

Hull Public Schools Strategic Plan

Action Items

Objective 1 Initiative 1: Engage in personalized learning to enhance and support the state frameworks/curriculum.

Theory of Action: If all students are given more opportunities to personalize their learning, then they will be more invested and engaged in learning.

Action Item		Timeline
1.1.1	When developing curriculum maps / scope and sequences template, include a place to identify opportunities for personalized learning.	1
1.1.2	While reviewing the existing curriculum maps / scope and sequences, identify places where personalized learning is already taking place.	2
1.1.3	When writing curriculum maps / scope and sequences, identify multiple opportunities for and examples of personalized learning in all courses (K-12).	2
1.1.4	Find and/or develop exemplars of personalized learning and distribute to all teachers (K-12).	3
1.1.5	Develop an implementation plan to increase the use of personalized learning in all courses (K-12).	3
1.1.6	Provide professional development to all teachers (K-12) regarding personalized learning.	3
1.1.7	Determine expectations regarding personalized learning to be implemented by all teachers (K-12).	3
1.1.8	Determine expectations regarding personalized learning to be implemented by all teachers (K-12).	4
1.1.9	Review data to determine the impact of personalized learning in all courses (K-12).	5

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Objective 1 Initiative 2: Promote a culture of community involvement that allow students to be successful locally and globally.

Theory of Action: If all students are encouraged to become more aware of and involved in their local and global communities, then they will become more successful and knowledgeable citizens.

Action Item		Timeline
1.2.1	When developing curriculum maps / scope and sequences template, include a place to identify opportunities for community involvement and conversations about diversity.	1
1.2.2	While reviewing the existing curriculum maps / scope and sequences, identify places where community involvement and conversations about diversity are already taking place.	2
1.2.3	When writing curriculum maps / scope and sequences, identify multiple opportunities for and examples of community involvement and conversations about diversity in all courses (K-12).	2
1.2.4	Find and/or develop exemplars of community involvement and conversations about diversity and distribute to all teachers (K-12).	3
1.2.5	Develop an implementation plan to increase the community involvement and conversations about diversity in all courses (K-12).	3
1.2.6	Provide professional development to all teachers (K-12) regarding community involvement and conversations about diversity.	3
1.2.7	Determine expectations regarding community involvement and conversations about diversity to be implemented by all teachers (K-12).	3
1.2.8	Determine expectations regarding community involvement and conversations about diversity to be implemented by all teachers (K-12).	4
1.2.9	Review data to determine the impact of community involvement and conversations about diversity in all courses (K-12).	5

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Objective 1 Initiative 3: Foster independent student learning to promote creative and enthusiastic learners.

Theory of Action: If all students are pushed to be more independent, creative and enthusiastic learners, then they will be much more likely to achieve success in their chosen professions.

Action Item		Timeline
1.3.1	Examine and address the issues associated with assigning a GPA and class rank to students at Hull High School and, if necessary, change policies to better serve all students.	1
1.3.2	Track alumni success in higher education and the workplace in order to identify and address any trends.	2
1.3.3	Assess grading systems in all schools to determine if they are assessing mastery of the standards and adapt if they are not.	3
1.3.4	Assess the schedules of each building to determine if they are promoting independent student learning and adapt if they are not.	3
1.3.5	Identify and implement opportunities for learning across the curriculum and multi-grade settings in all schools.	3
1.3.6	Identify reasons for and address the achievement gaps that exists due to gender and socio-economic status.	4
1.3.7	Research and implement successful strategies to foster a growth mindset in all students.	4

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Objective 2 Initiative 1: Implement an individual learning plan for all students in kindergarten through grade twelve.

Theory of Action: If all students create and annually review and revise MyCAP's, then they will have a greater say in their academic programs, allowing for more investment and engagement.

Action Item		Timeline
2.1.1	Create a MyCAP Committee.	4
2.1.2	Review DESE Guide for MyCAP's.	4
2.1.3	Research how other school districts are implementing MyCAP's.	4
2.1.4	Create a process and timeline for implementation of MyCAP's.	4
2.1.5	Provide training to teachers and counselors around MyCAP's.	5
2.1.6	Educate parents about MyCAP's.	5
2.1.7	Implement MyCAP process.	5
2.1.8	Develop an accountability system to ensure MyCAP's are done, maintained and reviewed annually.	5

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Objective 2 Initiative 2: Review and expand the high school internship program.

