

# Hull Public Schools

## ***PATHWAY TO COLLEGE & CAREER READINESS FOR 21<sup>st</sup> CENTURY LEARNERS***

Hull School Committee

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The *Pathway To College & Career Readiness for 21<sup>st</sup> Century Learners* document is aligned with the Massachusetts Department of Elementary and Secondary Education District Standards and Indicators as well as Conditions for School Effectiveness.

# ***PATHWAY TO COLLEGE & CAREER READINESS FOR 21<sup>st</sup> CENTURY LEARNERS***

## **Hull Public Schools Mission Statement**

The Hull Public Schools will facilitate the development of students into independent thinkers and life-long learners who are continually increasing their achievement, self-esteem and self-confidence in order to become socially responsible individuals.

## **Rationale**

The Hull Public Schools has developed this three-year strategic plan (2013–2016) with the aim of continued improvement in each of our schools. The goal of the plan is to ensure that students are educated in a challenging, innovative environment where students acquire and refine the skills necessary to be college and career ready, as well as socially responsible and successful 21<sup>st</sup> Century citizens.

## **Pathway to College & Career Readiness for 21<sup>st</sup> Century Learners Goals**

1. Graduates of the Hull Public Schools will have demonstrated the ability to think critically and to problem solve in and out of the classroom.
2. Graduates of the Hull Public Schools will have demonstrated the ability to collaborate across networks and lead by influence in and out of the classroom.
3. Graduates of the Hull Public Schools will have demonstrated agility and adaptability in and out of the classroom.
4. Graduates of the Hull Public Schools will have demonstrated initiative and entrepreneurship in and out of the classroom.
5. Graduates of the Hull Public Schools will have demonstrated the ability to effectively communicate, both orally and in writing, in and out of the classroom.
6. Graduates of the Hull Public Schools will have demonstrated the ability to access, assess and analyze information in and out of the classroom.
7. Graduates of the Hull Public Schools will have demonstrated curiosity and imagination in and out of the classroom.

## **Descriptions of Pathway to College & Career Readiness for 21<sup>st</sup> Century Learners Goals**

**All graduates of the Hull Public Schools will have demonstrated the ability to think critically and to problem solve in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to use critical thinking and problem solving skills. This will happen across all areas of the curriculum and at all grade levels. Critical thinking is a mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It entails effective communication and problem-solving abilities.<sup>i</sup> Problem solving requires the use of various resources, methods and strategies to find solutions to challenges.

**All graduates of the Hull Public Schools will have demonstrated the ability to collaborate across networks and lead by influence in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to collaborate across networks and lead by influence. This will happen across all areas of the curriculum and at all grade levels. Cooperative interaction, both in person and through the use of networks, is necessary in all areas of the 21<sup>st</sup> century world. In order to be successful, individuals must have the capacity to positively affect the character, development, or behavior of others or of a situation.<sup>ii</sup>

**All graduates of the Hull Public Schools will have demonstrated agility and adaptability in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to use agility and adaptability to manage challenges. This will happen across all areas of the curriculum and at all grade levels. Students must be able to anticipate change and react quickly and positively to that change. They must be able to thrive in settings in which they are not familiar. Students should be able to learn from their mistakes and apply what they have learned. They will be prepared to participate responsibly in school and in civic life and respect differences.<sup>iii</sup>

**All graduates of the Hull Public Schools will have demonstrated initiative and entrepreneurship in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to use initiative and entrepreneurship. This will happen across all areas of the curriculum and at all grade levels. Students need to have the freedom to take responsibility for their own learning. They must have the opportunity to produce something functional with little instruction. They must acquire the skills and confidence to take risks to achieve goals in school and in other appropriate settings.<sup>iv</sup>

**All graduates of the Hull Public Schools will have demonstrated the ability to effectively communicate, both orally and in writing, in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to effectively use written and oral communication. This will happen across all areas of the curriculum and at all grade levels. Because of the direction communication is moving on a local, national, and global level, individuals must have exceptional writing skills. Students adapt their communication in relation to audience, task, purpose, and discipline. Students must learn to be concise in their writing, but convey their point in an interesting way that engages an audience, whether that is in written form or oral communication.<sup>v</sup>

**All graduates of the Hull Public Schools will have demonstrated the ability to access, assess and analyze information in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to access and analyze information. This will happen across all areas of the curriculum and at all grade levels. It is not just the amount of information given, but how one finds and evaluates the quality of the information. Students tailor their searches to acquire useful information efficiently and integrate information from various sources. Students must be discerning and able to use valid information for a variety of purposes, including interpreting data, making inferences and drawing reasonable conclusions.

