



**HPS Compass**

# MINUTE

## A MINUTE TO SEE WHAT'S HAPPENING IN THE **Hull Public Schools**

Monthly Staff Newsletter

**VOLUME 2/ISSUE 4**  
December 2023

### Dates to Remember

#### December

- 7 90 Minute Early Release Jacobs Parent Teacher Conferences - 2:00 to 4:00 pm
- 7 Jacobs Parent/Teacher Conferences-6:00 to 8:00 pm
- 14 MMS Winter Concert 6:30 pm
- 18 School Committee Meeting - 6:30 pm
- 19 Jacobs Winter Concerts - All Day
- 21 Jacobs Express Day
- 21 Early Release - No Lunch
- 22 Winter Break - thru January 1



### Superintendent Search Timeline

**December 4:** The screening committee will review applications and determine who to interview

**December 11-15:** The screening committee will interview candidates

**January 2:** The School Committee will receive an orientation prior to interviews with the final candidates

**Between January 8 and 12:** Final interviews with School Committee

## HULL PIRATE PRIDE - Together We Make A Difference

Ensuring the safety of our students and staff remains our utmost priority within the District. Recent incidents of unauthorized individuals attempting entry into schools and daycare facilities across four Massachusetts communities have raised concerns, prompting us to review our safety measures. In light of these events, I'd like to take this moment to review some new and old safety measures that the District has in place to ensure the well-being of our students, staff, and visitors.

#### Highlight of Some Safety Measures

- Staff responsible for allowing visitors access to school buildings have undergone a review of entry protocols.
- Signs will be posted at entrances, advising against holding doors open for others.
- Employees wear school identification badges for easy recognition.
- Adherence to not propping open outside doors to maintain controlled access to building.
- Routine checks of outside doors to ensure all outside doors are closed and locked.
- Continuous monitoring of cameras and security systems to ensure they are working properly.
- Conducted a School Safety and Emergency Preparedness in the fall.
- Ongoing review and update of emergency manual in progress.
- Enhanced lighting added to the exterior of Jacobs.
- Installed additional lighting at rear of Hull High.
- Increased fencing added to playground at Jacobs.
- Installed a safety gate added to block rear entrance access at Jacobs.
- Implemented school speed zones signs at various locations.
- Introduced new traffic flow at Hull High.
- Placed crosswalk barrels at Middle School.
- Practice safety drills at all schools.



As the school year races by, we're quickly approaching the winter holiday break in just a few weeks. Our next full professional development day is scheduled for January 16, 2024, presenting educators with an opportunity to create their schedules—except for session one.

Session one will feature Pam Garramone, a positive psychology speaker, offering practical tools to immediately enhance happiness for both yourself and those around you. We believe this session will be uplifting and motivational for everyone, particularly at this mid-year point.

Additionally, we have a diverse array of other topics available for sessions:

- A follow-up session on artificial intelligence with Greg Kulowiec
- Safe Schools LGBTQ session
- Collaborative teaching strategies
- Follow-up session with Kalise Wornum on strategies for conversations around race and ethnicity
- MA Partnership for Youth offering select sessions from their recordings
- A session led by our technology leaders, Keith McKay and Kerrie Ryan

Hull PD will serve as the platform for sign-ups, and detailed information on each session and how to sign up will be available in January.

Amidst the bustle of this time of year, please prioritize self-care and embrace the joy of the season with your loved ones.

- Judy Kuehn





## District Tech Survey

We need to hear from **YOU** regarding your experience with technology to help us plan. Please take 3 minutes to complete this survey to help us understand your technology needs.

[Click here to fill out the survey](#)

## Facility Space

Staff is able to reserve space in any of our schools for evening meetings and activities. Please email Amy Hyde [ahyde@town.hull.ma.us](mailto:ahyde@town.hull.ma.us) to check availability and reserve your space! We frequently get requests by Town departments and Community groups for space to hold meetings in the schools. In order to ensure space is available when you need it, it is important that all requests for space are handled through Amy. This also allows our custodians to expect you and know who is in the building.

For meetings and activities immediately after school, please check with your school secretary for availability.

