Hull Public Schools

Strategic Plan

2019-2025

Hull Public Schools 2019-2015 Strategic Plan Contents

Hull Public Schools

Michael F. Devine
Superintendent of Schools

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January 24, 2019

Dear Members of the Hull School Committee,

Today I submit for your approval the 2019-2023 Hull Public Schools Strategic Plan. This document represents the research, thought, discussion, debate and work of more than 30 school leaders, parents, students, teachers and community members. It has taken more than a year to fully develop this document, and I am confident this is a plan that will provide our students with a truly exceptional education.

"What is in the best interests of the students of the Hull Public Schools?" This is the question that guides each decision I make as Superintendent and it also served as a guide while the Strategic Planning Committee and I developed our objectives, initiatives and action steps. As we implement the initiatives contained in this plan, each student in the Hull Public Schools will be positively impacted in many ways.

This plan is a compilation of hours of research on best practices in regards to curriculum, pedagogy, assessment and professional development. It will serve as a roadmap for our district over the next five years as we work towards ensuring that each student has her/his academic and social/emotional needs met. To do this, it will require each of us who work in the Hull Public Schools to think differently, change some of our practices, contribute to creating documents and learn new skills and best practices. I know that the faculty, staff and administrators of the Hull Public Schools are up to the task because we all share the same goal: to do what is best for our students.

This plan lays out the steps that we, as a district, must take in order to provide each Hull Public Schools student, no matter the number, with an education that is personalized, relevant and prepares them for success in the 21st century.   It is about positive student outcomes. There is no denying that we have fewer students in our schools now than we did ten years ago. But there is

also no denying that schools must do more than ever before to make sure that each student is prepared for success after high school.

Our goal from the beginning of this process, has been to determine what type of education we need to provide in order to ensure that our students are prepared for life after high school. Now that we have made that determination, we can fully engage in conversations about how this education is delivered. These conversations will undoubtedly also address the issue of declining enrollment and will look at the ways we use our current facilities. Now that we have established the "what", we can look at the "how."

My sincere thanks to the volunteers and Hull Public Schools faculty, staff and administrators for your contributions to this plan. You pushed and challenged me and, together, we created a plan that will positively impact all our students and, of which, we can be proud.

I look forward to implementing this plan, as well as having the fruitful conversations that this plan will initiate.

Sincerely,

Michael F. Devine
Superintendent
Hull Public Schools

Strategic Plan Development Committee Members and Contributors

Strategic Plan Development Committee
Roger Atherton, Community Member
Sheila Blair, Hull High School Teacher
Catherine Bowes, Community Member
George Boylen, Community Member
Christine Cappadona, Jacobs Elementary School Principal
Kyle Cuklanz, Student
Lisa Cuklanz, Parent
Amanda Davis, Hull High School Teacher
Michael DevineÊHull Public Schools Superintendent
Rosamond Dorrance, Community Member
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Jennifer Fleming, Hull School Committee Member
Jacqui Frongello, Parent
Eric Hipp, Hull School Committee Member
Anthony Hrivnak, Memorial Middle School Principal
Kelley Huxtable, Hull School Committee Member (former)
Dan Kernan, Parent
Christian Krahforst, Parent
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Laurie McDowell, Parent
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David Twombly, Hull School Committee Member

Central Office Staff
Judith Kuehn, Assistant Superintendent
David DeGennaro, School Business Administrator
Maggie Ollerhead
Diane Saniuk
Cathy Joaquim
Patty Gardiner
Debbe Bennett

Strategic Plan Development Committee Meeting Dates

Hull Public Schools

Michael F. Devine
Superintendent of Schools
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Strategic Plan Development Committee

Meetings will be held for the purpose of developing a Strategic Plan for the
Hull Public Schools at
Hull High School
Second Floor Exhibition Room, 180 Main Street
Hull, MA 02045

Meeting Schedule
2018

Wednesday, January 31

Wednesday, February 14

Thursday, March 1

Thursday, March 22

Thursday, April 5

Thursday, April 26

Thursday, May 10

Wednesday, May 23

Wednesday, June 13

Wednesday, June 27

Wednesday, September 19

Tuesday, October 2

Wednesday, October 17

Thursday, November 6

Wednesday, November 28

Wednesday, December 12

All meetings will start at 6:30 pm and end at 8:30 pm

Hull Public Schools Mission Statement, Vision Statement and Core Values

MISSION

Hull Public Schools provide a challenging and supportive learning environment to encourage all students to reach their greatest potential. We foster the growth of creative, curious, critical thinkers who are equipped to succeed as responsible, compassionate, and productive members of a diverse society.

VISION

The Hull Public Schools, in partnership with our entire community, will nurture a culture of personal success, collaboration, and support. We will develop well-rounded, enthusiastic learners and leaders who think critically and innovatively while mastering the essential skills to advance in and contribute positively to our diverse and changing world.

CORE VALUES

Pirate PRIDE

Partnership with families and community

Rigorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21st century global society

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ALL STUDENTS WILL...