Theory of Action: If all students have access to a new and expanded internship program, then they will have greater opportunities to explore careers and gain new skills, allowing for better preparation for life after high school.

Action Item		Timeline
2.2.1	Identify students interested in the Internship Program in grades 9-11.	1
2.2.2	Assess strengths and weaknesses and opportunities of current Internship Program.	1
2.2.3	Identify businesses willing to take on an intern.	1
2.2.4	Create a program description (including multiple options for scheduling students) of the Internship Program.	1
2.2.5	Create process for selecting and placing interns.	1
2.2.6	Place interns at multiple internships.	1
2.2.7	Assess new internship program for strengths, weaknesses and opportunities.	2
2.2.8	Develop a list of Hull High School Alumni that would be willing to assist and/or accept Hull High School Interns.	2

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Objective 2 Initiative 3: Provide opportunities to students that allow them to realize and practice the practical applications of materials learned.

Theory of Action: If all students are able to see the practical applications of what they are learning in the classroom, then they will be able to better internalize and apply what they learn.

Action Item		Timeline
2.3.1	When developing curriculum maps / scope and sequences template, include a place to identify opportunities for students to realize and practice practical applications learned (K-12).	1
2.3.2	While reviewing the existing curriculum maps / scope and sequences, identify places for opportunities for students to realize and practice practical applications learned (K-12).	2
2.3.3	When writing curriculum maps / scope and sequences, identify multiple opportunities for, and examples, of practical applications in all courses (K-12).	2
2.3.4	Find and/or develop exemplars of practical applications and distribute to all teachers (K-12).	3
2.3.5	Develop an implementation plan to increase the identification and practice of practical applications in all courses (K-12).	3
2.3.6	Provide professional development to all teachers (K-12) regarding practical applications.	3
2.3.7	Determine expectations regarding practical applications to be implemented by all teachers (K-12).	3
2.3.8	Determine expectations regarding practical applications to be implemented by all teachers (K-12).	4
2.3.9	Review data to determine the impact of identifying and practicing practical applications in all courses (K-12).	5

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Objective 2 Initiative 4: Offer a sufficient amount of differentiation in both instruction and academic programs to allow students to develop and achieve their academic vision.

Theory of Action: If all students receive differentiated instruction in the classroom, as well as have access to differentiated academic programs, then they will have more opportunities to gain knowledge and skills in all areas, especially the areas that are of the greatest interest to them.

Action Item		Timeline
2.4.1	Survey students and teachers to determine the amount and impact of differentiation taking place in the classroom.	1
2.4.2	Research best practices regarding differentiated instruction in the classroom.	2
2.4.3	Find and/or develop exemplars of differentiated instruction and distribute to all teachers (K-12).	2
2.4.4	Research best practices about differentiation in academic programs.	3
2.4.5	Develop an implementation plan to increase the amount of differentiated instruction in all courses (K-12).	3
2.4.6	Provide professional development to all teachers (K-12) regarding differentiated instruction.	3
2.4.7	Determine expectations regarding differentiated instruction to be implemented by all teachers (K-12).	3
2.4.8	Determine expectations regarding differentiated instruction to be implemented by all teachers (K-12).	4
2.4.9	Develop systems that allow students to create alternative pathways that meet their individual academic visions, as stated in their MyCAP's.	4
2.4.10	Review data to determine the impact of differentiated instruction in all courses (K-12).	5
2.4.11	Review data to determine the impact of alternative pathways.	5

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Objective 2 Initiative 5: Provide an environment where students acquire the skills currently needed for success in the 21st century.

Theory of Action: If all students are provided multiple opportunities to acquire and practice 21st century skills, then they will be more successful in school and in the workplace.