## Diversity Equity Inclusion



## Pineapple Project



We're excited about fostering a culture of learning through peer observations. While different buildings are at varying stages in launching this initiative, our goal is to have peer observations in place across the district by January 2024.



## Remaining Learning Walk Dates

- December 6, 2023 - MMS
- January 24, 2024 - MMS
- February 7, 2024 - HHS
- March 13, 2024 - JES

## Teacher Learning Walks

In the upcoming 2024–2025 school year, we're implementing teacher learning walks within each building. Three walks will occur in each school and an outside consultant will provide guidance during the walks. The teachers will rotate to give as many opportunities as possible for different teachers to walk.

To prepare for the upcoming teacher learning walks, we extended invitations to each of the co-presidents to join us in a learning walk this school year. Our aim is to familiarize them with the experience, laying the groundwork for future teacher walks.

## Themes for 2023 - 2024 School Year

- Hull Pirate Pride
- Stronger Together
- Meeting Students Where They Are
- Elevating Student Voices







# WHY use IXL to support learning?



## Research shows IXL leads to gains on the MCAS

Massachusetts schools using IXL outperformed schools with IXL on the 2022 MCAS for both math and English language arts. Students who answered more questions on IXL, reached proficiency in more skills, and spent more time practicing performed significantly better than their peers.

IXL's Impact on the Next-Gen MCAS



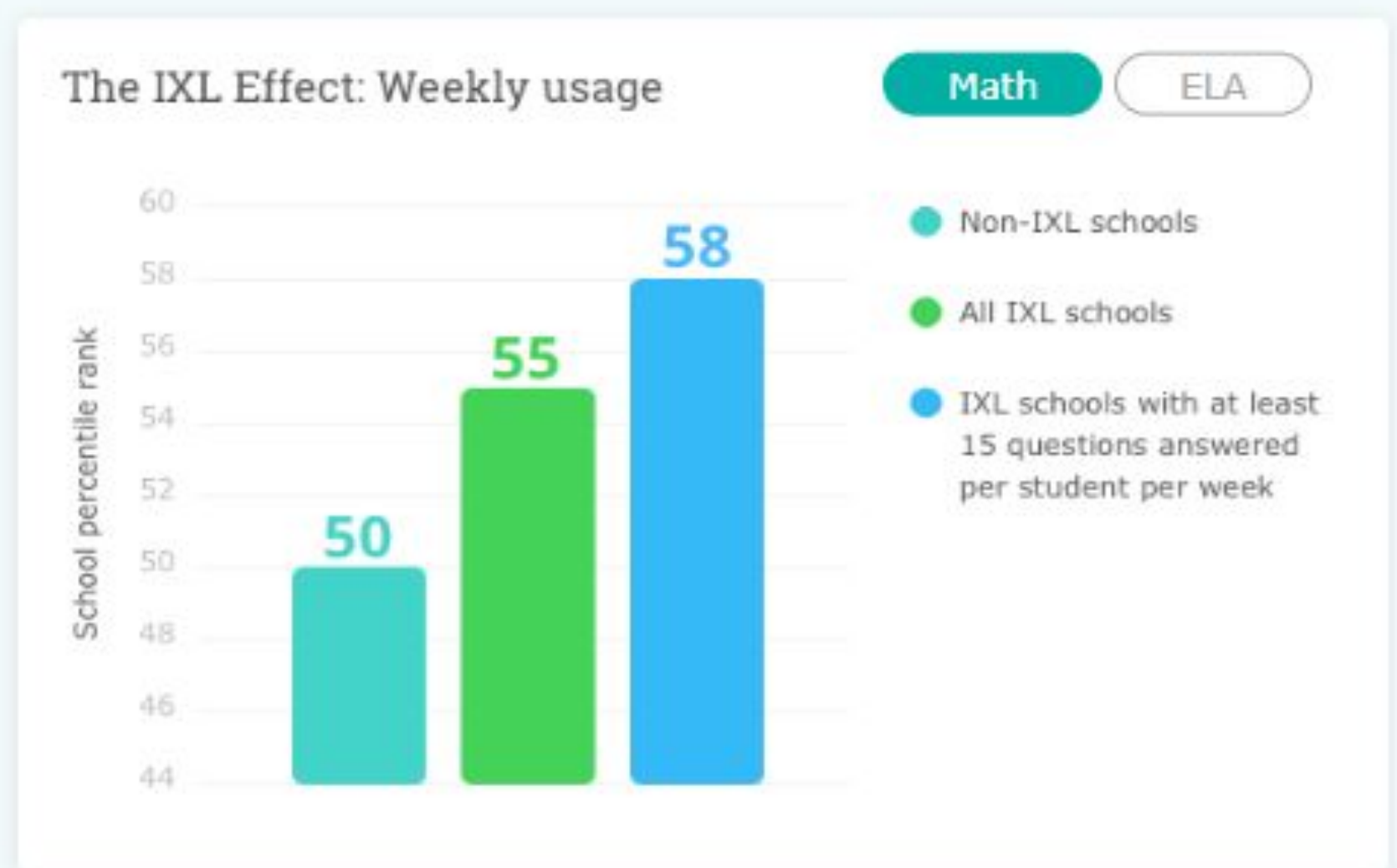
[Click the link to read the research  
The Impact of IXL on Math and ELA Learning in a Massachusetts School District](#)