Acquire 21st Century Skills

Reach Their Highest Potential

Learn From Highly Trained Teachers

Master Authentic Differentiated Curricula

Hull Public Schools Accomplishments, Evening Events and College Acceptances

PIRATE PRIDE

Partnership with families and community

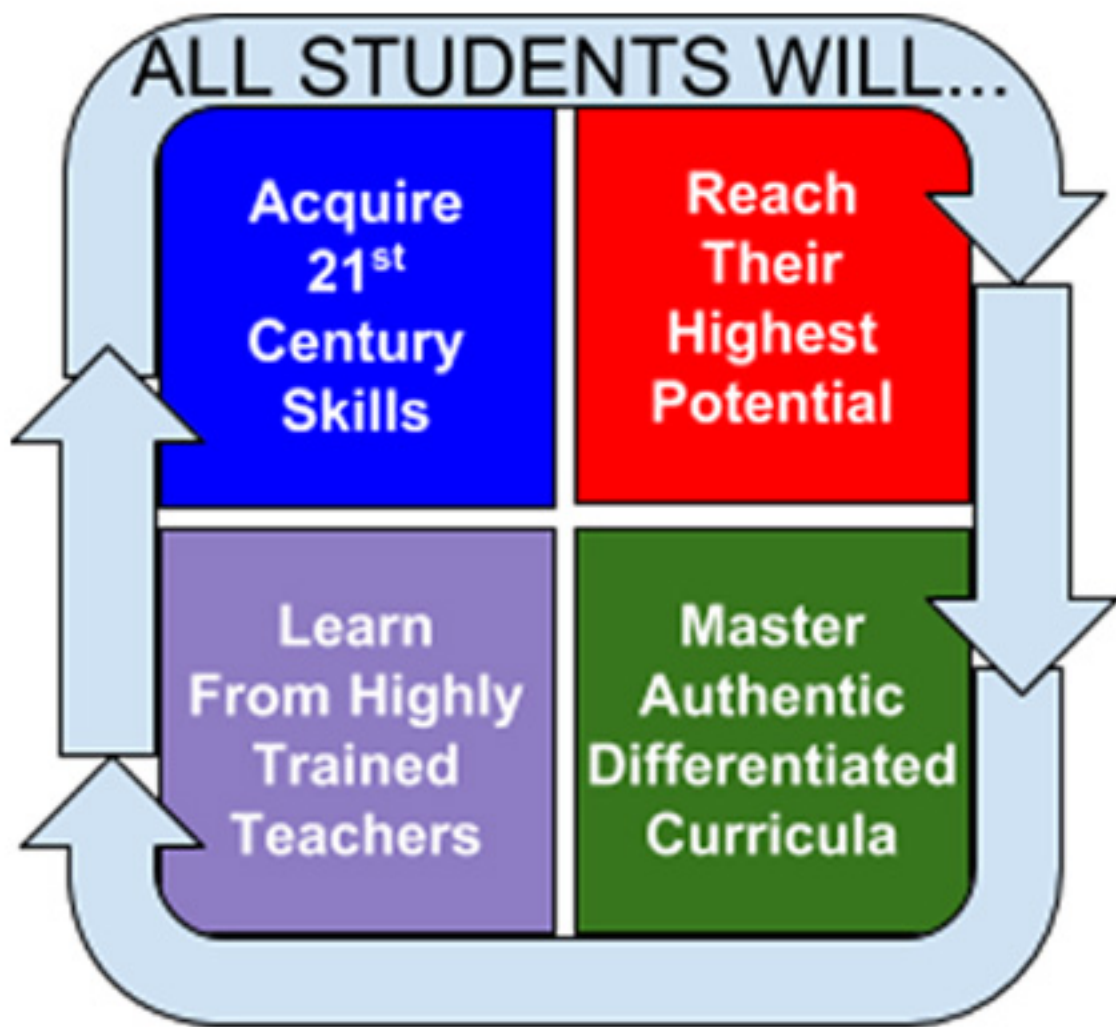**R**igorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21st century global society

PARTNERSHIP WITH FAMILIES AND COMMUNITY

- Upgraded food service program – Whitsons School Nutrition

- Created new district-wide website

- Supported by multiple local individuals, businesses, and organizations

- Hosted a successful real estate open house

- Partnered with local businesses and organizations to provide internship opportunities for students

- Collaborated with Wellspring and other service organizations to assist families in need

RIGOROUS, COMPREHENSIVE ACADEMIC, SOCIAL EMOTIONAL CURRICULUM

- Implemented new science curriculum K-8

- Expanded comprehensive wellness curriculum in grades K-12

- Offered 8 Advanced Placement courses at Hull High School

- Provided multiple virtual platforms to enhance student learning

- Continued Calm Classroom and other social emotional learning platforms K-12

- Offered specialized training for faculty and staff to increase knowledge, skills, and effectiveness

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*I*NCLUSIVE AND RESPECTFUL CULTURE FOR ALL

- Enhanced special education services by refining programs PreK-12

- Supported LGBTQ, community service, and diversity clubs in grades 6-12

- Included students of all abilities in athletics, drama, and the arts

- Recognized students for exemplifying core values in grades K-5

- Encouraged all students to develop and achieve their personal goals

- Provided all students with opportunities to learn and grow through advisory, enrichment, and after school programs

DEDICATION TO A SAFE
AND SECURE LEARNING ENVIRONMENT

- Established Memorandum of Understanding with the Hull Police Department

- Utilized full-time School Resource Officer who spends time in all three schools

- Installed electronic access system and other security upgrades

- Provided annual crisis response training to faculty and staff

- Maintained and completed facility special projects in all three buildings

- Maintained small class sizes to facilitate personalized learning experiences for all students