Action Item		Timeline
2.5.1	Research and identify 21st century skills.	1
2.5.2	When developing curriculum maps / scope and sequences template, include a place to identify opportunities for students to acquire and refine 21st century skills (K-12).	1
2.5.3	While reviewing the existing curriculum maps / scope and sequences, identify places for opportunities for students to acquire and refine 21st century skills (K-12).	2
2.5.4	When writing curriculum maps / scope and sequences, identify multiple opportunities for and examples of 21st century skills in all courses (K-12).	2
2.5.5	Find and/or develop exemplars of ways to incorporate 21st century skills into lessons and distribute to all teachers (K-12).	3
2.5.6	Develop an implementation plan to increase the teaching of 21st century skills in all courses (K-12).	3
2.5.7	Provide professional development to all teachers (K-12) regarding 21st century skills.	3
2.5.8	Determine expectations regarding 21st century skills to be implemented by all teachers (K-12).	3
2.5.9	Determine expectations regarding 21st century skills to be implemented by all teachers (K-12).	4
2.5.10	Review data to determine the impact of addressing 21st century skills in all courses (K-12).	5

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Objective 3 Initiative 1: Review the current curricula for alignment to the Massachusetts Frameworks, identifying grade-level essential content and skills, and develop grade-level curriculum maps / scope and sequence documents with K-12 vertical alignment.

Theory of Action: If all students are taught rigorous curricula in all classes, then they will acquire the knowledge and skills required by the Commonwealth of Massachusetts and necessary for success.

Action Item		Timeline
3.1.1	Create a rubric to be used for a review of all current curriculum maps / scope and sequences (K-12).	1
3.1.2	Review all current curriculum maps/scope and sequences (K-12) to determine which current curriculum maps / scope and sequences (K-12) need to be revised, and which need to be created.	1
3.1.3	Determine the format of the template that will be used for all curriculum mapping and creation of scope and sequences.	1
3.1.4	Provide professional development regarding curriculum mapping to all teachers (K-12).	1
3.1.5	Implement plan to use professional development and other time to ensure that all courses (K-12) have effective and useful curriculum maps / scope and sequences that are aligned to the Massachusetts Frameworks.	1
3.1.6	After gathering data, create a plan to use professional development and other time to ensure that all courses (K-12) have effective and useful curriculum maps / scope and sequences that are aligned to the Massachusetts Frameworks.	2
3.1.7	Enhance all existing curriculum maps / scope and sequences (K-12), assuring usability, effectiveness and alignment with the Massachusetts Frameworks.	2
3.1.8	Where curriculum maps and/or scope and sequences do not currently exist, create curriculum maps / scope and sequences (K-12), assuring usability, effectiveness and alignment with the Massachusetts Frameworks.	2

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Action Items

Objective 3 Initiative 2: Create a curriculum plan and review cycle to ensure accountability to curriculum.

Theory of Action: If all teachers have access to high quality, functional and vertically aligned curriculum maps, then they will be able to improve and enhance their current teaching practices.

Action Item		Timeline
3.2.1	Develop a curriculum plan and review cycle to ensure accountability to curriculum.	2
3.2.2	Assess the implementation, use and effectiveness of new curriculum maps / scope and sequences.	4
3.2.3	Implement the new curriculum plan and review cycle.	5

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Objective 3 Initiative 3: Review recruiting and hiring practices to ensure that all students receive instruction from highly-qualified, talented and diverse educators.

Theory of Action: If all students have access to highly qualified, talented and diverse educators, then they will be better prepared to succeed in our diverse world.

Action Item		Timeline
3.3.1	Review current Hull Public Schools recruiting and hiring practices.	1
3.3.2	Review current recruiting and hiring practices of other schools districts.	1
3.3.3	Develop a questionnaire to be used with local college/university career centers and diversity organizations.	1
3.3.4	Contact local college career centers to discuss recruiting and hiring practices and discuss ways to increase the diversity of the Hull Public Schools faculty and staff.	1
3.3.5	Contact local college diversity organizations to discuss recruiting and hiring practices and discuss ways to increase the diversity of the Hull Public Schools faculty and staff.	1
3.3.6	Implement consistent recruiting and hiring practices that seek out highly qualified, talented and diverse educators.	1

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Objective 4 Initiative 1: Continue to plan and provide all teachers and staff relevant and meaningful professional development.

Theory of Action: If all teachers receive relevant and meaningful professional development, then they will be better equipped to provide high-quality and engaging instruction to all students.

