

**Hull Public Schools**  
**District Goals**  
***2014-2015***

**1. Continue to work collaboratively with the Hull Teachers Association in order to improve student outcomes across all grade levels.**

**Key Actions:**

- The HTA has requested a joint committee consisting of an equal number of representatives from the association and committee to review and revise the current evaluation instrument and process.

**Indicators of Success:**

- Schedule of meetings with members of the Hull Teachers Association.
- Review of protocols & procedures.

**2. Continue to work with the Hull Teachers Association to effectively implement the agreed upon evaluation instrument in accordance with the Department of Elementary and Secondary Education guidelines.**

**Key Actions:**

- Self-Assessment/Goals/Action Plans completed by Oct. 1.
- Educators in the first year meet with evaluator by Oct. 1 to assist with the self-assessment and drafting of goals.
- Educators meet with evaluator in teams and/or individually to establish plan by October 15.
- The evaluator completes and signs the Educator Plan by November 1.
- A minimum of one formal evaluation for every educator on non-professional status (PTS) teachers.
- A minimum of four mini-observations for first year educators
- A minimum of three mini-observations for second and third year non-PTS teachers.
- A minimum of one mini observation for Professional Status teachers who have achieved and overall rating of proficient or exemplary.
- Educators on one-year plans meet with evaluator to discuss and review formative assessment by February 1.
- Formative assessments for teachers on two-year self directed plans meet with evaluator to discuss and review formative assessment by June 1.
- Summative evaluations completed for all educators at the end of their evaluation cycle
- Meetings with evaluator to discuss and review summative evaluation by May 15.
- Any educator receiving a rating of “needs improvement” or “unsatisfactory” shall meet with the Evaluator by June 1 to discuss the evaluation.

**Indicators of Success:**

- Constructive feedback and/or positive reinforcement given to all educators with the goal of improving student learning and instruction as demonstrated by an increase in the scores of the District Determined Measures and standardized tests.
- Adherence to the evaluation cycle timelines.

**3. Determine ways to improve the effectiveness of all services provided to students that access the Team Based Learning (TBL), Satellite or Teaching Independence and Decision Making Through Educational Support (TIDES) programs.****Key Actions:**

- An administrator visits each program daily and provides feedback to the teacher(s).
- JES: The TBL program reorganized so that there is a full-time teacher and a full-time speech therapist with the students all day.
- MMS: TBL teachers and the administration meet weekly.
- HHS: The Edgenuity Virtual Learning system has been implemented in both the TIDES and Satellite program.

**Indicators of Success:**

- All students in the TBL, TIDES and Satellite programs make progress toward individual benchmarks and goals.
- The teachers / support staff in the TBL, TIDES and Satellite programs make progress toward individual goals.

**4. In PreK – 12 use effective strategies that promote the learning and growth of all students (i.e. differentiated instruction, effective use of technology, early identification, communication between school and home, etc.) to reduce the drop-out rate and prepare students to be college and career ready.****Key Actions:**

- Polly Bath, behavior consultant, meets with teachers and administrators at the JES for two days in October and with all HPS teachers for a one-day professional development workshop in November.
- All schools using social media to assist with home-school communication.
- The School Resource Officer (SRO) assists with students who are unwilling to come to school.

- Assistant principals file Child Requiring Assistant (CRA) orders for all students with excessive absences.
- All teacher evaluation goals address good teaching practices.
- Training provided to all teachers who have students using iPads and those who will have students using iPads in the following year.
- Consultant Christine Moynihan assisting in K-12 mathematics curriculum development and articulation.
- Data analysis of MCAS scores to determine areas of strength and weakness.
- JES:
  - Each grade level team has specific time to examine student work and collaborate with the instructional coaches.
  - Pirate's Gold Program implemented to recognize behavioral and academic achievement.
- MMS:
  - Increased focus on school culture.
    - Implementation of an Advisory program.
    - Grade level and building level programming.
    - Celebration of Success.
    - Involvement of student council and NJHS with planning of activities and community service events.
  - Use of QRI Data to identify struggling readers.
  - Increased Title I support.
  - Team of middle school teachers to attend MassCue conference on technology to explore latest offerings to improve instruction and learning.
- HHS:
  - Implementation of SAT Preparatory course.
  - Professional Learning Communities to examine:
    - Formative assessments;
    - Alternative assessments;
    - Social and emotional supports, and;
    - Drop-out prevention strategies.
  - Individualized professional development plans implemented for all teachers and support staff.
  - Edgenuity virtual learning system piloted for credit recovery courses.
  - New attendance policy implemented.