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ESSENTIAL SKILLS FOR SUCCESS IN A 21ST CENTURY GLOBAL SOCIETY

- Provided access to Chromebooks and iPads to all elementary classrooms

- Continued the 1-to-1 technology program in grades 6-12

- Increased coding curriculum in grades K-8

- Provided opportunities for students to work collaboratively on teams and in clubs

- Supported opportunities for students to experience diversity and different cultures

- Fostered creativity, critical thinking, and media literacy

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Hull Public Schools Community and Family Events 2017-2018

Community Service / Charitable Events

- Hurricane Relief Art Drive (MMS, HHS)
- Barter Flea Market (JES - Class of 2026)
- Holiday Gift Drive (JES)
- Turkey Trot Canned Food Drive (JES)
- Canned Food Drive for Wellspring (MMS)
- Penny Wars for Boston's Children's Hospital (MMS)
- Water for Sudan Fundraisers (MMS - Class of 2024)
- Project 351 Clothing Drive (MMS)
- Breast Cancer Research Fundraiser (MMS-National Junior Honor Society)
- Lions Club Senior Dinner (MMS-National Junior Honor Society)
- GI Go Fundraiser-Jeans for Troops (MMS - National Junior Honor Society)

- Clothing Drive for Wellspring (HHS - Class of 2020)
- Food Drive (HHS - National Honor Society)
- American Red Cross Blood Drive (HHS - National Honor Society)
- Empty Bowls (HHS - Art Club)
- Soccer Tournament for the Emma Ryan Scholarship Fund (HHS - Class of 2019)
- Beach Clean-ups (HHS - Classes of 2020 and 2021)
- Snack Shack rehab (HHS - Class of 2018)
- *Pennies for Patients* (HHS)
- *Change for Good* (HHS)
- Sunset Point Camp Clean-up (HHS - Class of 2020)
- Senior Center Clean-up (HHS - Class of 2020)
- Senior Housing Clean-up (HHS - Class of 2020)
- Painted Railings in Town (HHS - Class of 2020)
- Cat Shelter Service (HHS - Class of 2020)

Parent Meetings and Programs

- *Screenagers* (HHS, MMS, JES)
- School Safety Forum (HHS, MMS, JES)
- *Hidden in Plain Sight* Exhibit (HHS, MMS)
- Kindergarten 101 (JES)
- Kindergarten Meet & Greet (JES)
- Room Parent Meeting (JES)
- Monthly Principal Coffees (JES)
- Musical Instrument Rental Night (MMS)
- Grade 6 Orientation (MMS)
- Financial Aid Night (HHS)
- College Admissions Night (HHS)
- Freshman Parents Night (HHS)
- Sophomore Parents Night (HHS)
- Seniors Parents Night (HHS)
- AP Curriculum Night (HHS)
- Eighth Grade Course Selection Night (HHS)

Arts Events

- Family Band Night (HHS, MMS, JES)
- Art Show at the Lifesaving Museum (HHS, MMS, JES)
- ArtsAlive (MMS, JES)
- Talent Show (MMS, JES)
- Hurricane Relief Art Drive (HHS, MMS)
- Band at Town Memorial Day Event (HHS, MMS)
- Performance at Empty Bowls Event (HHS, MMS)
- Performance at PMC Kids Ride (HHS, MMS)
- Memorial Day Parade and Ceremony (HHS, MMS)
- Spring Musical - *Legally Blonde* (HHS, MMS)
- Fall Play - *Diary of Anne Frank* (HHS, MMS)
- Enrichment Choir at Car Show (MMS)

- Winter Concert (JES)
- Spring Concert (JES)
- Winter Concert (MMS)
- Spring Concert (MMS)
- Winter Concert (HHS)
- Spring Concert (HHS)
- Pot Luck Dinner and Performances (HHS)
- Seanote Performances (HHS)

Open Houses

- Preschool Open House (JES)
- Annual Open House (JES)
- Annual Open House (MMS)
- Annual Open House (HHS)
- Eighth Grade Open House (HHS)

Athletic Events

- Field Day (MMS, JES)
- Ride Your Bike to School Day (JES)
- Fall Sports Awards (HHS)
- Winter Sports Awards (HHS)
- Spring Sports Awards (HHS)

Celebrations

- Preschool Graduation (JES)
- Kindergarten Graduation (JES)
- Fifth Grade Celebration (JES)
- PTO Halloween Dance (JES)
- Jacobs Express (JES)
- Eighth Grade Dance (MMS)
- Eighth Grade Promotion (MMS)
- Graduation (HHS)
- Senior Awards and Scholarships Night (HHS)
- Underclassmen Academic Awards (HHS)

Enrichment Events

- Science Fair (HHS, MMS, JES)
- Library Volunteers (MMS, JES)
- Bingo for Books (JES)
- Pajama Story Hours (JES)
- Kindergarten Pizza Play & Learn (JES)
- Math League (JES)
- Ice cream Social (MMS)

Other Meetings

- Strategic Planning Meetings (10)
- Conversations with the Superintendent (5)

Thank you to the Hull High School Boosters, the PTO, the Drama Mamas and Papas, HASC and all the local organizations, businesses and parent volunteers for making so many of these events possible!

