

Hull Public Schools

Strategic Plan 2019 - 2025

Action Items Timeline

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024
	1		2		3		4		5
1.1.1	When developing curriculum maps / scope and sequences template, include a place to identify opportunities for personalized learning.	1.1.2	While reviewing the existing curriculum maps / scope and sequences, identify places where personalized learning is already taking place.	1.1.4	Find and/or develop exemplars of personalized learning and distribute to all teachers (K-12).	1.1.8	Determine expectations regarding personalized learning to be implemented by all teachers (K-12).	1.1.9	Review data to determine the impact of personalized learning in all courses (K-12).
1.2.1	When developing curriculum maps / scope and sequences template, include a place to identify opportunities for community involvement and conversations about diversity.	1.1.3	When writing curriculum maps / scope and sequences, identify multiple opportunities for and examples of personalized learning in all courses (K-12).	1.1.5	Develop an implementation plan to increase the use of personalized learning in all courses (K-12).	1.2.8	Determine expectations regarding community involvement and conversations about diversity to be implemented by all teachers (K-12).	1.2.9	Review data to determine the impact of community involvement and conversations about diversity in all courses (K-12).
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.	1.2.2	While reviewing the existing curriculum maps / scope and sequences, identify places where community involvement and conversations about diversity are already taking place.	1.1.6	Provide professional development to all teachers (K-12) regarding personalized learning.	1.3.6	Identify reasons for and address the achievement gaps that exists due to gender and socio-economic status.	2.1.5	Provide training to teachers and counselors around Individual Learning Plans.
2.2.1	Identify students interested in the Internship Program in grades 9-11.	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).	1.1.7	Determine expectations regarding personalized learning to be implemented by all teachers (K-12).	1.3.7	Research and implement successful strategies to foster a growth mindset in all students.	2.1.6	Educate parents about Individual Learning Plans.

2.2.2	Assess strengths and weaknesses and opportunities of current Internship Program.	1.3.2	Track alumni success in higher education and the workplace in order to identify and address any trends.	1.2.4	Find and/or develop exemplars of community involvement and conversations about diversity and distribute to all teachers (K-12).	2.1.1	Create an Individual Learning Plan Committee.	2.1.7	Implement Individual Learning Plan process.
2.2.3	Identify businesses willing to take on an intern.	2.2.7	Assess new internship program for strengths, weaknesses and opportunities.	1.2.5	Develop an implementation plan to increase the community involvement and conversations about diversity in all courses (K-12).	2.1.2	Review DESE Guide for Implementing Individual Learning Plans.	2.1.8	Develop an accountability system to ensure Individual Learning Plans are done, maintained and reviewed annually.
2.2.4	Create a program description (including multiple options for scheduling students) of the Internship Program.	2.2.8	Develop a list of Hull High School Alumni that would be willing to assist and/or accept Hull High School Interns.	1.2.6	Provide professional development to all teachers (K-12) regarding community involvement and conversations about diversity.	2.1.3	Research how other school districts are implementing Individual Learning Plans.	2.3.9	Review data to determine the impact of identifying and practicing practical applications in all courses (K-12).
2.2.5	Create process for selecting and placing interns.	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).	1.2.7	Determine expectations regarding community involvement and conversations about diversity to be implemented by all teachers (K-12).	2.1.4	Create a process and timeline for implementation of Individual Learning Plans.	2.4.10	Review data to determine the impact of differentiated instruction in all courses (K-12).
2.2.6	Place interns at multiple internships.	2.3.3	When writing curriculum maps / scope and sequences, identify multiple opportunities for, and examples, of practical applications in all courses (K-12).	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.	2.3.8	Determine expectations regarding practical applications to be implemented by all teachers (K-12).	2.4.11	Review data to determine the impact of alternative pathways.
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).	2.4.2	Research best practices regarding differentiated instruction in the classroom.	1.3.4	Assess the schedules of each building to determine if they are promoting independent student learning and adapt if they are not.	2.4.8	Determine expectations regarding differentiated instruction to be implemented by all teachers (K-12).	2.5.10	Review data to determine the impact of addressing 21st century skills in all courses (K-12).

