

Special Progress Report

Hull High School

February 2013

1. Complete the revision of the school-wide learning expectations and the rubrics developed to assess each one.

Classification: *Completed*

As a result of the NEASC accreditation process, the visiting team and our own faculty recognized areas of concern involving school-wide rubrics as well as, meeting learning expectations and practicing our core values.

In the spring of 2012 Principal Michael Devine presented the previous school-wide learning expectations. The Hull High School faculty discussed the previous expectations and the changes that should be made. Departments met and developed streamlined expectations. These expectations were reviewed, amended, and approved by the faculty in the fall of 2012.

School-wide learning expectations and rubrics are attached to this report.

2. Submit analytic rubrics.

Classification: *Completed.*

Analytic rubrics were aligned with the 21st century learning expectations of Hull High School. Rubrics include specific instructional methods and assessment practices.

3. Report progress on teachers' implementation of the newly developed rubrics with students.

Classification: *Planned for the Spring of 2013.*

Term 3:

Reading

Math Department: trigonometric identities, thousandaire problems and quadratic formulas

Writing

Science Department: lab reports, learning expectations assignment and a physics project report

Presentation	Wellness Department: bullying unit, YRBS results, leading warm-ups, archery, the “perfect diet”, individual sports demonstrations, and a destructive behavior unit
Problem-Solving	Art Department: 3D paper art, computer imaging-logo, “Don’t Put Me In a Box” and “Identity”
Term 4:	
Reading	Foreign Language: sports unit, casi se muere reader, chapter 6
Writing	English Department: writing assignments aligning with the Language Arts curriculum
Presentation	History Department: research projects, portion of final exam
Problem-Solving	Music Department: students will perform a solo piece either through their primary musical instrument or through a secondary musical instrument of their choice, including computer technology

The assessments will be recorded in the schools new Aspen grade book. The grade book will then create a report documenting student achievement on assessments.

4. Increase the coordination and articulation of the curriculum between academic areas within the school.

Classification: *In Progress*

This year the focus for professional development time across the district will be on aligning the 2011 Massachusetts Curriculum Frameworks in all content areas, determining gaps, updating curriculum maps, and assessing current resources. Faculty of grades 6-12 met within their departments and worked on the Massachusetts Curriculum Framework during professional development on September 6, 2012. Faculty met again on November 6, 2012 to continue working on curriculum and Common Core Standards. The English department met and worked on the John Collins writing program. Continuing professional development on January 22, 2013 and March 6, 2013 will concentrate on curriculum frameworks. March 15, 2013 is the target date for completion of the following:

- Elementary literacy curriculum maps
- Grades 6 – 12 ELA curriculum maps
- Grades 6 – 12 math curriculum maps
- Grades 9 – 12 social studies/history curriculum maps
- Grades K – 12 Fine Arts/Music/Health/PE curriculum maps
- Grades 6 – 12 science expectations by grade level

May 22 will be all district overview of Teacher evaluation tool.

In addition to district-wide professional development, the *Freshmen Experience* team has been initiated for the 2012-2013 academic year. This team has led the change in the school's approach to teaching grade nine students. One of the main purposes of forming this team is promoting the coordination and articulation of the curriculum among the various academic areas including freshmen.

The Freshmen Experience is based on the students having one teacher for each major subject; for example, Mr. Fuller teaches all freshmen English classes, including Foundations of English, College Preparatory English, and Honors English and Mr. Bell teaches all freshmen history classes. In addition, the freshmen teachers all meet every other day during their PLC (Professional Learning Community) to discuss student's progress and to plan the coordination and articulation of the grade nine curriculum. Co-curricular projects and programs are also discussed, as well as the Common Core standards and the MCAS preparatory needs of the students.

As of the end of term 2, the program is going extremely well. Students with difficulties across the curriculum have been identified, as well as those having difficulty in one subject or more. Meetings have been scheduled with the students (and sometimes include parents) to motivate and encourage the students. Curriculum maps are currently being revised to reflect the Common Core standards and to more fully articulate curriculum updates.

5. Provide increased time for teachers to collaborate around cross-disciplinary learning and to develop curriculum for this purpose.

Classification: *In progress*

In the fall of 2012 Hull School District listed their initiatives for the 2012-2013. These included but are not limited to: Increased collaboration between building through articulation teams 6-12, Transition to the MA Common Core (ELA, literacy, math) and transitions from MCAS to PARCC, Curriculum maps updated or created Pre-K-12.

This year, we have the "Freshmen Experience"(see above) that includes freshmen teachers meeting in their PLCs to discuss freshmen issues, including curriculum.

The math and science departments are planning to meet to discuss cross-disciplinary issues so that various mathematics concepts could be taught in advance to increase student success in the different science courses.

All of the PLC groups are cross-disciplinary. They examine SAT scores, which lead to design of curriculum, implementing the rubrics, choosing selections that meet the common core standards. The English and History department have been working together to align their curriculum as well.

Currently, the principal and a science teacher co-teach a semester elective called Exceptional Populations in Schools & Society (EPSS). This course examines the history of and the science behind exceptional populations, such as people with Down Syndrome, addiction or schizophrenia.

Also, this year we have teacher leaders for ELA, science and math for grades 6 – 12. The teacher/leaders are coordinating activities with an administrator. Math teachers grades 6 – 12 have met 5 times as a department with a math consultant to unpack the math CCSS standards, understand math practices, review of Understanding by Design, discuss math pathways, launch of math power words 6 – 12 by grades/courses and time to collaborate on curriculum maps.

In the Spanish I course, there are multiple activities and units of study which incorporate skills and knowledge from other content areas. Throughout the year, students research and present on a variety of cultural topics. Many students choose to report on topics of history, music and art in Spanish-speaking countries. Later on in the course, when students have a wider base of Spanish vocabulary, they write poetry and stories in Spanish.

6. Develop a plan to assess and gather feedback in order to improve library/media services, special education services, and health services.

Classification: *Completed*

A survey was created to access and gather feedback for improvement of library/media, special education, and health services. Teacher's completed this survey in January and analyzed the results to gain understanding of the effectiveness of our services and how improvements can be made. The survey will be uploaded to the parent and student portals of Aspen. Upon completion, the data will be collected and analyzed to further improve our services.

Michael Devine, Principal

Maeve Desmond

Maeve Desmond, Follow-Up Committee Chair

Tara Grosso

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