#### **Indicators of Success:**

- Decrease in the drop-out rate.
- Increase in the four and/or five-year graduation rates.
- Increase in the number of students accepted to two-year and four-year colleges.
- Increase in SAT scores.

## **5. Educators will continue to develop and implement District Determined Measures.**

### **Key Actions:**

- The following tables represent a summary of the DDM's that have been implemented or are in development across the district.

### **Indicators of Success:**

- Implementation of all DDM's across the district.
- Teachers and administration will use the data to inform instruction and improve student learning.
- Students will achieve above average growth on MCAS /PARCC.

### **DDM's Currently in Use by Specialized Instructional Support Personnel (SISP):**

<b>DDM Name</b>	<b>Source</b>	<b>Level</b>	<b># of Educators</b>
Special Ed Teachers K - 5 Reading Diagnostic Reading Assessment	Commercial	Elementary	3-5
Special Ed Teachers K - 5 Reading Leveled Literacy	Commercial	Elementary	3-5
Speech & Language Goldman Fristoe and CELF-5 Language Articulation	Commercial	Multiple	2

**DDM's Currently in Use by Teachers:**

<b>DDM Name</b>	<b>Source</b>	<b>Level</b>	<b>Subject Area</b>	<b># of Educators</b>
Developmental Reading Assessment	Commercial	Grades PK-2	ELA	6-10
Teaching Strategies Gold Kindergarten	Commercial	Grades PK-2	ELA	3-5
Qualitative Reading Inventory Grade 3	Commercial	Grades 3-5	ELA	3-5
Everyday Math Online Unit Assessments	Commercial	Multiple Grade Spans	Math	21-40
District-Developed Math Assessment	District-developed	Multiple Grade Spans	Math	6-10
Fitness-gram Physical/Health Education	Commercial	Multiple Grade Spans	Comprehensive Health (incl. PE)	3-5
Social Studies Interpret Sources	District-developed	Grades 9-12	History and Social Studies	3-5
Elementary Music Reading & Notation	District-developed	Grades 9-12	Arts	1
Elementary Music Rhythm	District-developed	Multiple Grade Spans	Arts	1
Middle ELA Reading & Writing	District-developed	Grades 6-8	ELA	3-5
Science & STEM Content	District-developed	Grades 6-8	Science and Technology	3-5
Elementary Art Teacher Spatial	District-developed	Multiple Grade Spans	Arts	1
Technology Teacher K - 5 Typing	Commercial	Multiple Grade Spans	Science and Technology	1
Preschool Teachers Early Literacy	District-developed	Grades PK-2	ELA	3-5
Preschool Teachers Early Math	District-developed	Grades PK-2	Math	3-5

