SLC Project Facilitator*  
• *Dr. Joel Philp, Independent Evaluator*

**Pathway to Excellence Logic Model .....C38**



## Haverhill High School


### Evidence of Commitment by Teachers and Administrators

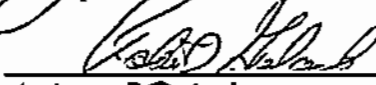
By means of our signatures below, teachers and administrators at Haverhill High School pledge our support for our Smaller Learning Communities (SLC) Program, titled Pathways to Success. We have been involved in the planning of this program and we are committed to the successful implementation of a learning environment in our school characterized by increased safety, heightened sense of belonging, and higher educational expectations for all students.

As stakeholders, we, pledge to raise the educational bar for our students by: (a) *participating in professional development courses* to enhance the abilities of our teaching professionals, allowing us to assist students more effectively; (b) *meeting regularly with education professionals, advisement groups, and the Advisory Council* to maintain positive communications and ensure Pathways to Success Program activities are properly managed; and (c) *establishing reciprocal relationships with community businesses, civic organizations, and parents* to expand student learning opportunities outside classroom hours.

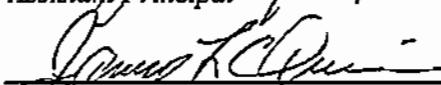
  
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 Superintendent, Haverhill School District 5/22/06  
DATE

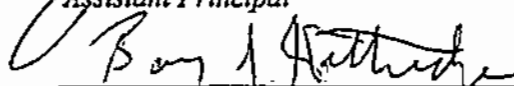
  
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 Assistant Superintendent, Haverhill School District DATE

  
 \_\_\_\_\_  
 Principal 5/24/06  
DATE

  
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 Assistant Principal 5/24/06  
DATE

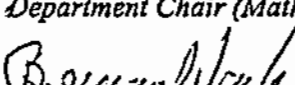
  
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 Assistant Principal DATE

  
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 Department Chair (Language Arts) DATE

  
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 Department Chair (Mathematics) DATE

  
 \_\_\_\_\_  
 Department Chair (Social Studies) DATE

*P. Kalafanakis*  
Department Chair (Science)

5/24/06  
DATE

*CSM*  
Department Chair (Fine Arts)

5/24/06  
DATE

*Lisa R. Holbert*  
Guidance Director

5/24/06  
DATE

TEACHERS:

<i>Judith Law</i>	5/24/06
<i>Paul Miller</i>	5/24/06
<i>Keith Mansoury</i>	5/24/06
<i>Arthur J. Patis</i>	5/24/06
<i>Karen Platt</i>	6-20-06
<i>Michelle Mueller</i>	5/24/06
<i>Diane N. Stiercke</i>	6/20/06
<i>Cathy S. Jones</i>	5/24/06
<i>Philip J. Trosen</i> Teacher	5/24/06
<i>Leida S. Waidan</i>	5/24/06
<i>Maria P. Mucini</i>	5/24/06
<i>Mark Pappas</i>	6/7/06
<i>Rory George</i>	5/16/06
<i>Fred G. White</i>	5/19/06
<i>Judy G. Orsini</i>	6-19-06
<i>Edmund J. Orsini</i>	6-20-06
<i>BP Olla</i>	6-20-06
<i>Ken B. Orsini</i>	6-20-06
<i>Conny Peltus</i>	6-20-06
<i>Carrie J. Peltus</i>	6-20-06
<i>John J. Peltus</i>	6-20-06
<i>William J. Peltus</i>	6-20-06
<i>Eric Peltus</i>	6/20-06
<i>Paul J. Peltus</i>	6/20/06
<i>Scott Peltus</i>	6/20/06
<i>William Peltus</i>	6/20/06
<i>Patricia S. Peltus</i>	6/20/06
<i>Ed Peltus</i>	6/20/06
<i>John E. Peltus</i>	6/20/06
<i>John S. Peltus</i>	6/20/06
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<i>John J. Peltus</i>	6/20/06
<i>John K. Peltus</i>	6/20/06
<i>John L. Peltus</i>	6/20/06
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<i>John T. Peltus</i>	6/20/06
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<i>John W. Peltus</i>	6/20/06
<i>John X. Peltus</i>	6/20/06
<i>John Y. Peltus</i>	6/20/06
<i>John Z. Peltus</i>	6/20/06



# HAVERHILL HIGH SCHOOL

137 Monument Street, Haverhill, MA 01832  
Phone: 978-374-5700

Fax: 978-374-5705

**Joseph McMilleon, Principal**

*Deborah MacDonald, Associate Principal*  
*James Quinn, Assistant Principal*

*Robert Gulardo, Assistant Principal*  
*Barry Kittredge, Assistant Principal*

## Small Learning Communities Memorandum of Commitment and Agreement, Haverhill High School for 2006 – Student Support:

Name	Date
(b)(6)	6/20/06
	6/20/06
	6/20/06
	6-20-06
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6/20/06	





# HAVERHILL HIGH SCHOOL

137 Monument Street, Haverhill, MA 01832  
Phone: 978-374-5700

Fax: 978-374-5705

Joseph McMilleon, *Principal*

Deborah MacDonald, *Associate Principal*  
James Quinn, *Assistant Principal*

Robert Gulardo, *Assistant Principal*  
Barry Kittredge, *Assistant Principal*

## Small Learning Communities Memorandum of Commitment and Agreement, Haverhill High School for 2006 – Student Support:

Name

(b)(6)

Date

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6/20/06





**Lowell High School**  
**Smaller Learning Communities**  
*Evidence of Commitment by Teachers and Administrators*

By means of our signatures below, teachers and administrators pledge our support for our Smaller Learning Communities (SLC) Program. We have been involved in the planning of this program and we are committed to the successful implementation of a learning environment in our school characterized by increased safety, heightened sense of belonging, and higher educational expectations for all students.

As stakeholders, we, pledge to raise the educational bar for our students by: (a) *participating in professional development courses* to enhance the abilities of our teaching professionals, allowing us to assist students more effectively; (b) *meeting regularly with education professionals, advisement groups, and the Advisory Council* to maintain positive communications and ensure Pathways to Success Program activities are properly managed; and (c) *establishing reciprocal relationships with community businesses, civic organizations, and parents* to expand student learning opportunities outside classroom hours.

Karl Brink 6/15/06  
Superintendent, Lowell School District DATE

Judith H. Rusk 5/26/06  
Deputy Superintendent of Curriculum DATE

W. J. Jones 5/26/06  
Headmaster DATE

Wendy Bealock May 24, 2006  
Director of Curriculum DATE

Norma J. Hardy May 26, 2006  
Coordinator of Student Support Services DATE

Stephen L. Gerward Jr. 25 May 06  
Department Chair (Foreign Language) DATE



Richard J. Colley  
Department Chair (Mathematics)

5/25/06  
DATE

Kerry A. Lynch  
Department Chair (Social Studies)

5/25/06  
DATE

Edward M. Kane  
Department Chair (Science & Technology)

5/25/2006  
DATE

[Signature]  
Department Chair (English)

5/25/06  
DATE

[Signature]  
Department Chair (Health & Physical Education)

5/25/06  
DATE

Eoin Feiricell  
Department Chair (English Language Learners)

5/25/06  
DATE

Ed. Santogati  
Department Chair (Fine Arts)

5/25/06  
DATE



May 26, 2006

Dr. Raleigh Buchanan  
Superintendent of Schools  
4 Summer Street  
Haverhill, MA 01832

60 Island Street  
Lawrence, MA 01840  
Phone: 978-682-7099  
Fax: 978-794-1901

Dear Dr. Buchanan:

The Merrimack Valley Workforce Investment Board is dedicated to working with all businesses in our region and schools to enhance workforce development and assist schools in better preparing students for post-secondary education, technical training and employment.

I know that our community has been concerned about school drop outs, discipline problems, and the need to prepare our students for the workplace. Reducing the size of our larger high school into smaller groupings of students and creating a personalized learning environment where we help high-risk students to achieve or catch up academically is a goal that we commend.

For a number of years we have worked with Haverhill High School on remedial academic programs, career awareness programs, student mentoring, internships, job shadowing, and experiential learning that connect the classroom curriculum with relevant application in the workplace.

We strongly support this initiative to create small learning communities at Haverhill High School and look forward to serving in an advisory capacity to assure that opportunities for personalized learning are created, academic programs are enhanced, and freshmen transitions are improved and expanded for all students.

Thank you again for soliciting our participation in this important grant!

Sincerely,

A handwritten signature in black ink, appearing to read "Fred Carberry", is written over the typed name and title.

Frederick T. Carberry  
Interim Administrator

---

# Haverhill Community Television

---

60 Elm Street • Haverhill, Massachusetts 01830  
(978) 372-8070 Fax (978) 372-3020

June 3, 2006

Dr. Raleigh Buchanan  
Superintendent of Schools  
4 Summer Street  
Haverhill, MA 01832

Dear Dr. Buchanan:

Haverhill Community Television, as you know, has been working cooperatively with Haverhill High School in the area of the television production program for more than 15 years. Over these 15 years we have worked with teachers, administrators, parent groups, and the school committee to enhance the curriculum for T.V. Production, provide new digital camera equipment (b)(4) and to make our studio available to students and staff for learning and professional development. We are currently investing more than (b)(4) in a collaborative venture to expand the T.V. Production program that will double our capacity to service more students.