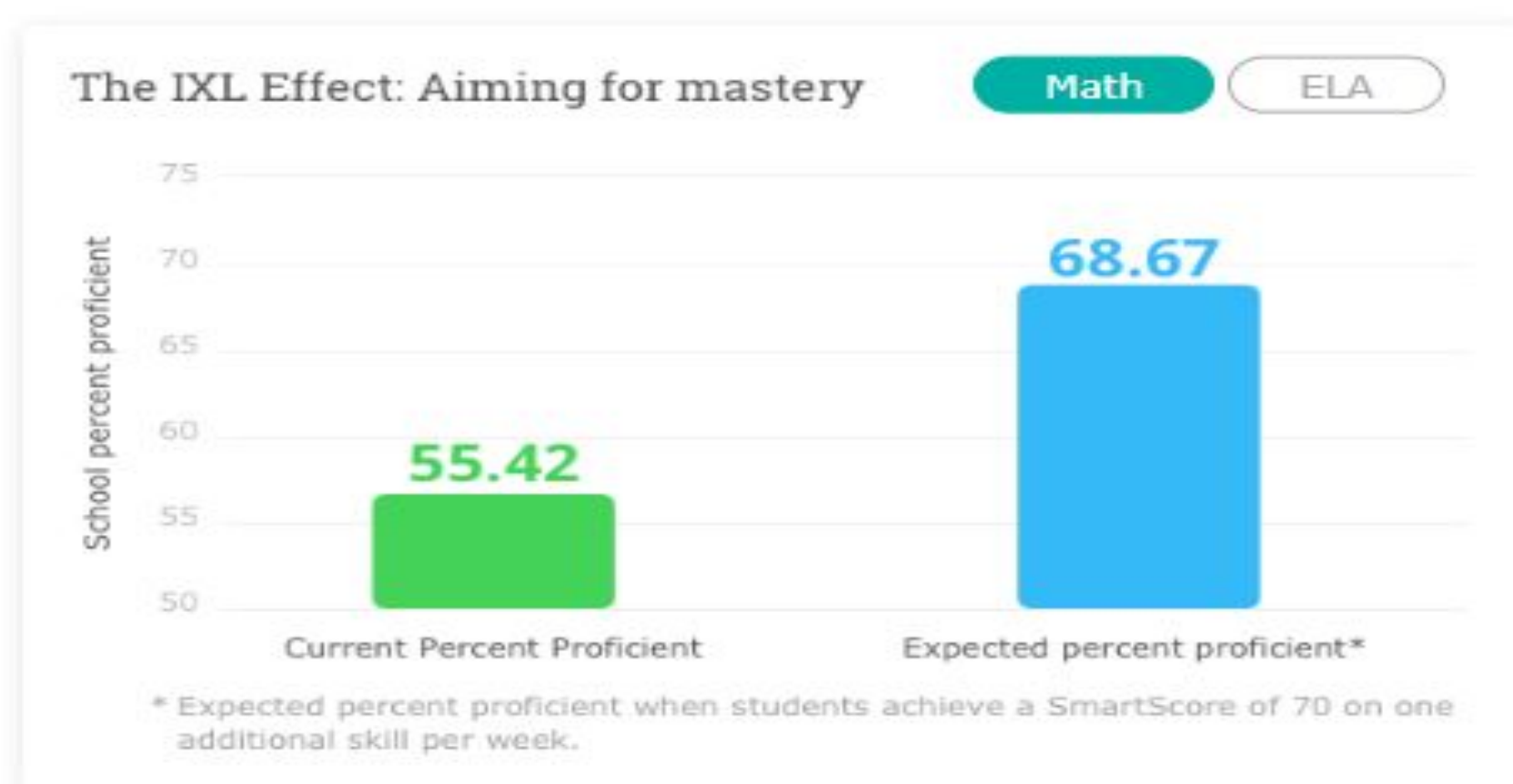
## Answer 15 questions per week

### Just 15 IXL questions per week impacts student success

Our research has shown that schools where students answer at least 15 questions per week outperform all the others.



## Strive for mastery



Take the IXL Effect<sup>TM</sup> to the next level by striving for mastery

IXL is designed to support students toward authentic skill mastery, and research shows this approach works. When students consistently reach proficiency and mastery of IXL skills, schools see as much as a 16-point bump on state assessments.



## 2023 MCAS SUMMARY OVERVIEW

	Hull
Overall Classification	Not requiring assistance or intervention
Reason for Classification	Substantial Progress toward targets
Progress toward improvement target	59%

### A few takeaways:

- ❑ HPS is making **substantial progress** toward targets (59%). Overall classification - not requiring assistance or intervention.
- ❑ Post pandemic performance is showing signs of recovery. More work is needed to accelerate outcomes.
- ❑ Compared to 2022, the percentage of students scoring Meeting or Exceeding Expectations in ELA increased by 7 percentage points in grades 3-8. The percentage of students who scored Meeting or Exceeding Expectations in Grade 10 decreased by 8 points but is still above the state by 24 percentage points.
- ❑ Compared to 2022, the percentage of students scoring Meeting or Exceeding Expectations in Math increased by 2 points in grades 3-8. The percentage of students who scored Meeting or Exceeding Expectations in Grade 10 decreased by 6 points but is still above the state by 21 percentage points.
- ❑ Grades 3-8 ELA performance increased above the accountability target, however still below the proficiency level.
- ❑ Grades 3-8 Math performance improved meeting our accountability target but still below the proficiency level.
- ❑ Grade 10 ELA performance increased and exceeded our accountability target.
- ❑ Grade 10 Math performance decreased and fell below our accountability target.