2.4.1	Survey students and teachers to determine the amount and impact of differentiation taking place in the classroom.	2.4.3	Find and/or develop exemplars of differentiated instruction and distribute to all teachers (K-12).	1.3.5	Identify and implement opportunities for learning across the curriculum and multi-grade settings in all schools.	2.4.9	Develop systems that allow students to create alternative pathways that meet their individual academic visions, as stated in their Individualized Learning Plans.	3.2.3	Implement the new curriculum plan and review cycle.
2.5.1	Research and identify 21st century skills.	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).	2.3.4	Find and/or develop exemplars of practical applications and distribute to all teachers (K-12).	2.5.9	Determine expectations regarding 21st century skills to be implemented by all teachers (K-12).	4.1.7	Examine student data from multiple sources to determine effectiveness of professional development.
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).	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).	2.3.5	Develop an implementation plan to increase the identification and practice of practical applications in all courses (K-12).	3.2.2	Assess the implementation, use and effectiveness of new curriculum maps / scope and sequences.	4.5.5	Facilitate scheduling so that teachers can offer and/or take courses dealing with best teaching practices after school in Hull.
3.1.1	Create a rubric to be used for a review of all current curriculum maps / scope and sequences (K-12).	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.	2.3.6	Provide professional development to all teachers (K-12) regarding practical applications.	4.2.5	Examine student data to increase the attendance rates of Hull Public Schools students.	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.
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.	3.1.7	Enhance all existing curriculum maps / scope and sequences (K-12), assuring usability, effectiveness and alignment with the Massachusetts Frameworks.	2.3.7	Determine expectations regarding practical applications to be implemented by all teachers (K-12).	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.		

3.1.3	Determine the format of the template that will be used for all curriculum mapping and creation of scope and sequences.	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.	2.4.4	Research best practices about differentiation in academic programs.	4.3.5	Through observations and the evaluation process, ensure that all teachers are incorporating social emotional learning techniques in their classrooms.		
3.1.4	Provide professional development regarding curriculum mapping to all teachers (K-12).	3.2.1	Develop a curriculum plan and review cycle to ensure accountability to curriculum.	2.4.5	Develop an implementation plan to increase the amount of differentiated instruction in all courses (K-12).	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.)		
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.	4.1.1	Continue to survey teachers about their professional development needs.	2.4.6	Provide professional development to all teachers (K-12) regarding differentiated instruction.	4.4.6	Investigate and present to high school students options for international exchange programs.		
3.3.1	Review current Hull Public Schools recruiting and hiring practices.	4.1.2	Re-institute a Professional Development Committee made up of teachers, administrators and paraprofessionals.	2.4.7	Determine expectations regarding differentiated instruction to be implemented by all teachers (K-12).	4.4.7	Identify and promote opportunities for community service and immersion in culturally diverse communities.		
3.3.2	Review current recruiting and hiring practices of other schools districts.	4.1.3	Examine student data from multiple sources to determine each teacher's professional development needs.	2.5.5	Find and/or develop exemplars of ways to incorporate 21st century skills into lessons and distribute to all teachers (K-12).	4.5.4	Work with teachers to develop high interest / high impact courses dealing with best teaching practices.		

3.3.3	Develop a questionnaire to be used with local college/university career centers and diversity organizations.	4.1.4	Develop professional development goals that specify intended student outcomes.	2.5.6	Develop an implementation plan to increase the teaching of 21st century skills in all courses (K-12).				
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.	4.1.5	Ensure that all professional development aligns with state, district, school and/or educator goals.	2.5.7	Provide professional development to all teachers (K-12) regarding 21st century skills.				
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.	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).	2.5.8	Determine expectations regarding 21st century skills to be implemented by all teachers (K-12).				
3.3.6	Implement consistent recruiting and hiring practices that seek out highly qualified, talented and diverse educators.	4.3.2	Create a SEL team of administrators, teachers and support staff to facilitate social and emotional learning in our schools.	4.1.6	Provide professional development that allows all teachers to stay current with the latest technology.				
4.2.1	Examine student data from multiple sources to assess professional development needs and outcomes.	4.3.3	Continue to provide professional development about social and emotional learning to all teachers and support staff.	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.				
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.	4.4.1	Strengthen and promote Project Humanitarian Involvement at Hull High School.	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).				

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.	4.4.2	Establish a diversity co-curricular organization at Memorial Middle School.						
		4.4.3	Strengthen and promote TALK at Hull High School.						
		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.						
		4.4.5	Seek out grants and opportunities to bring events and programs that expose students to diversity and different cultures to all schools.						
		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.						
		4.5.2	Work with building-based administrators to build a schedule that will allow teachers to collaborate during the school day.						