We are very pleased to be involved with the smaller learning communities implementation grant – Haverhill High School is a large school with over 360,000 square feet and with many concerns - drop out issues, attendance, equity in terms of course offerings for all students, and the lack of adult advocates for students.

The smaller learning communities implementation grant will provide us with the resources necessary to move in the direction of a more personalized learning environment, assist high-risk students to close the gap academically, and provide professional development for teachers to create learning communities.

Haverhill Community Television will continue to work with Haverhill High School on this proposal and provide whatever advisory services or career/curriculum support needed to assure full implementation of this effort.

We look forward to supporting and participating in this important grant.

Sincerely,

  
Darlene Beal  
Executive Director  
Haverhill Community Television



**NORTHERN ESSEX**  
COMMUNITY COLLEGE  
Haverhill • Lawrence

OFFICE OF THE PRESIDENT

Telephone 978.556.3855  
Fax 978.556.3665  
E-mail [dhartleb@necc.mass.edu](mailto:dhartleb@necc.mass.edu)

June 6, 2006

Dr. Raleigh Buchanan  
Superintendent of Schools  
4 Summer Street  
Haverhill, MA 01832

Dear Dr. Buchanan:

It is a pleasure to write this letter of support for the Haverhill High School Smaller Learning Communities Grant. We have worked closely with Haverhill High School and the Haverhill Public School District on many occasions over the past ten years on a variety of school reform issues, creating professional learning communities, fostering academic excellence for all students, and providing professional development programs for teachers, administrators, and support staff. We have an on-going relationship of mutual support and collaboration around all these issues and are excited about our participation in the initiative to create smaller learning communities at Haverhill High School; since Northern Essex Community College is significantly invested in fostering smaller learning communities and professional learning communities as a way to create a more personalized learning environment and to raise the bar of expectations for all students, this partnership with Haverhill High School is an excellent fit.

We believe this program will allow us to implement changes that will create smaller learning communities within Haverhill High School which we believe will lead to better academic performance, higher graduation rates, and higher levels of post-secondary education and training for all students.

Haverhill High School has always been on the cutting edge of reform initiatives to promote and enhance the educational environment so that all students are engaged in the learning process and to provide resources and strategies for teachers to better teach all students; this has been evidenced by their model work in school-to-career, AP vertical teaming, service learning, performance-based learning standards, Math Achievement through Science and Technology and their focus on reading/literacy needs in the district.

Under this grant, we look forward to consulting with Haverhill High School on ways to create professional learning communities, providing professional development for staff, and creating more articulation programs for student academic and career planning needs.

Sincerely,

David Hartleb  
President

Haverhill Campus 100 Elliott Street Haverhill, MA 01830-2399 978.556.3000  
Lawrence Campus 45 Franklin Street Lawrence, MA 01841-4911 978.738.7000



**Merrimack  
Valley  
Hospital**

An Affiliate of Essent Healthcare

June 2, 2006

Dr. Raleigh Buchanan  
Superintendent of Schools  
4 Summer Street  
Haverhill, MA 01830

Dear Dr. Buchanan:

As you know Merrimack Valley Hospital is the city's largest private sector employer and also health care is the largest industry of employment in the region. The proposal and initiative at Haverhill High School to implement smaller learning communities is an excellent effort to address a host of concerns in a large urban school with more than 2,000 students. As we know from research, creating smaller learning communities within the high school will provide more personalized instructional engagement for all students in the learning process. The possible focus on career clusters or academies, experiential learning, career awareness, and connections will significantly impact academic rigor, relevance, and relationships.

This program will lead to better academic performance, higher graduation rates, and higher levels of post-secondary education and training for all students.

We have worked with Haverhill High School in the past in areas of career exploration, shadowing physicians, and speakers that have visited high school classes to talk about various careers in the health care industry. This smaller learning communities proposal is a more sophisticated and extensive strategy that will positively impact all students and educators in a positive way.

Under this grant, we look forward to continuing our work with Haverhill High School on ways to enhance student knowledge and understanding, make the connection of concepts to real-world problems, and become better prepared for post-secondary education, development, or employment.

We look forward to a mutually beneficial collaboration over the five years of the grant and beyond as we all work together to achieve academic excellence for all students.

Sincerely,

Robert W. Allen  
Chief Executive Officer

RWA:StH  
06-02-01

140 Lincoln Avenue • Haverhill, MA 01830  
(978) 374-2000  
[www.merrimackvalleyhospital.com](http://www.merrimackvalleyhospital.com)



June 1, 2006

Dr. Raleigh Buchanan  
Superintendent of Schools  
4 Summer Street  
Haverhill, MA 01832

Dear Dr. Buchanan:


The purpose of this letter is to acknowledge our planning efforts and commitment to the Smaller Learning Communities grant application that Haverhill High School is submitting to the US Department of Education. Our organization has been involved in the planning of this proposal and we strongly support its program concepts.

Our community has been concerned about school drop outs, the limited number of college bound students, and the need to prepare our students for the work place. Reducing the size of our larger high school into smaller groupings of students and creating a personalized learning environment where we help high-risk students to achieve or catch up academically is a goal that we commend.

We have collaborated with and maintained a partnership with Haverhill High School for more than 15 years in a variety of areas: school-to activities, career day functions, job shadowing, career awareness programs, mentoring students, developing work-based curriculum material, internship opportunities for students, and assistance with raising funds for academic programs.

In support of this program, our organization will continue with these same activities and also allowing students to observe our workplace, discuss future career objectives with our various personnel directors; and provide employees to participate in a Speakers' Bureau for students who are interested in pursuing college or technical training.

Thank you again for soliciting our participation in this important grant!

Sincerely,  
  
Sally Curasuolo-O'Rourke  
CEO/President  
Greater Haverhill Chamber of Commerce



## Corporate Chefs, Inc.

22 Parkridge Road  
Haverhill, MA 01835  
Tel: (978) 372-7400  
Fax: (978) 372-0150  
[www.corporatechefs.com](http://www.corporatechefs.com)

May 31, 2006

Dr. Raleigh Buchanan  
Superintendent of Schools  
4 Summer Street  
Haverhill, MA 01832

Dear Dr. Buchanan:

The purpose of this letter is to acknowledge our planning efforts and commitment to the Smaller Learning Communities grant application that Haverhill High School is submitting to the US Department of Education. As you know, Corporate Chefs has been involved with Haverhill High School for more than 10 years – initially we were on the Advisory Council for the implementation of the School-to-Career Grant over a three year period. We worked collaboratively with the high school to establish a culinary arts curriculum and a student operated Coffee Café for teachers – this was a joint academic program for regular and special education students.

The high school has been concerned about school drop outs, student-tardiness and attendance issues, offering experiential learning to all students, and the need to prepare all students for the work place. Having the resources to reduce the size of our larger high school into smaller groupings of students and creating a personalized learning environment where we help high-risk students to achieve or catch up academically is a goal that we commend and would be possible through this smaller learning communities grant.

We strongly support this program and our organization is committed to serving on the Advisory Committee, allowing students to observe our workplace and discuss future career objectives with our personnel director, and provide employees to participate in a Speakers' Bureau for students in the various classes at the high school.

We look forward to supporting and participating in this important grant.

Sincerely,

David DesRosiers  
Vice President  
Corporate Chefs, Inc.

Joyce Taylor Gibson, Ph.D.  
Associate Vice Chancellor  
Tel 1.978.934.4618

883 Broadway Street  
Dugan Hall  
Lowell, MA 01854  
Email: Joyce\_Gibson@uml.edu



## ACADEMIC SERVICES

May 23, 2006

William Samaras  
Headmaster  
Lowell High School  
50 Father Morissette Blvd.  
Lowell, MA 01852

Dear Mr. Samaras:

The University of Massachusetts Lowell (UML) supports Lowell High School's application for a Federal Smaller Learning Communities Program grant through the US Department of Education.

This program will allow them to implement changes that will create smaller learning communities within Lowell High School which I believe will lead to better academic performance, higher graduation rates, and an increase in students enrolling in higher education. Lowell High School is UMass Lowell's largest and strongest feeder school for undergraduate admissions, and their success is important to us.

I also support very strongly the Teacher Advising Group concept. This teacher/student interaction is critical to building confidence in students and in teachers promoting their social and intellectual development. Many urban youths do not always have adults with whom they can learn about opportunities for academic growth beyond high school. The Small learning Program will facilitate the growth of students and faculty.

As a member of the planning group, I strongly support the work described in the proposal and hope that your evaluation team approves this worthy program. UML will continue to strengthen the partnership between Lowell High School and UML faculty/staff, while lending our support to this new endeavor. Should you need more information, please feel free to contact me at (978) 934-4618 or by e-mail at Joyce\_Gibson@uml.edu.

Sincerely,

A handwritten signature in black ink, appearing to be 'J. Gibson', written over a white background.

Joyce Taylor Gibson, Ph.D.  
Associate Vice Chancellor for Academic Services





University of  
Massachusetts  
Lowell

THE CENTER FOR FIELD SERVICES AND STUDIES

May 24, 2006

William Samaras, Headmaster  
Lowell High School  
Lowell, MA

Dear Mr. Samaras:


The Center for Field Services and Studies, of the Graduate School of Education at the University of Massachusetts Lowell, is pleased to support Lowell High School's application to the Smaller Learning Communities program in the U.S. Department of Education. This proposal is an appropriate extension of your many years of work toward making Lowell High School a more personal and challenging learning environment for students. We have been privileged to collaborate with you over the last 20 years in variety of efforts: laying the organizational and curriculum groundwork for the new Freshman Academy; offering "dual enrollment" courses for high school students to earn university credits; providing professional development to your administrative team; and supporting student aspiration and achievement of college admission through our New Horizons Program.