Action Item		Timeline
4.1.1	Continue to survey teachers about their professional development needs.	2
4.1.2	Re-institute a Professional Development Committee made up of teachers, administrators and paraprofessionals.	2
4.1.3	Examine student data from multiple sources to determine each teacher's professional development needs.	2
4.1.4	Develop professional development goals that specify intended student outcomes.	2
4.1.5	Ensure that all professional development aligns with state, district, school and/or educator goals.	2
4.1.6	Provide professional development that allows all teachers to stay current with the latest technology.	3
4.1.7	Examine student data from multiple sources to determine effectiveness of professional development.	5

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Objective 4 Initiative 2: Strengthen use of data in decision-making.

Theory of Action: If all teachers and administrators make decisions based upon student data, then all students will benefit from targeted and relevant instruction.

Action Item		Timeline
4.2.1	Examine student data from multiple sources to assess professional development needs and outcomes.	1
4.2.2	Examine student data and implement additional supports (as necessary) to ensure that the Hull Public Schools meets the social and emotional needs of all students.	1
4.2.3	Collect and examine data to better understand the reasons that some Hull families choose to send their children to private school and make programmatic adjustments (as necessary).	2
4.2.4	Examine student data and implement instructional shifts (as necessary) to ensure that all teachers are following and teaching the relevant Massachusetts standards.	3
4.2.5	Examine student data to increase the attendance rates of Hull Public Schools students.	4

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Objective 4 Initiative 3: Continue to build a cohesive district-wide plan for meeting the social and emotional needs of all students.

Theory of Action: If all students students have their social and emotional needs addressed and/or met, then they will be able achieve greater success in and out of the classroom.

Action Item		Timeline
4.3.1	Examine student data to determine areas of strength and areas for improvement in meeting the social and emotional needs of all students.	1
4.3.2	Create a SEL team of administrators, teachers and support staff to facilitate social and emotional learning in our schools.	2
4.3.3	Continue to provide professional development about social and emotional learning to all teachers and support staff.	2
4.3.4	Survey students, families and teachers to gain input about the current understanding of and state of social emotional learning taking place in the classroom.	4
4.3.5	Through observations and the evaluation process, ensure that all teachers are incorporating social emotional learning techniques in their classrooms.	4
4.3.6	Assess effectiveness of current staffing levels and practices (and adapt as necessary) of student support staff (i.e. paraprofessionals, counselors, nurses and school psychologists.)	4

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Objective 4 Initiative 4: Seek authentic and on-going opportunities to engage with diverse communities/cultures for students to experience and promote an inclusive and diverse environment.

Theory of Action: If all students engage with communities and cultures different than their own, then they will be more aware and appreciative of our diverse global community and will be better prepared to interact and build relationships with all types of people.

Action Item		Timeline
4.4.1	Strengthen and promote Project Humanitarian Involvement at Hull High School.	2
4.4.2	Establish a diversity co-curricular organization at Memorial Middle School.	2
4.4.3	Strengthen and promote TALK at Hull High School.	2
4.4.4	Establish a district-wide Diversity group, consisting of administrators, teachers, staff, parents and students to identify, promote and create opportunities to celebrate diversity in our schools and community.	2
4.4.5	Seek out grants and opportunities to bring events and programs that expose students to diversity and different cultures to all schools.	2
4.4.6	Investigate and present to high school students options for international exchange programs.	4
4.4.7	Identify and promote opportunities for community service and immersion in culturally diverse communities.	4

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Objective 4 Initiative 5: Facilitate authentic communities of practice for teachers to share ideas outside of Hull.

Theory of Action: If all teachers have opportunities to collaborate and learn from and with other educators from in and out of Hull, then they will be able to provide a better education to the students of Hull.

Action Item		Timeline
4.5.1	Working with the Hull Teachers Association, examine the feasibility of instituting K-12 curriculum coordinators for English Language Arts, mathematics, science, technology and social studies.	2
4.5.2	Work with building-based administrators to build a schedule that will allow teachers to collaborate during the school day.	2
4.5.3	Survey teachers to gauge interest in teaching and/or taking courses dealing with best teaching practices after school in Hull for Professional Development Points (PDPs).	3
4.5.4	Work with teachers to develop high interest / high impact courses dealing with best teaching practices.	4
4.5.5	Facilitate scheduling so that teachers can offer and/or take courses dealing with best teaching practices after school in Hull.	5
4.5.6	Work with surrounding districts to determine if there is a need and/or capability to have teachers provide professional development to other teachers from multiple districts.	5