**All graduates of the Hull Public Schools will have demonstrated curiosity and imagination in and out of the classroom.**

The Hull Public Schools is committed to providing situations where students have to use curiosity and imagination. This will happen across all areas of the curriculum and at all grade levels. Students need to be inquisitive and have a desire for life-long learning. Students must be given opportunities to imagine, conceptualize, determine their own informed opinions and ideas, and be able to express this creativity in a variety of mediums and settings.

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<sup>i</sup> <http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/411>

<sup>ii</sup> [http://oxforddictionaries.com/us/definition/american\\_english/influence](http://oxforddictionaries.com/us/definition/american_english/influence)

<sup>iii</sup> <http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language>

<sup>iv</sup> <https://sites.google.com/site/7survivalskills/home/photo-gallery>

<sup>v</sup> <http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language>

## *Strategies*

***Goal 1: All graduates of the Hull Public Schools will have demonstrated the ability to think critically and to problem solve in and out of the classroom.***

- Provide training to all core subject teachers grades 6-12 for AP exams in their subject areas.
- Provide professional development to align next generation science standards with K-12 curriculum.
- Engage teachers in professional development focused on teaching critical thinking and problem solving strategies.
- Increase the number and variety of science labs offered to middle and high school students.
- Develop and implement a wide variety of after school enrichment opportunities for K-8.
- Provide increased instruction in SAT preparation grades 8-12.
- Create a district-wide K-12 robotics program.
- Create curriculum coordinator positions for grades 6-12 academic areas.
- Increase K-8 instructional coach position to 1.0.
- Provide educators with a system-wide technology integration specialist to assist classroom teachers with incorporating technology into their instruction and maintain technology offerings.
- Restore licensed middle school social studies teachers.
- Restore science specialist for K-5.

***Goal 2: All graduates of the Hull Public Schools will have demonstrated the ability to collaborate across networks and lead by influence in and out of the classroom.***

- Research opportunities to incorporate common planning time for teachers at all levels.
- Institute a middle school advisory program to provide an alternative connection to an adult for each student in the building.
- Use technology to expand a student's ability to collaborate with peers and instructors to demonstrate the advantages to collaboration.

- Establish or expand community partnerships with community-based programs.
- Increase community service opportunities for students across the district.
- Fully implement Positive Behavioral Intervention Support (PBIS) K-8.
- Strengthen processes to address transitions between grades and buildings.
- Provide opportunities for students to work in teams across disciplines to work together to solve problems.
- Provide full funding for athletics and drama.
- Provide/restore funding co-curricular activities grades K-12.
- Eliminate all participation fees that are currently charged to high school students.
- Restore foreign language program at the middle school.
- Expand the foreign language program to the elementary level in order to provide high quality foreign language instruction in grades K-12.

***Goal 3: All graduates of the Hull Public Schools will have demonstrated agility and adaptability in and out of the classroom.***

- Continue to provide professional development and coaching in the area of differentiated instruction.
- Ensure students can recognize and appreciate diversity through regular connections with students/schools from other geographic areas, cultures and ethnic backgrounds using resources like Skype, pen-pals, field trips, and virtual relationships.
- Foster opportunities for students and teachers to use technology in sophisticated ways to enhance the teaching and learning.
- Increase online learning opportunities to meet the learning needs of all students in grades K-12.
- Increase Response to Intervention (RTI) strategies in grades K-8.
- Continue to select universal screening tools and formalize consistent data sources and data collection methods K-8 to support the design and adaptation of learning strategies for all students (RTI).
- Engage parents and staff to set guidelines on values, practices and purposes of homework and the differentiation of homework as one practice to support tiered instruction.
- Expand the culture of collaboration and team building among staff through co-teaching.