Your Smaller Learning Communities proposal will bring together these many partnership activities under a single, powerful framework focused on student retention, achievement, and postsecondary enrollment. The academy model you are proposing offers young people coherent, connected learning around important ideas and career paths, and at the same time increases curriculum rigor and relevance for students. It is in the curriculum and teacher professional development areas that the University can most effectively support your work.

The Center for Field Services and Studies will facilitate connections with the University of Massachusetts Lowell faculty and facilities in academy disciplines, especially Engineering, Health and Environment, Music, and Communications. We will recruit faculty to work with your teachers in content development and instructional strategies, and provide access for students and teachers to university laboratories, studios, and other resources that enhance curriculum.

We are excited about the potential of your Smaller Learning Communities proposal to support student academic achievement during and after secondary school. We look forward to continuing our work together to attain this goal.

Sincerely,

  
Judith A. Boccia, Director  
Center for Field Services and Studies  
University of Massachusetts Lowell

Graduate School of Education  
O'Leary Library, 61 Wilder Street, Lowell, MA 01854-3047  
Telephone: 978-934-4650 Fax: 978-934-3002



**Middlesex Community College**

Bedford Campus • 591 Springs Road • Bedford, MA 01730-1197 • 781-280-3200  
Lowell Campus • 33 Kearney Square • Lowell, MA 01852-1987 • 978-656-3200

May 22, 2006

Mr. William Samaras  
Headmaster  
Lowell High School  
50 Fr. Morrissette Blvd.  
Lowell, MA 01852

Dear Mr. Samaras:

On behalf of the Middlesex Community College/Lowell Public Schools Partnership, I write to offer our strong support and commitment to the Smaller Learning Communities grant application that Lowell High School is submitting to the US Department of Education.

Middlesex Community College is prepared to support this grant to Lowell High School in many different ways. Primarily, we will support this effort through the many initiatives already in place, namely TRIO Programs, GEAR UP, Dual Enrollment, Health Careers Opportunity Program, Massachusetts Educational Opportunity Program, MCAS Pathways Transition Program, Latino Connections and Student Conflict Resolutions Experts Program. In addition to the services provided to students through these programs, we have the capacity to serve on an Advisory Board, expand our activities as they relate to creating a seamless path to higher education and add activities that would contribute to the success of a Smaller Learning Communities effort.

Middlesex Community College staff look forward to working with Lowell High School as it implements changes that will enhance their efforts to improve academic performance, increase graduation rates and encourage more students to go onto higher education. As long time partners, we are continually looking for ways to improve our performance on behalf of all students. This grant has the potential to enhance the efficiency and efficacy of our partnership.

Sincerely,

Molly Sheehy, Ed.D.  
Chair, Middlesex Community College/  
Lowell Public Schools Partnership

MS:mgs



123 Haven Street, Reading, Massachusetts 01867  
(781) 662-0100 (978) 446-9200

May 22, 2006

William Samaras  
Headmaster  
Lowell High School  
50 Father Morrisette Boulevard  
Lowell, MA 01852

Dear Mr. Samaras,

The purpose of this letter is to provide support to the Smaller Learning Communities grant application that Lowell High School is submitting to the US Department of Education. MASSBANK strongly supports its program concepts.

Our community has been concerned about school dropouts, the number of college bound students, and the need to prepare our students for the work place. Reducing the size of our larger high school into smaller groupings of students and creating a personalized learning environment where we help high-risk students to achieve academically is a goal that we support.

In support of this program, our organization will commit to (1) Serving on the Advisory Task Force, (2) Providing adult mentors to work with students, and (3) Facilitating communications and partnerships between the School District and Local Business.

Thank you again for soliciting our participation in this important grant application.

Sincerely,

A handwritten signature in cursive script, appearing to read "James L. Milinazzo".

James L. Milinazzo  
Senior Vice President

Cc. CRA File



11 Kearney Square ■ Lowell, MA 01852 Tel 978.459.9899 Fax 978.

May 22, 2006

William Samaras  
Headmaster  
Lowell High School  
50 Fr. Morrisette Boulevard  
Lowell, MA 01852

Dear Mr. Samaras:

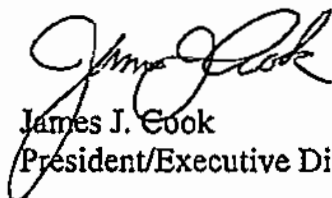
The purpose of this letter is to acknowledge our planning efforts and commitment to the Smaller Learning Communities grant application that Lowell High School is submitting to the US Department of Education. As you are aware, our organization has been involved in the planning of this proposal and we strongly support its program concepts.

Our community has been concerned about school drop outs, the number of college bound students, and the need to prepare our students for the work place. Reducing the size of our larger high school into smaller groupings of students and creating a personalized learning environment where we help high-risk students to achieve or catch up academically is a goal that we commend.

In support of this program, our organization will commit to working closely with the high school in any capacity necessary as we have in the past in many other projects.

Thank you again for soliciting our participation in this important grant.

Sincerely,



James J. Cook  
President/Executive Director

**EB**  
**Enterprise  
Bank**

May 22, 2006

Enterprise Bank and Trust Company  
222 Merrimack Street  
Lowell, MA 01852


Dear Mr. Samaras:

As a former educator in the Lowell school system and currently in the private work force, I wholeheartedly support Lowell High School's grant application to the "Smaller Learning Communities" grant program.

An urban school system has its share of drop outs and similar related issues typical of the urban classroom, but Lowell's educational community is striving to improve the opportunities of its high school students and would benefit if it were to be successful in its endeavor to receive this grant. The concept of personalizing the learning experience is one based on sound results and highly desearvable for Lowell.

Enterprise Bank and Trust Company has been and will continue to be an annual contributor to the scholarship program. We have also contributed to the lap top computer program and expect to continue with the program in the future. In addition, we will provide job internship opportunities and outreach to former students to participate in the bank's Management Training program.

Sincerely,

  
Robert R. Gilman  
Executive Vice President



**JAMES L. COONEY**  
**INSURANCE AGENCY**

May 22, 2006

James L. Cooney Agencies  
327 Gorham Street  
Lowell, MA 01852

Dear Mr. Samaras:

This letter will serve to display the interest that the James L. Cooney Agencies has in the Smaller Learning Communities Grant.

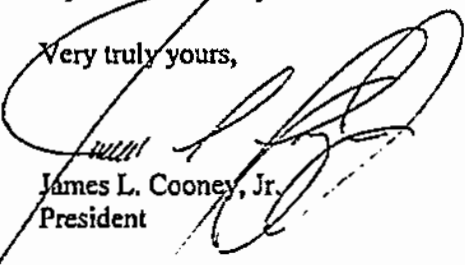
The challenges presented to a large urban high school have been well served by Lowell High School. We would like to assist the high school in furthering its goal of preparing students for higher education in the workforce.

We would be most interested in having students assist our workforce and learn about insurance and real estate. In addition, I believe our staff members here would enjoy and actively participate in a speaking program for students looking at career options and in furthering their education.

The James L. Cooney Agencies has been a proud participant in Lowell High School Awards night. I have recently reviewed the correspondence between our scholarship recipients and our office. I would hope that we would continue this program with an effort to increase the amount of our annual scholarship. We should discuss this for next year's scholarship.

My best wishes to you and all the staff at the Lowell High School.

Very truly yours,

  
James L. Cooney, Jr.  
President



Linda Silka  
Director  
Tel 1.978.934.4675  
Fax 1.978.934-3026

600 Suffolk Street  
First Floor South  
Lowell, MA 01854  
Email: Linda\_Silka@uml.edu

**Center for Family, Work, and Community**

May 24, 2006

William Samaras, Headmaster  
Lowell High School  
Lowell, Massachusetts

Dear Headmaster Samaras:

It is with great pleasure that the University of Massachusetts Lowell's Center for Family, Work, and Community supports the proposal to create small learning communities within the 9<sup>th</sup> grade class at Lowell High School in order to increase the support for and college readiness of Lowell High students. Over the last decade we have worked closely with Lowell High on strategies to increase communication and resource sharing between UML and Lowell High. This work has been highly successful but has shown the need for exactly the kind of intensive 9<sup>th</sup> grade-focused effort proposed here. We are finding that the transition to high school is key to whether the youth in our city stay in school and are prepared to go to and succeed in college. Because Lowell High is so large, it is very difficult to meet the needs of the highly diverse 9<sup>th</sup> graders entering the system. The plans for parent involvement, teacher involvement, and enrichment for youth are exactly those that are greatly needed if we are to reach our shared goal of increasing the educational achievement of our youth.

At UML and the Center for Family, Work, and Community, we look forward to working closely with Lowell High and the Lowell School System on this initiative. We will work with Lowell High to ensure that any information they need about UML is readily available and in a form that is useful to 9<sup>th</sup> graders and their parents. We will work to involve faculty and staff from throughout the university's many departments, colleges, and centers in this initiative by offering demonstrations, talks, and field trips. We will assist with evaluating and sharing best practice information about effective strategies for involving low income refugee and immigrant families in activities aimed at educational achievement. And we will see that the UML Clearinghouse by which undergraduates become involved in service learning includes clear, in depth opportunities for college students to mentor Lowell High 9<sup>th</sup> graders. Through the Clearinghouse we will recruit college students for involvement at Lowell High.