Hull High School College Acceptances and Military Enlistments (Classes of 2015-2018)

Military

United States Airforce ROTC	United States Army ROTC	United States Coast Guard
United States Marine Corps	United States Navy	

Most Competitive Colleges

|		
Boston College	Massachusetts Institute of Technology	University of Michigan
Boston University	New York University	University of Virginia
Fordham University	Northeastern University	Villanova University
Harvard University	Rensselaer Polytechnic Institute	Worcester Polytechnic Institute
	University of Miami	

Highly Competitive Colleges

American College	Emerson College	Simmons College
Babson College	Fairfield University	Syracuse University
Bates College	George Washington Univeristy	University of Connecticut
Clark University	North Carolina State	University of Florida
Clemson	Penn State	University of Maryland, College Park
Drexel University	Providence College	University of Massachusetts, Amherst
Elon University	Rochester Institute of Technology	University of Vermont

Very Competitive Colleges

Assumption College	Quinnipiac University	University of Rhode Island
Clarkson University	University of Maine	University of South Carolina
Loyola University New Orleans	University of Massachusetts, Lowell	Wentworth Institute of Technology
	University of New Hampshire at Durham	

Competitive Colleges

Bridgewater State University	Framingham State University	University of Hartford
Curry College	Lasell College	University of Massachusetts, Boston
Emmanuel College	Stonehill College	University of Massachusetts Dartmouth
Endicott College	Temple University	Westfield State University
Fitchburg State University		Worcester State University

Hull Public Schools Organizational Chart
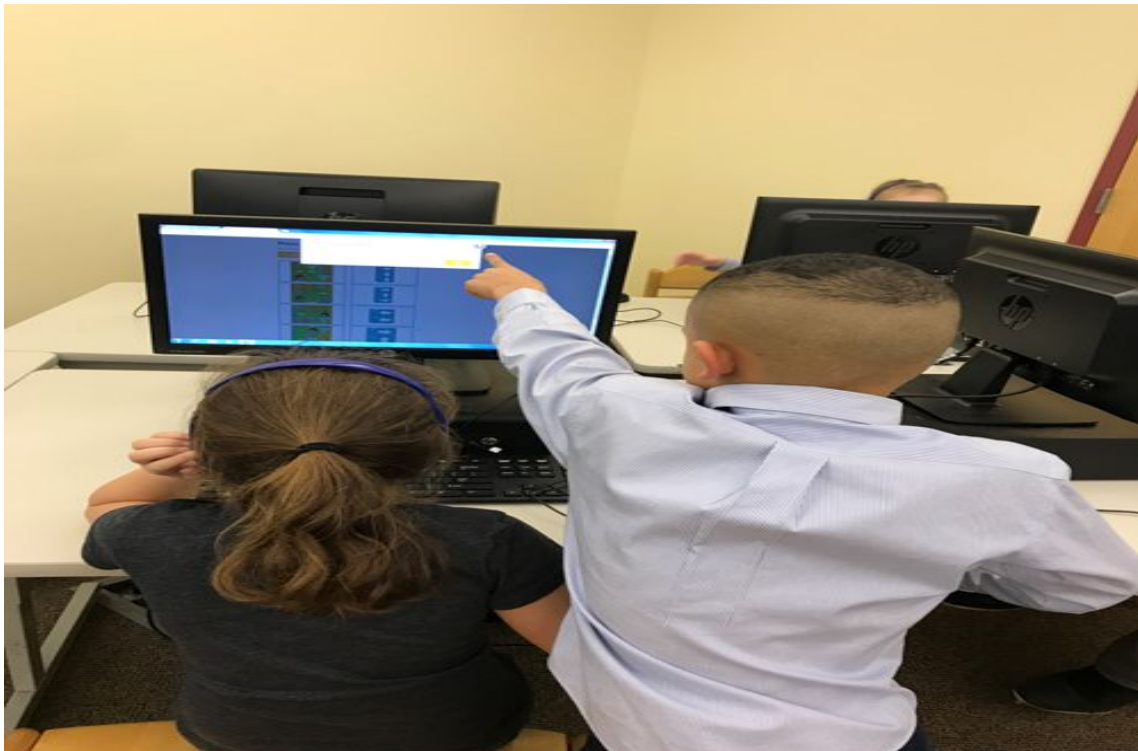
HULL PUBLIC SCHOOLS

STUDENTS

TEACHERS

Paraprofessionals	Nurses	Secretaries	Maintenance and Custodial Staff

Technology Staff	Athletic Director/ Community Outreach Coordinator	Central Office Support Staff

BUILDING & DISTRICT SUPPORT

Jacobs Elementary Assistant Principal	Memorial Middle Assistant Principal	Hull High School Assistant Principal
Jacobs Elementary School Principal	Memorial Middle School Principal	Hull High School Principal

BUILDING LEADERSHIP

Assistant Superintendent Curriculum, Professional Development, and Student Services	School Business Administrator/Facilities Director

Superintendent of Schools

DISTRICT LEADERSHIP

Glossary of Terms Used in Strategic Plan

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Glossary of Terms Used in Strategic Plan

21st Century Skills:

While there is much discussion about what exactly are "21st Century Skills", these skills most commonly named are:

- Critical thinking
- Creativity
- Collaboration
- Communication
- Information literacy
- Media literacy
- Technology literacy
- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