- Increase co-teaching model to support differentiated instruction that targets individual needs of students at all levels as the standard method for designing and implementing instruction.
- Expand Team Based Learning Program at high school to service students through age 22 with focus on transition planning, vocational training, and community experiences.

***Goal 4: All graduates of the Hull Public Schools will have demonstrated initiative and entrepreneurship in and out of the classroom.***

- Expand the Hull High School internship program to allow all students to participate in a school day internship in their senior year.
- Expand the before and after school enrichment programs at all levels to allow all students the opportunity to enhance their initiative and entrepreneurship skills.
- Explore entrepreneur opportunities through technology, shop, and art classes at the high school.

***Goal 5: All graduates of the Hull Public Schools will have demonstrated the ability to effectively communicate, both orally and in writing, in and out of the classroom.***

- Provide training and education to students and staff on the use of emerging technology for the purpose of communication.
- Establish a required public speaking course to be taken by all Hull High School freshman.
- Require summer reading and provide books for students in grades 1-12.
- Explore full-day opportunities for pre-kindergarten students.
- Restore free full-day kindergarten for all students.
- Increase K-8 literacy coach position to 1.0.
- Fund school-day PARCC tutors to work with students in grades 3-11.
- Allocate funds for arts and literacy pre-kindergarten and kindergarten program materials (Jumpstart through South Shore Conservatory).
- Increase Jacobs reading specialists from 2.6 to 3.0.
- Restore grades 6-8 reading specialist position.

***Goal 6: All graduates of the Hull Public Schools will have demonstrated the ability to access, assess and analyze information in and out of the classroom.***

- Provide professional development that targets principles of accessing, assessing, and analyzing data/information.
- Incorporate technology to expand students' ability to access, assess, and analyze information.
- Increase the access and use of Aspen to students and staff as a way to communicate, store and analyze data, and organize information.
- Restore 1.0 librarian/media specialist positions at the middle and elementary schools.

***Goal 7: All graduates of the Hull Public Schools will have demonstrated curiosity and imagination in and out of the classroom.***

- Engage all students in a variety of enrichment programs outside of the school day.
- Revise graduation course requirements to include the arts.
- Develop K-12 social studies units with a focus on local history.
- Increase band offerings grades 6-12 and restore the elementary school band in grades 4 and 5.
- Create and implement Computer-Aided Design (CAD) offerings 9-12.
- Increase experiential learning K-12 to offer a wide range of experiences for the students.



# **Massachusetts Department of Elementary and Secondary Education**

## **District Standards and Indicators**

### **Leadership and Governance**

1. Focused School Committee Governance
2. Effective District and School Leadership
3. District and School Improvement Planning
4. Educationally Sound Budget Development
5. Effective District Systems for School Support and Intervention

### **Curriculum and Instruction**

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
2. Strong Instructional Leadership and Effective Instruction
3. Sufficient Instructional Time

### **Assessment**

1. Data Collection and Dissemination
2. Data-Based Decision-Making
3. Student Assessment

### **Human Resources and Professional Development**

1. Staff Recruitment, Selection, Assignment
2. Supervision and Evaluation
3. Professional Development

### **Student Support**

1. Academic Support
2. Access and Equity
3. Educational Continuity and Student Participation
4. Services and Partnerships to Support Learning
5. Safety

### **Financial and Asset Management**

1. Comprehensive and Transparent Budget Process
2. Adequate Budget
3. Financial Tracking, Forecasting, Controls, and Audits
4. Cost-Effective Resource Management
5. Capital Planning and Facility Maintenance

## Conditions for School Effectiveness

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*The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well. These conditions, voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010, can be used as benchmarks against which schools can gauge their practice in key areas.*

### Conditions for School Effectiveness

- I. **Effective district systems for school support and intervention:** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.
- II. **Effective school leadership:** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
- III. **Aligned curriculum:** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
- IV. **Effective instruction:** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
- V. **Student assessment:** The school uses a balanced system of formative and benchmark assessments.
- VI. **Principal's staffing authority:** The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.
- VII. **Professional development and structures for collaboration:** Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
- VIII. **Tiered instruction and adequate learning time:** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
- IX. **Students' social, emotional, and health needs:** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.
- X. **Family-school engagement:** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.
- XI. **Strategic use of resources and adequate budget authority:** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so