Lowell, Massachusetts has a strong history of effective partnerships. We look forward to this opportunity to work together.

A handwritten signature in cursive script that reads 'Linda Silka'.

Linda Silka, PhD  
Special Assistant to the Provost for Community Outreach and Partnerships  
Director, Center for Family, Work, and Community  
Professor, Department of Regional Economic and Social Development

**JOSEPH W. McMILLEN**

(b)(6)

**OBJECTIVE**

*Educational Administrator* position offering increased professional challenge and the opportunity to make a substantial contribution within the education system.

**EDUCATION POSITIONS SUMMARY**

*Principal*, Haverhill High School, 2003 – Present

*Associate Principal*, Haverhill High School, 2002 – 2003

*Curriculum Supervisor*, Haverhill High Schools, 1995-2003

*Executive Director*, Crossroads 2000: The Greater Haverhill School to Career Partnership, 1996-2000

*Director*, Evening Alternative Program, Wilmington Public Schools, 1999-present

*Adjunct Professor/Coordinator*, Continuing Education Unit Program for Health Professionals, Northern Essex Community College, 1991- present.

*Principal*, Afternoon/Evening Program, Richard Milburn High School, Haverhill, 1993-1995

*Director of Personnel*, Leominster Public Schools, 1990-1991

**BUSINESS/CIVIC POSITION SUMMARY**

*Manager*, Public Relations & Consumer Loan Department, Merchants National Bank, 1982-1990

*Elected Member and-2-term President*, Leominster City Council, 1981-1989 & Amesbury Municipal Council 2001 – Present [Currently serving as Amesbury Municipal Council President 2004]

**RECENT CAREER HIGHLIGHTS**

- ♦ *Initiated major changes at Haverhill High School* as Principal in the areas of course offerings, student academic and leadership programs, school safety procedures, communications and collaboration with staff, revision of the Inclusion Model, the school improvement plan, and Smaller Learning Communities.
- ♦ *Led a curriculum development effort* at Haverhill High School that substantially elevated both course offerings and standards, aligned courses with state frameworks, expanded and enhanced advanced placement offerings, secured over \$800,000 in grants and private donations, and implemented a comprehensive career exploration program.
- ♦ *Drove the formation of a regional partnership* for Crossroads 2000, leading the strategic planning and implementation of a program designed to create systemic changes in the educational system.
- ♦ *Responsible for the organization and leadership of a public-private alternative high school* in Haverhill, during the third year of the program, fully 80% of graduates went on to 2-4 year colleges.

**EDUCATION**

LESLEY COLLEGE, *M.S. in Human Resource Management*, 1990

FITCHBURG STATE COLLEGE, *M.A. in Educational Counseling*, 1973

UNIVERSITY OF MASSACHUSETTS, *B.A. in Government and Sociology*, 1972

**CERTIFICATIONS**

COMMONWEALTH OF MASSACHUSETTS

*Principal (9-12); Guidance (K-12); Social Studies Teacher (7-12)*

...continued



**EXPERIENCE DETAILS**

**Haverhill Public Schools, Haverhill, MA** 2003-present  
*Interim Principal, Haverhill High School*

Responsible for the following:

- Budgeting and hiring for all staff.
- NEASC reports for accreditation.
- Serving on the Building Renovation Committee and coordinating the implementation of the building renovation plans.
- Monitoring all academic programs and assuring that curriculum development and enhancements are implemented on a continual basis.
- Collaborating with teachers, students, parents, and community members to continually improve the school's learning environment and assure that adequate resources are available to achieve these goals.

*Associate Principal, Haverhill High School* 2002 - 2003

Responsible for the following:

- All scheduling of courses and teachers, club activities, and student activities
- NEASC reports for accreditation
- Coordination of all 504 team meetings.
- Supervising the Guidance, Wellness, Foreign Language Departments, and three Assistant Principals.
- Developing and implementing electronic grades, attendance, and administrative policies and procedures.
- Title II and technology grant writing.

*Curriculum Supervisor, Business/Technology Department, Haverhill High School*

Supervise a department combining Business, Applied Technology, and Family and Consumer Science, with a faculty of 12 teachers within this 2000 student high school.

- ♦ Initiated the offering of courses based on the National Business Education Standards in lieu of any state standards.
- ♦ Upgraded the curriculum, developing 15 new courses such as Global Investments, Entrepreneurship, Business Marketing, and Advanced Placement Economics.
- ♦ With the staff, reviewed and aligned Business/Technology offerings with applicable courses (Social Studies, Health and Science, Science and Technology) according to the state Framework.
- ♦ Created an Office Technology Program which includes the full MS Office Suite; in the second year students can obtain Microsoft Certification.
- ♦ Established an A+ Computer Certification Program.
- ♦ Organized a full Multi-Media Program.
- ♦ Raised nearly \$200,000 from local businesses for new academic programs including \$80,000 in new equipment for a television production studio, combined with an additional \$600,000 in grants.
- ♦ Established "Youth Tech Entrepreneurs" a 3-year program in which students learn leadership in business and technology; successfully competed with other school systems, obtaining the program on the basis of earlier technology program successes.

**Crossroads 2000, Haverhill, MA** 1996-present  
*Executive Director,*

Formed under national School to Career legislation in 18 states, this is a regional partnership with surrounding cities and towns. Its purpose is to bring about changes in education, primarily through a projects-based approach to education that extends to all students including advanced placement students.

- ♦ Coordinated and led the strategic planning that has been the basis for its success in obtaining, \$50,000 to form the partnership and \$350,000 in continuing annual funding.
- ♦ Program has successfully transitioned into a community-funded program based on its success and resulting acceptance into school budgets.

**EXPERIENCE DETAILS (continued)**

WILMINGTON PUBLIC SCHOOLS, Wilmington, MA 1999-2001

*Director, Evening Alternative Program*

Program is modeled after the earlier Milburn program but developed and administered internally within the Wilmington system

- ♦ Recruited by administration to develop this alternative program, working closely with faculty and interacting directly with students who include some special-education students.
- ♦ Program has achieved considerable success and recognition, attracting tuition-paying students who help to offset costs.

NORTHERN ESSEX COMMUNITY COLLEGE, Haverhill, MA 1991-1999

*Adjunct Professor / Coordinator, Continuing Educator Program for Health Professionals*

Designed and implemented courses to meet state certification requirements for nurses and social workers, as well as teaching courses in psychology, sociology, abnormal psychology, family life, and death and dying.

RICHARD MILBURN HIGH SCHOOL, Haverhill, MA 1993-1995

*Principal*

Responsible for the establishment of this innovative public-private alternative high school including locating the facility, hiring the faculty, obtaining all approvals, purchasing materials, recruiting students, managing budgets, and establishing curriculum.

- ♦ Achieved student enrollment of 50 students in a fully functional alternative high school.
- ♦ Graduated 9 students in its third year, with all going on to a two or four year college programs.
- ♦ Led initiative to expand the program to Amesbury and Fitchburg and to attract tuition-paying students.

LEOMINSTER PUBLIC SCHOOLS, Leominster, MA 1990-1991

*Director of Personnel*

Served as director for the citywide school system with 600 staff in 8 schools, represented by 7 unions. Responsible for all staff recruitment.

- ♦ Converted all personnel records from a paper system to computer, reorganizing systems for compliance with legal and policy requirements and for enhanced management reporting.
- ♦ Key contributor to the design and implementation of a successful early retirement package.

MERCHANTS NATIONAL BANK, Leominster, MA 1982-1990

*Manager, Consumer Loan Department*

Responsible for the overall management and direction of the Consumer Loan Department with final lending authority. Required analysis of financial statements and evaluation of risk in higher amount and/or problematic loans. Supervised staff and provided training and development programs for personnel advancement.

- ♦ Successfully marketed the training and development program to small business.
- ♦ Named the head of the Strategic Planning Committee.
- ♦ Established one of the first high school bank branches in Massachusetts.

ROBERT F. KENNEDY ACTION CORPS, Lancaster, MA 1978-1982

*Supervisor*

This was a pre-adolescent, short-term, residential program for children with emotional and/or behavioral issues.

**AFFILIATIONS**

Haverhill Chamber of Commerce Educational-Business Partnership  
 Association for Supervision and Curriculum Association  
 Massachusetts Municipal Association  
 Amesbury Educational Foundation & the Amesbury Alliance for Business  
 Massachusetts Associations of Secondary School Principal

William J. Samaras

(b)(6)

EXPERIENCE:  
January, 1991  
to  
Present

HEADMASTER - Lowell High School

Responsible for the total administration of Lowell High School including: operations, curriculum, student activities, interscholastic athletics, personnel, maintenance, ancillary services and all organizations. Reorganized the Administration of Lowell High School with the emphasis on Curriculum and Instruction. Created a Parent Center, Ninth Grade Clusters, Academic/Career Academies. Implemented the Latin Lyceum (exam school), and currently developing an Alternative High School Program. Expanded role of Faculty Council, School Site Council and Student Government, Headmaster's Student Advisory Committee and Parent Advisory Groups, (i.e. Curriculum Committee, Student Services Committee). Also created Hispanic, S.E. Asian and Portuguese Parent Advisory Committees. Administered the 40 million-dollar renovation and restructuring of Lowell High School, creating the finest technological high school in the Commonwealth. Strengthened school-community and business relations by creating many business partnerships with business and industry (i.e. Bell Atlantic, Massachusetts Electric).