(https://www.aeseducation.com/careercenter21/what-are-21st-century-skills)

Achievement Gap:

The disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off. In the past decade, though, scholars and policymakers have begun to focus increasing attention on other achievement gaps, such as those based on sex, English-language proficiency and learning disabilities.
(https://www.edweek.org/ew/issues/achievement-gap/index.html)

Collaboration Skills:

The ability to work jointly with others or together especially in an intellectual endeavor.
(https://www.merriam-webster.com/dictionary/collaboration)

Communities of Practice:

For the purposes of this plan, "communities of practice" is defined as:
a. Hull Public School educators and support staff (i.e. counselors, school psychologists, therapists, etc.) working together to share ideas and implement new teaching methods, and:
b. Hull Public School educators and support staff (i.e. counselors, school psychologists, therapists, etc.) working with educators from other school districts to share ideas and implement new teaching methods.

Core Values:

A principle that guides an organization's internal conduct as well as its relationship with the external world. (http://www.businessdictionary.com/definition/core-values.html)

Critical Thinking Skills:

A term used by educators to describe forms of learning, thought, and analysis that go beyond the memorization and recall of information and facts. In common usage, critical thinking is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes. In its most basic expression, critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.
(https://www.edglossary.org/critical-thinking/)

Curriculum:

The means to achieve the goals expressed in the standards. It is the teaching and learning program, and can include lesson plans and activities, scope and sequence documents, textbooks, computer programs, and even related pedagogical advice and embedded formative assessments.
(https://learningfirst.com/wp-content/uploads/2018/11/What-we-teach-matters-FINAL-for-publication-15-Nov.pdf)

Curriculum Frameworks:

The Massachusetts Curriculum Frameworks provide teachers, students and families with clear and shared expectations for what all students should know and be able to do at the end of each year. They represent a promise of equitable education for all students. They formalize the expectation that all students in the Commonwealth have access to the same academic content, regardless of their zip code, background, or abilities.
Massachusetts Curriculum Frameworks exist for:
- History and Social Science (2018)
- English Language Arts and Literacy (2017)
- Mathematics (2017)
- Digital Literacy and Computer Science (2016)
- Science and Technology Engineering (2016)
- Vocational Technical Education (2014)
- Arts (1999)
- Comprehensive Health (1999)
- Foreign Language (1999)

(From the Massachusetts Department of Elementary and Secondary Education)

Curriculum Mapping:

The process indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use). At the elementary level, products of curriculum mapping are referred to as "Grade-level Scope and Sequences". At the middle and

high school levels, these documents are referred to as "curriculum maps."
(https://www.edglossary.org/curriculum-mapping/)

Curriculum Review Cycle:
A system through which all curricula is reviewed and mapped at regular intervals.

Differentiation:
A wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment. The basic idea is that the primary educational objectives—making sure all students master essential knowledge, concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations.
(https://www.edglossary.org/differentiation/)

Diversity:
The condition of having or being composed of differing elements; the inclusion of different types of people (including but not limited to people of different races, ethnicities, religions, abilities, genders, sexual orientations and cultures) in a group or organization.
(https://www.merriam-webster.com/dictionary/diversity)

Essential Skills and Content:
The skills and content standards contained in the Massachusetts Content Frameworks.

Exemplars:
A model, ideal or pattern to be copied or imitated or something typical or representative of an example. Exemplars are usually samples of past work completed by former students who have undertaken work of a specified quality. Exemplars may indicate a grade range and they may be annotated so as to indicate how the exemplar satisfies the stated criteria for assessment.
(https://files.eric.ed.gov/fulltext/EJ1053990.pdf)

Formative Assessment:
Any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area. (https://edsource.org/publications/education-glossary)

Growth Mindset:

The understanding that abilities and intelligence can be developed.

(https://www.mindsetworks.com/science/)

Horizontal Alignment

When a curriculum is horizontally aligned or horizontally coherent, what students are learning in one ninth-grade biology course, for example, mirrors what other students are learning in a different ninth-grade biology course. In addition, the assessments, tests, and other methods teachers use to evaluate learning achievement and progress are based on what has actually been taught to students and on the learning standards that the students are expected to meet in a particular course, subject area, or grade level. (https://www.edglossary.org/coherent-curriculum/)

Individual Learning Plans (ILPs):

The Individual Learning Plan (ILP) is a student-directed, multi-year, dynamic tool that maps academic plans, personal/social growth, and career development activities, while taking into account the student's unique, self-defined interests, needs, and goals for the attainment of postsecondary success. (www.doe.mass.edu/ccr/schoolcounseling/ilpguidance2014.docx)

Information Literacy:
Information literacy is a crucial skill in the pursuit of knowledge. It involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats. It refers to the ability to navigate the rapidly growing information environment, which encompasses an increasing number of information suppliers, as well as the amount supplied, and includes bodies of professional literature, popular media, libraries, the Internet, and much more. Increasingly, information is available in unfiltered formats, raising questions about its authenticity, validity, and reliability. This abundance of information is of little help to those who have not learned how to use it effectively. (https://www.wesleyan.edu/libr/infoforyou/infolitdefined.html)

Instructional Shifts:
Adjustments made in lessons or in curricula that require teachers to shift the focus of their instruction. (i.e. In the Mathematics frameworks, teachers should now focus on the students' aquisition of math practices.) (https://www.edglossary.org/formative-assessment/)

International Exchange Program:
Programs (run by such groups as AFS, ISEP and 4-H) that allow students to live and attend school in a foreign country for a set period of time (i.e. one year or semester).