- ❑ According to the state grade 3 data results were flat due to developmental reading and math time lost with COVID - Our 3rd grade students were 18% above the state in ELA and 19% above the state in math.
- ❑ Attendance improvement

Our MCAS data reveals significant progress towards our targets, with evident growth in various areas. While acknowledging these achievements, it's clear that our math data signals a need for focused attention. Moving forward, we are committed to a thorough analysis of our data to pinpoint areas where students may require additional support. A heartfelt thank you to everyone for their hard and thoughtful work.





## What's in a name?



If you're planning to legally change your name for any reason, there is a process, and below are a few things you should know. We understand that everyone is eager to begin using their new name right away and we're happy to help make that happen as quickly as possible. Unfortunately, making the switch too early can and has led to some confusion with students, parents, and other staff members trying to contact you using an incorrect email address or unable to locate you on the phone directory. Here are the steps we follow to ensure all the boxes are checked:

First, you must officially change your name with the Social Security Administration (SSA) before we can make any change at all. Once you receive your new Social Security card, please contact Debbe Bennett to complete an updated W-4. She will then change your name in the payroll system to ensure our records match the SSA. At that time Debbe will also contact all of your insurance providers (e.g. medical, dental, life, etc.) to ensure their records are updated and revised insurance cards are issued. We'll also check to see if your emergency contacts need updating or if a beneficiary change is necessary. The payroll system change will also trigger the change with MTRS or HCRB, although this does usually take several months of reassuring them the name change is legitimate.