July, 1986  
to  
January, 1991

MASTER - Lowell High School

Responsible for the overall operations of the school with renewed emphasis on discipline and safety. Initiated many new staff development programs, cultural awareness programs, and new curriculum offerings to meet the wide range of student needs.

August 1981  
to  
July, 1986  
School

SOCIAL STUDIES COORDINATOR, K-12 Lowell Public Schools

In addition to K-8 duties responsibilities expanded in 1981 to include History Department at Lowell High (grades 9-12) Additional responsibilities include ordering of texts, evaluation of high school staff, in-service training and curriculum development.

May 1973  
to  
July, 1981

SOCIAL STUDIES COORDINATOR, K-8 Lowell Public Schools

As a member of Superintendent's Central Office staff, responsibilities included department budget, training, supervision, evaluation of staff, and program development for all students in the district. Established programs to refine planning, organization and implementation of instructional models. Charged with design and presentation of staff training seminars and workshops.

September 1980  
to  
June, 1990

EDUCATION CONSULTANT - Massachusetts Migrant Education Program  
Department of Education  
Tewksbury, Massachusetts

Assisted part time in the institution of a statewide Migrant Education Special Programs component for review of Annual Evaluation, Needs Assessment, and Monitoring and Enforcement Reports and translation of recommendations into long-range and short-term program goals. Responsible for reinforcement of multi-cultural sensitivity among staff and within the community; for refinement of group dynamics for effective staff utilization; and for improvement (via modeling and promotion of staff awareness) of positive staff interaction, leadership styles and learning styles.

August, 1984  
to  
June, 1987

ADJUNCT FACULTY - Programs in Management for Business and Industry  
Lesley College  
Cambridge, Massachusetts

Instructor of: Organizational Design  
Ethics in Business, Industry and Government  
Organizational Change

William J. Samaras  
Resume  
Page 2

September, 1979  
to  
June, 1980  
**ACTING PROJECT DIRECTOR - Lowell Public Schools  
MAGNET SCHOOLS**  
Preparation applications for state and federal grants for magnet school project; coordinated consultant, staff and administrative efforts for Lowell's first magnet school.

June, 1976  
to  
August, 1980  
**PROJECT SUPERVISOR - Massachusetts Migrant Education Program (part-time)**  
Site principal responsible for overall administration of the Merrimack Valley Migrant Education Program (Christian Formation Center, Andover and Lawrence Regional Vocational School - elementary and secondary programs). Recruited and hired teachers, aides, nurses, and clerks for both sites. Wrote and received over \$600,000.00 in grants for eligible migrant students in the Lowell/Lawrence area.

September, 1970  
to  
May, 1977  
**DIRECTOR OF ADULT BASIC EDUCATION - Lowell Public Schools**  
Designed and wrote and received grant funding for the first full-time Adult Basic Education Program in the city of Lowell. Responsible for securing over \$450,000.00 in federal funds. Responsible for overall program management during period of greatest growth to current service of more than 1,100 clients annually.

June, 1968  
to  
June, 1972  
**PRINCIPAL, TITLE I SUMMER SCHOOL Lowell Public Schools**  
Responsible for program operations at J.G. Pyne School, including selection (according to state and local eligibility criteria) and placement of more than 1,100 students at five project sites.

January, 1969  
to  
June, 1970  
**DIRECTOR OF VOLUNTEER - Lowell Public Schools  
TUTORIAL PROGRAM**  
Responsible for planning and management of tutorial program in target schools. Recruited 190 volunteers; hired 18 staff members; served 900 students.

June, 1980  
to  
July, 1980  
**INSTRUCTOR, "USE OF NEWSPAPER IN - Extension Division University of Lowell  
CLASSROOM INSTRUCTION"**

September, 1969  
to  
June, 1973  
**INSTRUCTOR OF ENGLISH - Lowell Technological Institute**

September, 1972  
to  
June, 1973  
**INSTRUCTOR OF ECONOMICS - Lowell Technological Institute**

September, 1965  
to  
May, 1973  
**SOCIAL STUDIES TEACHER - Joseph G. Pyne School  
Lowell, Massachusetts**

**EDUCATION:** Doctoral Candidate, Social Science  
Boston University

C.A.G.S. in Educational Administration,  
Minor Concentration Curriculum Development,  
Northeastern University, 1976

M.Ed. in Administration,  
Salem State College, 1969

B.A. in Liberal Arts, History,  
Boston University, 1965

Additionally participated in numerous professional development seminars, conferences and workshops in Administration, Curriculum Finance and Law.

**WORKSHOPS PRESENTED:** "Behavior Modification: A Developmental Approach,"  
Massachusetts Migrant Education Program

"Learning Styles: An Introduction to Learning Styles and its Implication in the Classroom,"  
Massachusetts Migrant Education Program

**COMMUNITY INVOLVEMENT:** Member of Curriculum Committee for Massachusetts Principals Association (1995-present)

Member of Advisory Board, Harvard Principal Center-Harvard University-1994-96

Member of Chamber of Commerce Advisory Board for Economic Development of the City of Lowell.  
(September 1977 – August 1980.)

Member of Board of Directors, International Institute, Lowell, Massachusetts – Elected 2<sup>nd</sup> Vice President.  
(September 1970 – August 1976) (Sept. 98 – present).

Coordinator for Economic Studies for the Massachusetts of Economics for the Greater Lowell area.  
(September 1979 – September 1983.)

Chairman of the National Park Service Advisory Board for development of educational programs for schools.  
(September 1979 – September 1980.)

Selected to work on the Museum Task Force, which established and designed the Lowell Museum.

Member of Board Directors of the Greater Lowell Chapter of the Red Cross.  
(September 1978 – August 1980.)

Member of the Advisory Board Business Collaborative for Lowell Chamber of Commerce.  
(September 1978 – August 1980.)

Coordinated Franco-American Studies Program with University of Maine at Orono and Lowell Public School System.

Coordinated the establishment of the first Citywide Parent Council for the Lowell Public Schools. (1979)

Consultant to New Bedford School System to develop cultural awareness programs. (1980)

Advisory Board member for Newspaper in Education Program of the Lowell Sun. (1980-1985)

Consultant to the Lowell Sun Newspaper in Education Program. (1979-1980)

Superintendent's Representative to the 23 Member Education Task Force – initiated by Senator Paul Tsongas, (1983)

Filed and received \$10,000 grant for student exchange program between Concord and Lowell (From the National Endowment for the Humanities).

Chairman of Unified Curriculum Committee (1983)

Chairman of Personnel Committee for the Lowell School Department. (1988-1989)

Member of the Committee of Urban Studies for the National Council for the Social Studies. (1983-1986)

MEMBERSHIPS:

Member of the ASCD (Association for Supervision and Curriculum Development.)

Member of the National Association of Secondary School Principals.

Member of the Massachusetts Secondary School Administrators Association.

Former member of ASCD Network on Restructured School, University of Lowell.

HONORS:

Nominated to the Special Olympics Hall of Fame by Massachusetts Special Olympics Committee (March 3, 1995).

Speaker at National Association of Attorney General's "Listening Conference on School Safety", October 1999

Selected to Energy Task Force for the National Council for the Social Studies. (Arizona and New Mexico)

Selected to Career Task Force for the National Council for the Social Studies. (New York)

Elected Vice-President of Massachusetts Council for Social Studies. (November 1982 – November 1983)

Named to Kappa Delta Pi, Honor Society.

Chosen to participate in the Great American Achievement Program  
"Role of the Curriculum Specialist," (September 1980)

Additionally: published articles in social studies journals, newsletters and curriculum guides, 1981-86.

## JOEL D. PHILP

The Evaluation Group  
169 Laurelhurst Ave.  
Columbia, SC 29210  
(803) 454-2006  
Joel@evaluationgroup.com

(b)(6)

### EDUCATION

1994–1995: Post-doctoral student  
The Center for Child and Family Studies, College of Social Work, University of South Carolina

1989–1994: PhD,  
University of South Carolina.  
Area of Specialization: School psychology (APA approved).

1987–1988: Master's of Education  
Indiana State University.  
Area of Specialization: School psychology (APA approved).

1980–1984: Bachelors of Arts  
University of Western Ontario.  
Major: psychology

### PROFESSIONAL EXPERIENCE

January 2005–present: Director, The Evaluation Group  
169 Laurelhurst Avenue  
Columbia, SC 29210

Duties: Supervise and support over 20 junior and senior staff within The Evaluation Group to ensure the overall scientific integrity of the evaluation process; design evaluation plans; develop evaluation tools; provide technical expertise to other evaluators and project staff; develop and write Annual Performance Reports and Evaluation Reports; provide evaluation training and technical assistance to National Grantwriters Network; conduct Certified Grants Evaluator trainings. Evaluations currently under way include, but are not limited to, the following: *Smaller Learning Communities*, a federal initiative of the Department of Education designed to create a more personalized and academically challenging environment in large high schools; *Early Reading First*, a program that promotes the development of reading skills in disadvantaged preschool children; and *21<sup>st</sup> Century Community Learning Centers*, an initiative that provides quality afterschool programming to at-risk students in grades K-12.