Lifelong Learning:
The provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment.
(https://www.collinsdictionary.com/us/dictionary/english/lifelong-learning)

Massachusetts Comprehensive Assessment System (MCAS):
Standardized assessments that determine if students are meeting the state learning standards expressed in the state frameworks for English Language Arts (ELA), Mathematics and Science/Technology/Engineering.

Students earn scores of "Exceeds Expectations", "Meets Expectations, "Approaching Expectations" or "Does Not Meet Expectations" on the ELA and Mathematics exams. Students earn scores of "Advanced", "Proficient", "Needs Improvement" or "Warning/Failing" on the Science/Technology/Engineering exams.

Schools are required legally to administer the following MCAS exams:
- English Language Arts (ELA) in grades 3, 4, 5, 6, 7, 8 and 10
- Mathematics in grades 3, 4, 5, 6, 7, 8 and 10
- Science in grades 5, 8 and 9/10

The Commonwealth of Massachusetts requires that students must earn a score of "Exceeds Expectations" or "Meets Expectations" on the grade 9 and 10 MCAS exams in order to receive a high school diploma. (From the Massachusetts Department of Elementary and Secondary Education)

Massachusetts Department of Elementary and Secondary Education (DESE):
The Department charged with the oversight of all public elementary and secondary schools in the Commonwealth of Massachusetts.

Mastery-based Learning:
Also known as Competency-based Learning, refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. In public schools, competency-based systems use state learning standards to determine academic expectations and define "competency" or "proficiency" in a given course, subject area, or grade level. The general goal of competency-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life. If students fail to meet expected learning standards, they typically receive additional instruction, practice time, and academic support to help them achieve competency or meet the expected standards. (https://www.edglossary.org/competency-based-learning/)

Media Literacy:
The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.
(http://www.medialit.org/reading-room/language-media-literacy-glossary-terms)

Mission Statement:
A written declaration of an organization's core purpose and focus that normally remains unchanged over time. Properly crafted mission statements (1) serve as filters to separate what is important from what is not, (2) clearly state which markets will be served and how, and (3) communicate a sense of intended direction to the entire organization. A mission is different from a vision in that the former is the cause and the latter is the effect; a mission is something to be accomplished whereas a vision is something to be pursued for that accomplishment.
(http://www.businessdictionary.com/definition/mission-statement.html)

Practical Applications:

The use of something for a reasonable purpose (i.e. using a school math lesson to figure out the total cost of items while grocery shopping). (https://www.yourdictionary.com/practical-application)

Problem Solving Skills:

The process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills. (http://www.businessdictionary.com/definition/problem-solving.html)

Self-directed Learning:

In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (Knowles, 1975, p. 18) (http://infed.org/mobi/self-directed-learning/)

Social and Emotional Learning (SEL):

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified the following five competency clusters that are interrelated sets of cognitive, affective, and behavioral competencies:

(http://www.doe.mass.edu/bese/docs/fy2016/2016-04/spec-item1-SEL-definitions.pdf)

Standards:
Expressions of the goals of student learning at the state or federal level. Standards typically aim to outline what we expect students to know and be able to do at different stages of schooling, usually expressed in level years.
(https://learningfirst.com/wp-content/uploads/2018/11/What-we-teach-matters-FINAL-for-publication-15-Nov.pdf)

Standards-based:
Systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. In schools that use standards-based approaches to educating students, learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education—determine the goals of a lesson or course, and teachers then determine how and what to teach students so they achieve the learning expectations described in the standards. (https://www.edglossary.org/standards-based/)

Standardized Assessments:
Any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from a common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. (https://www.edglossary.org/standardized-test/)

Summative Assessment:
Assessments used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. These tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic. (https://www.edglossary.org/summative-assessment/)

Technology Literacy:
Technology Literacy is the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information.
(https://www.montgomeryschoolsmd.org/departments/techlit/docs/Definition%20of%20Technology%20Literacy.pdf)

Tier One Interventions:
Powerful classroom instruction begins with the adoption and use of an evidence-based curriculum, but effective teachers do not simply teach such a program page-by-page in the same way for all students. Rather, they differentiate instruction, providing instruction designed to meet the specific needs of students in the class.
(http://www.rtinetwork.org/essential/tieredinstruction/tier1)

Vertical Alignment:
When a curriculum is vertically aligned or vertically coherent, what students learn in one lesson, course, or grade level prepares them for the next lesson, course, or grade level. Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. (https://www.edglossary.org/coherent-curriculum/)

Vision Statement:
An aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serves as a clear guide for choosing current and future courses of action. (http://www.businessdictionary.com/definition/vision-statement.html)

Weighted Grade Point Average:
Weighted grades are number or letter grades that are assigned a numerical advantage when calculating a grade point average, or GPA. In some schools, primarily public high schools, weighted-grade systems give students a numerical advantage for grades earned in higher-level courses or more challenging learning experiences, such as honors courses, Advanced Placement courses, or International Baccalaureate courses. (https://www.edglossary.org/weighted-grades/)

Massachusetts Educator Licensure Requirements

Massachusett Educator License Requirements

Initial License
Validity:

- Valid for five (5) years of employment
- Can be extended once for an additional five years

General Requirements – appropriate for a person who:

- Has a Bachelor's degree
- Has passed all required MTEL tests
- Holds the SEI endorsement (core academic teacher, principal/assistant principal, or supervisor/director only)
- Has completed one of the following:
  - An approved educator preparation program in Massachusetts **or**
  - For out of state applicants:
    - Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner; **or**
    - Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner; **or**
    - Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner; **or**
    - For educators prepared outside of the United States, completion of a Panel Review in accordance with Department guidelines.