We cannot change your name in Aspen or anywhere else internally until after you've also changed your name on your DESE licensure and you'll need your new Social Security card in order to do that. This is because your name in Aspen must match the name with DESE for state reporting purposes. To get started with DESE, either go directly to your ELAR and click on the Check license status and history, make a payment link, and follow the instructions. There you can complete and upload the form and your new Social Security card directly. Or you can download the form request-name-change-form.docx (live.com) from the DESE site, fill it out and mail everything back. This process can sometimes take a while but you will receive an email notification once the change is complete.

Let Debbe know as soon as your licensure name change happens and she will ask the IT department to change your town email and Gmail accounts. We'll then update your name in Aspen and on the website and notify your school administrators secretaries so everyone knows the transition has been made and the process is complete.

As always, don't hesitate to contact Debbe Bennett if you have questions.



## IEP IMPROVEMENT PROJECT

We have our implementation committee!

Thank you to:

Ali Caputo, Lauren Snowdale, Erin Fontaine, Taylor Duhaime, Laura McElroy, Haley Lamphier, Erin O'Duggan, Katie Perniola, and Carrie Tiani.

We will be meeting after the first of the year to develop our implementation plan and timeline.

In preparation for the new IEP format, each month a selected component of the form will be shared here with all staff. This month's focus:

### PARENT AND STUDENT CONCERNS

The prompt for this section of the IEP is:

*What concern(s) do you want this IEP to address?*

- This section is intended to help the IEP Team focus its discussion on the **student's** concerns and needs, as well as the concerns of their **parents**.
- Schools and districts should confer with students and parents **prior** to the IEP meeting and remind them that the meeting will begin with their concerns. It is important to gather this information prior to the meeting to help the Team determine when the concerns will be addressed during the meeting and where in the IEP.
- The IEP Team should consider areas of concern that may impact the student's progress in education. Examples of topics to consider when completing this section include, but are not limited to; academic skills, social skills, behavioral needs, independent functioning, and daily living skills.
- For students engaged in post-secondary transition planning, the IEP Team should prompt students and parents to share concerns that relate to the student's post-secondary success.
- Our current student interview form, parent questionnaire and transition form can guide us through this section.



# Professional Development



Massachusetts Partnerships for Youth (MPY)'s On-Demand Library contains 58 presentations facilitated by MPY's renowned speakers. The On-Demand Library allows MPY members the flexibility to engage in professional development on a broad range of topics at their convenience. The Library is part of MPY's new website's ([www.mpyinc.org](http://www.mpyinc.org)) members-only section. All videos can be viewed by logging in with your username and password and then selecting the On-Demand Library button on the home page. Or Click [Here](#)

PDPs and CEUs are not available through the On-Demand Library.

Please contact Margie Daniels, Executive Director, at [margie@mpyinc.org](mailto:margie@mpyinc.org) with any questions.

While there are many courses provided by MPY, here are a few recommendations on anti-racism, diversity, equity and inclusion.

- Anti Racist Classrooms
- Microaggressions 101
- School Segregation and the Racial Dialogue Gap



Traces history of housing and school segregation and will explore the impact of racial isolation on our students' capacity to dialogue across differences.



## PDP Opportunities

As part of recertification, the following is required:

15 PDPs for SEI/ ESL

15 PDPs for students with disabilities and diverse learning styles

**Here are some suggestions.**

### Massachusetts Inclusive Practices

The course registration link can be found in the middle of this page. This course is self-paced.

### Massachusetts Partnerships for Youth For Paraprofessionals

- *Paraprofessional Toolkit*

These sessions are "live" over 5 weeks from 3:00- 5:00 pm and will ***not*** be recorded. (Series begins February 28)

Paraprofessionals will be compensated at the contract rate for their participation in the 10 hours upon submission of a certificate of completion.

### For All Educators

- *Utilizing Trauma-Informed, Proactive Sensory Regulation Strategies in the Classroom Environment* (Series begins Jan, 5, 2024)
- *Leveraging the Counselor-Teacher Partnership to Address Externalizing Behaviors* (Series begins January 3, 2024)

### For Physical Education/Wellness Teachers

[SHAPE America](#) offers self-paced online courses that could be combined with practical hours to fulfill the 15 PDP requirement for students with disabilities and diverse learning styles.