September 1995–December 2004: Research Assistant Professor, Center for Child & Family Studies  
Division of Research, Planning and Evaluation  
University of South Carolina  
Columbia, SC

Duties: Conduct program evaluation; provide program planning and technical assistance to human service agencies; author grants; conduct training evaluation; conduct research; and represent the Center at local, state and national meetings. A selected list of projects includes the following: *Assessing Evaluation Capacity in South Carolina's HIV Prevention Programs(Phase I)*, a study designed to assess the needs and abilities of community-based HIV prevention providers to conduct internal, outcome-based evaluations; *Building Evaluation Capacity in South Carolina's HIV Prevention Programs(Phase II)*, a

training program for HIV prevention staff designed to enhance their capability to conduct evaluation activities; *Transitions*, a longitudinal study of the independent living experiences of youth previously in foster care; *Connect Inc.*, an evaluation of a welfare-to-work initiative in rural North Carolina; evaluation of the Department of Social Services *Teen Companion*, an adolescent pregnancy prevention program and the *Young Parent* program for pregnant and parenting teens; *Level A*, evaluation of the Department of Social Services Treatment Foster Care Program; *HomeWorks*, an evaluation of the Department of Social Services Family Preservation Project; *It's Okay to Wait*, an evaluation of Pee Dee District Department of Health & Environmental Control's abstinence education program for the prevention of teen pregnancy; and *First Voice*, an evaluation into the effectiveness of an independent living training curriculum for youth professionals.

**January 1997–May 2004: Private Consultant, The Family Development Center**  
Florence Crittenton Programs of South Carolina  
1835 Marine Avenue  
Charleston, SC 29405

Duties: Design and implement participatory-based outcome evaluations for programs serving pregnant and parenting teens and youth aging out of foster care; build evaluation capacity within the agency; assist staff in building logic models for new programs and initiatives.

**January 1995-May 1996: Private Consultant, The Epworth Children's Home**  
2900 Millwood Avenue  
Columbia, SC 29205

Duties: Conducted an in-depth study of the Intensive Care Unit serving SED/ADHD boys to identify programs' strengths and needs, propose recommendations, and help coordinate and implement the revised policies and procedures derived from the study; conducted monthly staff training workshops on the care, management and treatment of troubled youth within the therapeutic milieu.

**September 1993-August 1994: Predoctoral Psychology Intern, Devereux Day School**  
The Devereux Foundation Institute of Clinical Training and Research  
444 Devereux Drive  
Villanova PA 19085  
Supervisors: Amy Brosos, Ph.D., and Michelle Atkins, Ph.D.

Duties: Provided psychological services to a school-based, day treatment facility serving the social, emotional, and educational needs of approximately 120 children, adolescents, and their families, with responsibilities and experiences balanced between assessment, consultation, individual/group/family therapy, and research.

**May 1990-June 1993: Research assistant, The Family Perspectives Project on Child Neglect**  
University of South Carolina  
Columbia, SC

Duties: conducted in-home, clinical interviews with children and parents adjudicated for child neglect to determine the characteristics of the neglectful mother and the specific outcomes of neglect on the cognitive, social, and emotional development of her children; conducted a variety of statistical analyses; trained fellow researchers in the methods of assessment.

**Sept. 1989-May 1990: Teaching assistant, Introductory Psychology 101**



University of South Carolina  
Instructor: Lester Lefton, PhD

Duties: Administered, scored, and recorded examination results; conducted lectures and study sessions.

September 1987-December 1988: Research Asst., Cognitive Behavior Modification Program for Hyperactive Children  
Indiana State University  
Supervisor: Edward Kirby, Ph.D.

Duties: Conducted intakes and assessments of children referred for Attention Deficit-Hyperactive Disorder; conducted parent training sessions; carried out various statistical analyses.

November 1984-August 1987: Special Education Teacher, Kinark Child and Family Services  
Toronto, Canada  
Supervisor: Susan Maynard, M.A

Duties: Provided a normalized learning environment in a day-treatment facility for children and adolescents with severe social, emotional, and behavioral handicaps. Responsibilities included meeting their special needs through creative and adaptive programming; implementing interventions; documenting each child's psycho-educational progress; providing individual and group counseling; conducting parent-teacher conferences; and providing instruction in ninth-grade math and geography.

#### GRANTS AND CONTRACTS

1. Teen Companion: An Experimental Evaluation. (January 1997-December 2002). Contract awarded by the South Carolina Department of Social Services to conduct a five-year, longitudinal investigation into the effects of an adolescent, pregnancy prevention program. (\$856,000).
2. Young Parents: Implementation and Outcomes. (May 1997-November 2002). Contract awarded by the South Carolina Department of Social Services to conduct a four-year, longitudinal investigation into the effects of a secondary prevention program for pregnant and parenting teens (\$500,000).
3. It's Okay to Wait. (October 1997- September 2002). Contract awarded by the Office of Adolescent Pregnancy Program to evaluate the Pee Dee Health District's, SC Department of Health & Environmental Control, abstinence education program designed to prevent teen pregnancy (\$70,000).
4. Building Evaluation Capacity in HIV Prevention Programs. (Phase I: August 2003-January 2004; Phase II: April 2004 – December 2004). Contracts awarded by the South Carolina Department of Health and Environmental Control (\$38,000).

#### AWARDS

Social Sciences and Humanities Research Council of Canada Doctoral Fellowship, April 1992 (\$12,000).

South Carolina Association of School Psychologists Research Award, April 1993 (\$500).

Ralph H. Tindall Dissertation Fellowship Award, University of South Carolina, April, 1993 (\$2,000).

Dissertation Research Award, Graduate School Awards Comm., The University of SC, June, 1993 (\$300).

### CERTIFICATION

1994 to present: Nationally Certified School Psychologist

### RESEARCH INTERESTS

Evaluation of K-12 school reform initiatives  
Evaluation of training programs and curricula  
Building evaluation capacity in community based organizations  
Independent living programs for teens in foster care

### PUBLICATIONS

Philp, J.D., Cearly, S.C., Wright, L., and Burry, C.L. (2001). Writing for Court: An evaluation of training outcomes for child welfare workers. Training and Development in Human Services, 21 (1), p 24-31 .

Paget, K., Wright, L., and Philp, J.D. (2002). Time for Learning about Foster Care. A Handbook for Foster Parents. Prepared for the South Carolina Department of Social Services, Columbia SC.

Paget, K.A., Philp, J.D., & Abramczyk, L.A. (1993). Recent Developments in Child Neglect. In T. Ollendick and R. Prinz (Eds.). Advances in Clinical Child Psychology. New York: Plenum Press.

Philp, J.D. (1993). Childrearing Beliefs and Social Support Networks of Neglecting Mothers: Report of a SCASP-funded research project. School Psvch Scene: Quarterly Publication of the South Carolina Association of School Psychologists, 26 (4), p.2.

### RESEARCH IN PROGRESS

Philp, J.D., and Henderson, D.H. (2006). Preparing for Emancipation: What Do Youth Want in An Independent Living Program? Manuscript submitted for publication.

### PRESENTATIONS

Philp, J.D., and Dahlke, K.S. (2005). Focusing Your Focus Groups in the High School Setting. Poster presented at the annual conference of the American Evaluation Association, November 3-8, 2005 Toronto, Ontario.

Philp, J.D., and Taylor, D.T. (2004). How Can We Build Evaluation Capacity in HIV Prevention Programs? Paper presented at the national conference of the American Evaluation Association, Atlanta GA, November 1-7, 2004.

Philp, J.D., and Taylor, D.T. (2004). Assessing Evaluation Capacity in AIDS Service Organizations Receiving Prevention Funds. Paper presented at the South Carolina Conference on HIV/AIDS, September 29-October 1, 2004. Columbia, SC.

Philp, J.D., Derrick, C., Han, W., & Flax, D. (2001). The Use of Perceptual Maps to Evaluate a Teen Abstinence Program. Paper presented at the annual conference of the American Evaluation Association, November 3-8, 2001, St. Louis MO.

Philp, J.D., and Adams, D.E. (2001). Learning to Live: It Takes a Partnership. Presentation made at the western regional training conference of the Child Welfare League of America, June 11-13, 2001, Denver CO.

Philp, J.D., Dougherty, S., & Cearly, S. (1998). Using the Logic Model to Design, Implement and Evaluate Training. Presentation made at the annual conference of the National Staff Development and Training Association, December 7-10, 1998, New Orleans, LA.

Philp, J.D. (1997). Overview of Current Research in Risk Factors for Teen Pregnancy. Presentation made to the SC legislative subcommittee on at-risk youth, March 3, 1997. Sen. Michael L. Fair, Chairman.

Philp, J.D. (1996). Evaluation of a Small Therapeutic Foster Care Program: Results and Guidelines. Paper presented at the tenth annual conference of the Foster-family Based Treatment Association, Little Rock, AK, July 28-31, 1996.

Philp, J.D. & Wright, L.A. (1996). What We Know About Violence Prevention Curricula. Paper presented at the regional conference of the National Dropout Prevention Network, Myrtle Beach, SC, February 11-14, 1996.

Philp, J.D. (1993). Child-rearing Beliefs and Social Support Networks of Neglecting Mothers. Paper presented at the annual convention of the National Association of School Psychologists, 1993, Washington, DC

Simurdak, J.R., Latta, M.C., & Aaron, P.G. & Philp, J.D. (1989). The Matthew Effect: Decline of Verbal IQ in Learning Disabled Children. Paper presented at the annual convention of the National Association of School Psychologists, 1989, Boston, MA.

Aaron, P.G. & Philp, J.D. (1988). Diagnosis of Reading Disabilities in Children Without Using IQ Tests. Paper presented at the annual convention of the National Association of School Psychologists, 1988, Chicago, IL.

Simurdak, J.R., Philp, J.D., & Aaron, P.G. (1988). An Alternative to the IQ Score in the Diagnosis of Reading Disability. Paper presented at the annual convention of the Indiana Association of School Psychologists, 1988, Indianapolis, IN.