### **DDM's Currently in Development:**

<b>Grade/Subject or Course</b>	<b>Resources</b>	<b>Progress</b>
Woodshop/Tech Teacher Grade 9 - 12	Time during school day for teacher to create and pilot DDMs	Principal to monitor progress/set deadlines
One Speech Assistant PreK - 5	Time during school day for teacher to determine and pilot 2 DDMs	Principal to monitor progress/set deadlines
Math Teachers 9 - 12 Power Vocabulary	Time during school day for teachers to create and pilot power vocab DDM	Principal to monitor progress/set deadlines
Science 9 - 12 Lab report writing	Time during school day for teachers to finish creation and pilot DDM	Principal to monitor progress/set deadlines
Science 9 - 12 Interpret Data	Time during school day will be given teachers to create and pilot DDM	Principal to monitor progress/set deadlines
Grade 9 English Read- Step Commercial	Time will for teachers to discuss, agree and pilot DDM	Principal to lead discussion and monitor
Grade 10 & 11 PSAT Commercial	Time for Teachers to discuss, agree and pilot SAT DDM	Principal to lead discussion and monitor
Grade 12 SAT Commercial	Time for Teachers to discuss, agree and pilot SAT DDM	Principal to lead discussion and monitor
High School Writing to Text Grades 9-12	Time during school day for teachers to refine and pilot DDM	Principal to monitor progress/set deadlines
Music 6 - 12 Second DDM needed	Time during school day for teachers to collaborate & create/pilot DDM	Principal to monitor progress/set deadlines
Art 6 - 12 (2 teachers)	Time during school day for teachers to collaborate & create and pilot DDMs	Principal to monitor progress/set deadlines
3 School Psychologists District Wide	Time in school day for psychologists to collaborate/determine & pilot DDMs	Director of Student Services to monitor progress
3 School Nurses District Wide	Time in school day for nurses to collaborate/determine & pilot DDMs	Director of Student Services to monitor progress
3 Adjustment Counselors District Wide	Time in school day for ADJs to collaborate/determine & pilot DDMS	Director of Student Services to monitor progress
High School Guidance Counselor	Time in school day for guidance counselor to determine & pilot DDMs	High School Principal to monitor progress
Two Occupational Therapists	Time in school day for OTs to collaborate/determine & pilot DDMs	Director of Student Services to monitor progress
One Physical Therapist	Time in school day to determine/research and pilot DDM	Director of Student Services to monitor progress
One Media Specialist 9 - 12	Time in school day to determine/research and pilot DDMs	Principal to collaborate and monitor progress
Spanish Teachers 9 - 12	Time in school day to determine/research and pilot DDMS	Principal to collaborate and monitor progress
Science 6 - 8 Lab Report DDM	Time in day to refine the lab report rubric and pilot	Principal to collaborate and monitor progress
Special Ed Teachers 6 - 12	Time in school day to collaborate/determine & pilot DDMS	Director Student Services to monitor progress

### **DDM's Currently in Use by Administration:**

<b>DDM Name</b>	<b>Source</b>	<b>Level</b>	<b>Role</b>	<b>Type of Assessment</b>
MCAS SGP Math	Commercial	High School	Principal	Paper/Pencil (On-Demand)
MCAS SGP English	Commercial	High School	Principal	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	High School	Vice Principal	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	High School	Vice Principal	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	Middle School	Principal	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	Middle School	Principal	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	Middle School	Vice Principal	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	Middle School	Vice Principal	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	Elementary	Principal	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	Elementary	Principal	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	Elementary	Vice Principal	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	Elementary	Vice Principal	Paper/Pencil (On-Demand)
Teacher Retention	District-developed	High School	Principal	Indirect Measure
Teacher Retention	District-developed	High School	Vice Principal	Indirect Measure
Student Attendance & Tardiness	District-developed	Middle School	Principal	Indirect Measure
Student Attendance & Tardiness	District-developed	Middle School	Vice Principal	Indirect Measure
Student Attendance & Tardiness	District-developed	Elementary	Principal	Indirect Measure
Student Attendance & Tardiness	District-developed	Elementary	Vice Principal	Indirect Measure
High Quality IEP's	District-developed	Multiple Levels	School Special Education Admin.	Indirect Measure
MCAS SGP ELA/Math Special Ed Students	Commercial	Multiple Levels	School Special Education Admin.	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	Multiple Levels	Asst. Superintendent	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	Multiple Levels	Asst. Superintendent	Paper/Pencil (On-Demand)
MCAS SGP ELA	Commercial	Multiple Levels	Superintendent	Paper/Pencil (On-Demand)
MCAS SGP Math	Commercial	Multiple Levels	Superintendent	Paper/Pencil (On-Demand)
Increase 2nd gr students reaching DRA Benchmark	Commercial	Elementary	Superintendent	Paper/Pencil (On-Demand)
Increase 2nd gr students reaching DRA Benchmark	Commercial	Multiple Levels	Asst. Superintendent	Paper/Pencil (On-Demand)
Conditions of Physical Learning Environment	District-developed	Multiple Levels	School Business Official	Indirect Measure
Monthly Tracking Substitute Coverage	District-developed	Multiple Levels	School Business Official	Indirect Measure