Professional License
Validity:

- Valid for five (5) calendar years
- Renewable every five (5) years thereafter

General Requirements – appropriate for a person who:

- Holds an Initial license in the same field as the Professional license sought;
- Has been employed under the Initial license for at least three (3) years and has completed a one-year induction program with a mentor and at least 50 hours of a mentored experience beyond the induction year.
- Has completed one of the following:
  - An approved licensure program for the Professional license sought as set forth in the Guidelines for Program Approval; **or**

- A program leading to eligibility for master teacher status, such as those sponsored by the National Board for Professional Teaching Standards and others accepted by the Commissioner; **or**
- For those who have completed any master's or higher degree or other advanced graduate program in an accredited college or university, at least 12 credits of graduate level courses in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought; these may include credits earned prior to application for the license.

http://www.doe.mass.edu/licensure/academic-prek12/teacher/license-types.html#initial-license

Educator Professional License Renewal Requirements:

Educators are required to earn 150 professional development points (PDPs) in order to be recertified in their primary area of licensure, and 30 PDPs for each additional license. Generally, one clock hour of professional development activity is equal to one PDP, although Advanced Academic Studies and some professional development can award 1.5 PDPs for each hour of activity.

Professional licenses are valid for five (5) calendar years and must be renewed in order to remain active. Professional licenses that are either one (1) year from expiring or currently on inactive status can be renewed only if the required number of Professional Development Points (PDPs) has been earned.

The following PDPs must be earned:
1. At least 15 PDPs in content (subject matter knowledge)
2. At least 15 PDPs in pedagogy (professional skills and knowledge)
3. At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
4. At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

The remaining required 90 PDPs may be earned through either "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.

http://www.doe.mass.edu/licensure/advance-extend-renew-license.html#renewing

Indicators of Student Achievement

Ultimately, the outcome of our strategic plan is our student's success and achievement. Since there is no singular measure of student success, we consider multiple measures across a range of indicators. These measures serve as data points in a feedback loop for our plan. They allow our district to self-reflect on student growth & achievement and analyze our progress at the individual, classroom, school and district levels.

Below are eight (8) selected indicators. Taken individually, each shows only a small snapshot but viewed as a whole, they provide us with a comprehensive view of student achievement throughout the Scituate Public Schools. This list is by no means exhaustive, nor is it intended to be. These multiple measures serve as mile markers; ensuring that the work we do every day with our students supports their growth and achievement in a range of areas.

Success after Hull Public Schools:
The ultimate measure of a school district is how its students do after they graduate. We will find multiple ways of getting high quality feedback from our graduates regarding how well the Hull Public Schools prepared students for life after high school.
1. SPS Alumni Achievement
2. Graduation rates

Social/Emotional Indicators:
The Hull Public Schools is focused on fostering well-rounded, well-adjusted and balanced students. We consider students' social and emotional wellbeing just as important as their academic standing. Our indicators range from culture and climate to student wellbeing, as well as participation and achievement in co-curricular experiences beyond the classroom.
3. School culture and climate surveys
4. Academic, artistic, and athletic participation and achievement

Authentic, Performance-based & Standardized Academic Indicators:
Our district utilizes a combination of performance-based and standardized assessments as indicators of academic growth and achievement across the district. This blended approach allows us to assess student growth in authentic ways while still preparing them for the standardized testing models employed at the state and national levels.
5. Performance-based assessments and authentic exhibitions of learning
6. Elementary reading and mathematics assessments
7. MCAS achievement
8. Advanced Placement (AP) participation and performance

Adapted from the Scituate Public Schools Strategic Plan (2018)

Hull Public Schools
2019 - 2025 Strategic Plan:
Summary

Hull Public Schools Strategic Plan 2019 - 2025

Vision: The Hull Public Schools, in partnership with our entire community, will nurture a culture of personal success, collaboration and support. We will develop well-rounded, enthusiastic learners and leaders who think critically and innovatively, while mastering the essential skills to advance in, and contribute positively to, our diverse and changing world.