### **PROFESSIONAL ORGANIZATIONS**

1996 to present: Member, American Evaluation Association

- Topical Interest Groups: International evaluation, private consultation, K-12

2000 to present: Member, Canadian Evaluation Association

1987 to present: Member, National Association of School Psychologists

1992 to present: Member, North American Personal Construct Network,

**REFERENCES**

1. Dr. Richard Nagle, Department of Psychology, University of South Carolina. Phone (803) 777-2700; email [Nagle@gwm.sc.edu](mailto:Nagle@gwm.sc.edu)
2. Don Adams, Caliber and Associates/Association of Children and Families, Washington DC Phone (202) 205-8191; email [dadams1@acf.hhs.gov](mailto:dadams1@acf.hhs.gov)
3. Linda Flanagan, Assistant Director, Florence Crittenton Programs of South Carolina. Phone (b)(6)  
(b)(6)
4. Keith Warren, Controller, SC Budget and Control Board. Phone (803) 737-0526; email [Kwarren@io.sc.gov](mailto:Kwarren@io.sc.gov)

## Logic Model Pathway to Excellence

<b>MISSION: Educational expectations and achievements will increase for all students through small, safe, and supportive learning environments where students are known and motivated.</b>				
<b>Diagnostic Analysis:</b> Our increasingly diverse students in our financially challenged target area are falling through the cracks in our large, impersonal high schools. Struggling students exhibit signs of alienation from the school, their teachers, and their peers. Indicators include acting out their frustrations, incurring numerous discipline referrals, and failing academic courses. The result is an unacceptable number of students who do not graduate or, for those who do graduate, a sense of leaving school without postsecondary career or vocational goals.				
Inputs	Strategies		Results	
	Methods	Participants	Short Term	Medium Term
<ul style="list-style-type: none"> <li>• Community Partnerships</li> <li>• Teachers and Staff</li> <li>• Technology</li> <li>• Professional Development Resources</li> <li>• Funding</li> <li>• Promising Practices</li> <li>• Scientifically Based Research</li> </ul>	<ul style="list-style-type: none"> <li>• Building-level Activities</li> <li>• Student-level Activities</li> <li>• Instructional-level Activities</li> <li>• Policy modifications affecting 3 key areas: student achievement, academic rigor, &amp; school climate</li> </ul>	<ul style="list-style-type: none"> <li>• Community Stakeholders</li> <li>• High School Students</li> <li>• Teachers</li> <li>• Staff</li> <li>• Parents</li> </ul>	<p><u>Student Achievement:</u></p> <ul style="list-style-type: none"> <li>• Increase teachers' knowledge and skills related to instructional strategies</li> </ul> <p><u>Academic Rigor:</u></p> <ul style="list-style-type: none"> <li>• Increase teachers' expectations for students' academic performance</li> <li>• Increase students' enthusiasm for learning.</li> </ul> <p><u>School Climate:</u></p> <ul style="list-style-type: none"> <li>• Improve perception of school;</li> </ul>	<p><u>Student Achievement:</u></p> <ul style="list-style-type: none"> <li>• Improve MCAS ELA/Math scores;</li> <li>• Decrease gaps</li> </ul> <p><u>Academic Rigor:</u></p> <ul style="list-style-type: none"> <li>• Increase graduation rate;</li> <li>• Increase AP credits</li> <li>• Increase remedial acceleration and participation</li> </ul> <p><u>School Climate:</u></p> <ul style="list-style-type: none"> <li>• Reduce rate of school violence;</li> <li>• Increase student retention in school</li> <li>• Increase daily attendance</li> </ul>
<p><u>External Dynamics:</u> Resources and grant support will remain constant</p>	<p><u>Assumptions:</u> Standardized achievement testing will continue; School &amp; District staff will remain constant</p>		<p><b>Long Term (all components)</b></p>	
			<p>Students graduate prepared to succeed both personally and professionally, in chosen postsecondary education &amp; careers</p>	

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### Appendices:

#### *Appendix A:*

- School Report Cards

#### *Appendix B:*

- Disaggregated Data and Additional Baseline Data

#### *Appendix C:*

- Evidence of School Commitment by School
- Letters of Support from Key Community Stakeholders
- Resumes of Key Personnel
- Pathway to Excellence Logic Model

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **4975-Mandatory\_Haverhill.2006.Budget.pdf**

**Haverhill High School  
5-Year Budget**

<b>BUDGET CATEGORY</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>I. PERSONNEL</b>						
<b>A. Smaller Learning Community Project Facilitator.</b> A full-time, certified professional will coordinate daily operation and oversee implementation of SLC structures and strategies (REQ: Master's degree and school administrative, leadership, teaching, & curriculum experience).	60,000	61,800	63,654	65,564	67,531	\$318,549
<b>B. Teacher Advisors.</b> Certified teachers will serve as advisors, advocates, and mentors for individual and small groups of up to 25 students and will be compensated for time spent outside the regular work day at a rate of \$30/hour X 15 hours/year X 15 teachers in Year 1 and refresher trainings in Years 2 - 5. As SLC strategies are implemented for grades 10 - 12, we will use a train-the-trainer approach to train all grade level teachers.	6,750	6,750	6,750	6,750	6,750	\$33,750
<b>C. Instructional Tutors.</b> HHS instructional staff will serve as tutors before & after school for students performing below grade level and/or at risk of failing core courses (emphasis on reading and math instruction). 2 Teachers X \$30/hour X 2 hours/day X 2 days/week X 35 weeks.	8,400	8,400	8,400	8,400	8,400	\$42,000
<b>D. Accelerated Instruction.</b> Certified reading & math teachers will provide academic enhancement to rising freshmen in summer program. Students performing below grade level will be targeted for intensive reading, language arts, & math instruction: Wages for 5 teachers at \$100/day X 4 days/week X 3 weeks.	6,000	6,000	6,000	6,000	6,000	\$30,000
<b>E. Substitute Teachers.</b> To facilitate the participation of classroom teachers in relevant SLC professional development, conferences, and site visits, we will provide substitute teachers at a rate of \$100/day X 3 days/teacher X 40 teachers.	12,000	12,000	12,000	12,000	12,000	\$60,000



**Haverhill High School  
5-Year Budget**

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<b>F. Student Mentors and Tutors.</b> Honor students will work with under-achieving students to assist them before and after the regular school day. 2 students X \$10/hour X 2 hours/day X 3 days/week X 30 weeks/year.	3,600	3,600	3,600	3,600	3,600	\$18,000
<i>Subtotal Personnel</i>	96,750	98,550	100,404	102,314	104,281	\$502,299
<b>II. FRINGE BENEFITS</b>						
<b>A. Fringe Benefits.</b> Standard, fringe benefits as required by state and federal law (included FICA, retirement, federal/state unemployment, health insurance, and life insurance, Workers' Compensation, and Medicare); rate is 23% for full-time employees and 9% for hourly wages.	17,108	17,522	17,948	18,387	18,840	89,805
<i>Subtotal Fringe Benefits</i>	17,108	17,522	17,948	18,387	18,840	\$89,805
<b>III. TRAVEL</b>						
<b>A. Local, State, and Regional Travel.</b> Includes travel for SLC Facilitator and faculty to visit model sites in Year 1 and after as needed; attend relevant local, regional, and state conferences and other professional development; participate in various Task Force and committee meetings, and meet with various stakeholders in the implementation of our program. Costs estimated at (b)(4) months.	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>
<b>B. Required Travel:</b> RFP requires Project Director to attend 2-day meeting in Washington DC and 5 key staff to attend 2.5-day Regional Institute. Daily cost estimate (for Director @ 2 days + 5 to Regional @ 3 days each) includes lodging @ \$200/day + per diem \$50/day X 17 person/days = \$4,250; Travel cost per person, per trip = (Round-trip air fare @ \$600/person + ground transportation @ \$50/person) X 6 persons = \$3,900. HHS responsible for 1/2 of travel (2-school coalition). Estimates provide for 5% annual inflation.	4,075	4,279	4,493	4,718	4,954	\$22,519
<i>Subtotal Travel</i>	4,075	4,279	4,493	4,718	4,954	\$22,519

**Haverhill High School  
5-Year Budget**

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<b>V. SUPPLIES</b>						
<b>A. General Supplies.</b> General office and computer supplies used in implementation and execution of program are necessary to facilitate communications with students and parents and for efficient program operation.	1,602	1,522	1,446	1,374	1,305	\$7,249
<b>B. Instructional Supplies.</b> Research-based instructional supplies and curricula materials to enhance academic outcomes; e.g., teacher manuals for advising/coaching, AVID differentiated instructional component, videos, student and teacher texts for mentoring/tutoring program, etc.	13,375	12,237	9,819	8,518	5,929	\$49,878
<i>Subtotal Supplies</i>	<i>14,977</i>	<i>13,759</i>	<i>11,265</i>	<i>9,892</i>	<i>7,234</i>	<i>\$57,127</i>
<b>V. CONTRACTUAL</b>						
<b>A. Professional Development.</b> Onsite training/consultation sessions @ \$2,800/year in differentiated learning strategies (including AVID). Instructional staff will have 3 SLC professional development sessions/year at \$2,425/session = \$7,275.	10,075	10,075	10,075	10,075	10,075	\$50,375
<b>B. Program, Technical, Training, and Management Consultation.</b> Professionals from identified SLC model grant programs will provide ongoing technical assistance, support, and consultation for administrators and program staff; topics include, but are not limited to, problem solving, professional development, assessment, budget assistance, sustainability, task force training, and meeting coordination.	6,940	6,940	6,940	6,940	6,940	\$34,700
<b>C. Independent Evaluation and Consultation -</b> Dr. Joel Philp will serve as the external evaluator, as required by the SLC Program. Expenses of 9% represent consultant fees for 5 evaluators, a statistician, and research assistants.	16,650	16,650	16,650	16,650	16,650	\$83,250
<b>D. Postgraduate Tracking -</b> National Student Clearinghouse will be used to track post- graduation plans of seniors, as required by the SLC Program. Budget includes annual subscription fee of \$425.	425	425	425	425	425	\$2,125
<i>Subtotal Contractual</i>	<i>34,090</i>	<i>34,090</i>	<i>34,090</i>	<i>34,090</i>	<i>34,090</i>	<i>\$170,450</i>
<b>TOTAL DIRECT COSTS</b>	<b>167,000</b>	<b>168,200</b>	<b>168,200</b>	<b>169,401</b>	<b>169,399</b>	<b>\$842,200</b>

**Haverhill High School  
5-Year Budget**

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<b>IX. INDIRECT COSTS</b>						
<b>X. STIPENDS</b>						
<b>A. Professional Development Stipends - Each quarter, instructional staff will participate in comprehensive professional development to advance SLC implementation. Whenever possible, these trainings will take place during normal working hours. However, for attendance at sessions that occur outside normal working hours, teachers will be paid a stipend at a rate of \$240/day; 75 teachers in year 1, 70 in years 2 and 3, 65 in years 4 and 5.</b>						
	18,000	16,800	16,800	15,600	15,600	\$82,800
<i>Subtotal Professional Development Stipends</i>	18,000	16,800	16,800	15,600	15,600	\$82,800
<b>TOTAL PROGRAM COSTS</b>	<b>\$185,000</b>	<b>\$185,000</b>	<b>\$185,000</b>	<b>\$185,001</b>	<b>\$184,999</b>	<b>\$925,000</b>

**Lowell High School  
5-Year Budget**

<b>BUDGET CATEGORY</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>I. PERSONNEL</b>						
<b>A. Smaller Learning Community Project Facilitator.</b> A full-time, certified professional will coordinate daily operation and oversee implementation of SLC structures and strategies (REQ: Master's degree and school administrative, leadership, teaching, & curriculum experience).	75,000	77,250	79,568	81,955	84,414	\$398,187
<b>B. Teacher Advisors.</b> Certified teachers will serve as advisors, advocates, and mentors for individual and small groups of up to 25 students and will be compensated for time spent outside the regular work day at a rate of \$45/hour X 15 hours/year X 15 teachers in Year 1 and refresher trainings in Years 2 - 5. As SLC strategies are implemented for grades 10 - 12, we will use a train-the-trainer approach to train all teachers.	10,125	10,125	10,125	10,125	10,125	\$50,625
<b>C. Instructional Tutors.</b> LHS instructional staff will serve as tutors before & after school for students performing below grade level and/or at risk of failing core courses (emphasis on reading and math instruction). 2 Teachers X \$25/hour X 2 hours/day X 2 days/week X 35 weeks.	7,000	7,000	7,000	7,000	7,000	\$35,000
<b>D. Accelerated Instruction.</b> Certified reading & math teachers will provide academic enhancement to rising freshmen in summer program. Students performing below grade level will be targeted for intensive reading, language arts, & math instruction: Wages for 5 teachers at \$100/day X 4 days/week X 3 weeks.	6,000	6,000	6,000	6,000	6,000	\$30,000
<b>E. Substitute Teachers.</b> To facilitate the participation of classroom teachers in relevant SLC professional development, conferences, and site visits, we will provide substitute teachers at a rate of \$97.50/day X 52 days/year.	5,070	5,070	5,070	5,070	5,070	\$25,350

**Lowell High School  
5-Year Budget**

<b>BUDGET CATEGORY</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>F. Student Mentors and Tutors.</b> Honor students will work with under-achieving students to assist them before and after the regular school day. 2 students X \$10/hour X 2 hours/day X 3 days/week X 30 weeks/year.	3,600	3,600	3,600	3,600	3,600	\$18,000
<i>Subtotal Personnel</i>	<i>106,795</i>	<i>109,045</i>	<i>111,363</i>	<i>113,750</i>	<i>116,209</i>	<i>\$557,162</i>
<b>II. FRINGE BENEFITS</b>						
<b>A. Fringe Benefits.</b> Standard, fringe benefits as required by state and federal law (include FICA, retirement, federal/state unemployment, health insurance, and life insurance, Workers' Compensation, and Medicare); rate is 23% for full-time employees and 9% for hourly wages.	20,112	20,629	21,162	21,711	22,277	\$105,891
<i>Subtotal Fringe Benefits</i>	<i>20,112</i>	<i>20,629</i>	<i>21,162</i>	<i>21,711</i>	<i>22,277</i>	<i>\$105,891</i>
<b>III. TRAVEL</b>						
<b>A. Local, State, and Regional Travel.</b> Includes travel for SLC Facilitator and faculty to visit model sites in Year 1 and after as needed; attend relevant local, regional, and state conferences and other professional development; participate in various Task Force and committee meetings, and meet with various stakeholders in the implementation of our program. Costs estimated at (b)(4)	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>	<i>In-Kind</i>	<i>\$0</i>
<b>B. Required Travel:</b> RFP requires Project Director to attend 2-day meeting in Washington DC and 5 key staff to attend 2.5-day Regional Institute. Daily cost estimate (for Director @ 2 days + 5 staff to Regional @ 3 days each) includes lodging @ \$200/day + per diem \$50/day X 17 person days = \$4,250; Travel cost per person, per trip = (Round-trip air fare @ \$600/person + ground transportation X \$50/person) X 6 persons = \$3,900. LHS responsible for 1/2 of travel (2-school coalition). Estimates provide for 5% annual inflation.	4,075	4,279	4,493	4,718	4,954	\$22,519
<i>Subtotal Travel</i>	<i>4,075</i>	<i>4,279</i>	<i>4,493</i>	<i>4,718</i>	<i>4,954</i>	<i>\$22,519</i>

**Lowell High School  
5-Year Budget**

<b>BUDGET CATEGORY</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>V. SUPPLIES</b>						
<b>A. General Supplies.</b> General office and computer supplies used in implementation and execution of program are necessary to facilitate communications with students and parents and for efficient program operation.	1,246	1,308	1,373	1,442	1,733	\$7,102
<b>B. Instructional Supplies.</b> Research-based instructional supplies and curricula materials to enhance academic outcomes; e.g., teacher manuals for advising/coaching, AVID differentiated instructional component, videos, student and teacher texts for mentoring/tutoring program, etc.	10,715	10,715	10,715	10,715	10,715	\$53,575
<i>Subtotal Supplies</i>	<i>11,961</i>	<i>12,023</i>	<i>12,088</i>	<i>12,157</i>	<i>12,448</i>	<i>\$60,677</i>
<b>V. CONTRACTUAL</b>						
<b>A. Professional Development.</b> Onsite training/consultation sessions @ \$5,575/year in differentiated learning strategies (including AVID). Instructional staff will have 3 SLC professional development sessions/year at \$2,500/session = \$7,500.	13,075	13,075	13,075	13,075	13,075	\$65,375
<b>B. Program, Technical, Training, and Management Consultation.</b> Professionals from identified SLC model grant programs will provide ongoing technical assistance, support, and consultation for administrators and program staff; topics include, but are not limited to, problem solving, professional development, assessment, budget assistance, sustainability, task force training, and meeting coordination.	9,600	9,600	9,600	9,600	9,600	\$48,000
<b>C. Independent Evaluation and Consultation -</b> Dr. Joel Philp will serve as the external evaluator, as required by the SLC Program. Expenses of 9% represent consultant fees for 5 evaluators, a statistician, and research assistants.	16,650	16,650	16,650	16,650	16,650	\$83,250
<b>D. Postgraduate Tracking -</b> National Student Clearinghouse will be used to track post-graduation plans of seniors, as required by the SLC Program. Budget includes annual subscription fee of \$425.	425	425	425	425	425	\$2,125
<i>Subtotal Contractual</i>	<i>39,750</i>	<i>39,750</i>	<i>39,750</i>	<i>39,750</i>	<i>39,750</i>	<i>\$198,750</i>

**Lowell High School  
5-Year Budget**

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<b>TOTAL DIRECT COSTS</b>	<b>\$182,693</b>	<b>\$185,726</b>	<b>\$188,856</b>	<b>\$192,086</b>	<b>\$195,638</b>	<b>\$944,999</b>
<b>IX. INDIRECT COSTS</b>						
<b>X. STIPENDS</b>						
<b>A. Professional Development Stipends - Each quarter, instructional staff will participate in comprehensive professional development to advance SLC implementation. Whenever possible, these trainings will take place during normal working hours. However, for attendance at sessions that occur outside normal working hours, teachers will be paid a stipend at a rate of \$100/day X 210 training days.</b>	21,000	21,000	21,000	21,000	21,000	\$21,000
<i>Subtotal Professional Development Stipends</i>	21,000	21,000	21,000	21,000	21,000	\$105,000
<b>TOTAL PROJECT COSTS</b>	<b>\$203,693</b>	<b>\$206,726</b>	<b>\$209,856</b>	<b>\$213,086</b>	<b>\$216,638</b>	<b>\$1,049,999</b>