Core Values: Pirate PRIDE

Partnership with families and community

Rigorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21st century global society

Objectives	Initiatives
Objective 1: All students will be creative and enthusiastic learners who embrace diversity and change, which will allow them to be successful in their local and global communities.	Objective 1 Initiative 1: Engage in personalized learning to enhance and support the state frameworks/curriculum. Objective 1 Initiative 2: Promote a culture of community involvement that allow students to be successful locally and globally. Objective 1 Initiative 3: Foster independent student learning to promote creative and enthusiastic learners.
Objective 2: All students will reach their highest academic potential by developing critical thinking, problem solving and collaborative skills to become curious, independent and lifelong learners who are able to work in a 21st century environment.	Objective 2 Initiative 1: Implement an individual learning plan for all students in kindergarten through grade twelve. Objective 2 Initiative 2: Review and expand the high school internship program. Objective 2 Initiative 3: Provide opportunities to students that allow them to realize and practice the practical applications of materials learned. 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. Objective 2 Initiative 5: Provide an environment where students acquire the skills currently needed for success in the 21st century.
Objective 3: All students will be provided with high-quality, authentic, relevant and differentiated curricula that prepare students to compete in a global society, while meeting their individual learning goals.	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. Objective 3 Initiative 2: Create a curriculum plan and review cycle to ensure accountability to curriculum. Objective 3 Initiative 3: Review recruiting and hiring practices to ensure that all students receive instruction from highly-qualified, talented and diverse educators.
Objective 4: Plan and facilitate timely, relevant and high quality professional learning opportunities for educators to become transformational leaders who ensure that every student has access to teachers that: Teach, differentiate and facilitate student learning to the levels required by the MA State standards and at the rigor and depth that meets the individual needs of students, and; Meet students' social and emotional needs in an inclusive environment.	Objective 4 Initiative 1: Continue to plan and provide all teachers and staff relevant and meaningful professional development. Objective 4 Initiative 2: Strengthen use of data in decision-making. Objective 4 Initiative 3: Continue to build a cohesive district-wide plan for meeting the social and emotional needs of all students. 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. Objective 4 Initiative 5: Facilitate authentic communities of practice for teachers to share ideas outside of Hull.

Back To Beginning

Hull Public Schools
2019 - 2025 Strategic Plan:
Initiatives and Action Steps

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

Hull Public Schools Strategic Plan
Action Items

<table>
<tr><td colspan="2">**Objective 1 Initiative 2: Promote a culture of community involvement that allow students to be successful locally and globally.**</td></tr>
</table>

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

Hull Public Schools Strategic Plan
Action Items

<table>
<tr><td>Objective 1 Initiative 3: Foster independent student learning to promote creative and enthusiastic learners.</td></tr>
</table>

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

Hull Public Schools Strategic Plan
Action Items

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 Individual Learning Plans, then they will have a greater say in their academic programs, allowing for more investment and engagement.

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

Hull Public Schools Strategic Plan
Action Items

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

Hull Public Schools Strategic Plan
Action Items

<table>
<tr><td style="background:red;color:white">Objective 2 Initiative 3: Provide opportunities to students that allow them to realize and practice the practical applications of materials learned.</td></tr>
</table>

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

Hull Public Schools Strategic Plan
Action Items

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 Individualized Learning Plans.	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

Hull Public Schools Strategic Plan
Action Items

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 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

Hull Public Schools Strategic Plan
Action Items

<table>
<tr><td>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.</td></tr>
</table>

<table>
<tr><td>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.</td></tr>
</table>

	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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Hull Public Schools Strategic Plan
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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Hull Public Schools Strategic Plan
Action Items

<div style="background-color:green">

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

</div>

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

Hull Public Schools Strategic Plan
Action Items

<table>
<tr><td>

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

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</table>

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

Hull Public Schools Strategic Plan
Action Items

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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Hull Public Schools Strategic Plan
Action Items

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

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

Hull Public Schools Strategic Plan
Action Items

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

Hull Public Schools Strategic Plan
Action Items

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

Hull Public Schools
2019 - 2025 Strategic Plan:
Timeline

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 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.						

Back To Beginning

Hull Public Schools
2019 - 2025 Strategic Plan:
Indicators of Success

Photo by Ashley L. Conti

Back To Beginning

Indicators of Student Achievement

Ultimately, the outcome of our strategic plan is our student's success and achievement. Since there is no singular measure of student success, we consider multiple measures across a range of indicators. These measures serve as data points in a feedback loop for our plan. They allow our district to self-reflect on student growth & achievement and analyze our progress at the individual, classroom, school and district levels.

Below are eight (8) selected indicators. Taken individually, each shows only a small snapshot but viewed as a whole, they provide us with a comprehensive view of student achievement throughout the Hull Public Schools. This list is by no means exhaustive, nor is it intended to be. These multiple measures serve as mile markers; ensuring that the work we do every day with our students supports their growth and achievement in a range of areas.

Success after Hull Public Schools:

The ultimate measure of a school district is how its students do after they graduate. We will find multiple ways of getting high quality feedback from our graduates regarding how well the Hull Public Schools prepared students for life after high school.
1. HPS Alumni Achievement
2. Graduation rates

Social/Emotional Indicators:

The Hull Public Schools is focused on fostering well-rounded, well-adjusted and balanced students. We consider students' social and emotional wellbeing just as important as their academic standing. Our indicators range from culture and climate to student wellbeing, as well as participation and achievement in co-curricular experiences beyond the classroom.
3. School culture and climate surveys
4. Academic, artistic, and athletic participation and achievement

Authentic, Performance-based & Standardized Academic Indicators:

Our district utilizes a combination of performance-based and standardized assessments as indicators of academic growth and achievement across the district. This blended approach allows us to assess student growth in authentic ways while still preparing them for the standardized testing models employed at the state and national levels.
5. Performance-based assessments and authentic exhibitions of learning
6. Elementary reading and mathematics assessments
7. MCAS achievement
8. Advanced Placement (AP) participation and performance

Adapted from the Scituate Public Schools Strategic Plan (2018)