

**HINGHAM SCHOOL COMMITTEE
February 26, 2024 at 6:00 PM
Central Meeting Room, 2nd Floor
Town Hall
210 Central Street
Hingham, MA 02043**

**or Remote via Zoom
Dial-in number: 1-929-205-6099
Meeting ID: 834 1471 4108
Passcode: 891056
Website: <https://zoom.us/join>**

1. Call to Order

2. Adjourn to Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3) for the purposes of:

To hear a grievance from HEA Unit A as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.

3. Return to Open Session at 6:30 PM

4. Approval of minutes

4.1 Minutes of the School Committee meeting held on February 5, 2024

5. Questions and Comments

The Hingham School Committee encourages community engagement and welcomes questions and comments as agenda items are discussed at the meeting. In addition, we have set aside up to fifteen minutes at the beginning of this meeting for comments or questions that fall under the purview of the School Committee and are not already on tonight's agenda. If any guests wish to speak, please raise your hand, state your name and address, and address your comments to the Chairperson. Comments will be limited to 3 minutes per speaker and must relate to topics within the scope of responsibility of the School Committee. As established by the Massachusetts General Laws, the responsibilities of the School Committee are to (1) select and to evaluate the Superintendent, (2) review and approve budgets for public education in the district, and (3) establish educational goals and policies for the schools in the district. Speakers are encouraged to present their remarks in a respectful manner and to consider the privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period.

In addition to this public comment period, the School Committee practice provides time for questions and comments from the public on new business items on the agenda.

6. Superintendent's Report

7. Communications

- 7.1 Communications Received by the Superintendent
- 7.2 Student Communications
- 7.3 Other Communications

- 8. Unfinished Business
 - 8.1 To Discuss the FY 25 Budget

- 9. New Business
 - 9.1 School Showcase: Hingham High School
 - 9.2 To hear a presentation of warrant article N - Municipal Property Leases for Solar Projects
 - 9.3 To approve overnight and out-of-state athletic field trips and act as appropriate
 - 9.4 To review request for athletic waiver for JV Softball and act as appropriate
 - 9.5 To Receive a report on the Winter Student Assessments
 - 9.6 Strategic Plan Update #2
 - 9.7 Student Services Update #2
 - 9.8 To receive an update from Salary and Negotiations Subcommittee
 - 9.9 To approve grants and donations and act as appropriate
 - 9.10 To approve surplus and act as appropriate

- 10. Subcommittee and Project Reports
Warrants Signed

- 11. Other items as may not reasonably be known 48 hours in advance of the meeting

- 12. Adjourn to Executive Session not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
 - To approve minutes from the Executive Session held on February 5, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

 - To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

FUTURE MEETINGS:

February 27, 2024 at 6:30 PM School Committee joint meeting with Select Board and Advisory Committee, and Capital Outlay Committee
March 12, 2024 at 6:30 PM School Committee
March 25, 2024 at 6:30 PM School Committee

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

HINGHAM SCHOOL COMMITTEE

February 5, 2024

MEETING MINUTES

Called to Order at 6:30 PM

School Committee Chair Nes Correnti called the meeting to order at 6:30 PM, and began by reading the following statement for those participating by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

School Committee members present: Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey, Alyson Anderson, and Matt Cosman

School Committee members participating remotely: none

School Committee members absent: none

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, and Executive Director of Business and Support Services Aisha Oppong, and Interim Executive Director of Student Services Dr. Barbara Cataldo

Also present: Executive Assistant Sherry Robertson and Student Advisory Committee representative Alex Doggett and Slater Fairfield

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbormedia was also present and recording the meeting.

Visitors present: There were 12 audience members in attendance which included several Plymouth River Elementary Students and their parents as well as Principal Greg Lamothe, ACES members Nancy MacDonald and Tina Sherwood, and HEA President Jacqueline Beaupre.

Remote visitors: There were approximately 30 remote attendees on Zoom.

ACES called to order by Tina Sherwood at 6:30PM.

School Showcase: Plymouth River Elementary School

Principal Greg Lamothe shared a slideshow of a recent student project in which the students researched their family ancestry. Several students took turns narrating their portion of the slides, sharing their findings and illustrations.

Public Hearing: FY 25 Operating Budget

Dr. Adams and Aisha Oppong reviewed the proposed FY 25 budget explaining the budget process, and current budget drivers.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to close the public hearing on fiscal year 25 budget at 6:41PM

Approval of minutes:

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on January 22, 2024

Questions and Comments:

There were no questions at this time.

Superintendent's Report

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: Personnel Report; Kindergarten Registration which is ongoing; Preschool/Pre-Kindergarten Registration Lottery; Grades 6-12 Technology Symposium; Student Opportunity Act; School Building Committee; METCO Impact on Students findings; School and District Report Cards; and Dr. Adams Congratulated Hingham High School for receiving the 2024 AFS-USA Global School of the Year Award.

Student Communications

Slater Fairfield reported that High School Students recently participated in the Model UN conference at Harvard; Alex Doggett reported that there has been planning of events for the upcoming Unity Week.

Public Discussion of the Budget

The Committee answered questions from the public about certain budget drivers such as contract negotiations, and out of district special education costs.

New Business

Class of 2023 College Testing and Placement Data

Guidance Director Heather Rodriguez gave a presentation that shared data compiled of the Class of 2023. Information presented included data showing the college testing data, as well as college applications, acceptances, and enrollments.

Substitute Rates

Executive Director for Business and Support Services Aisha Oppong explained that the district is proposing to change the rates of substitute pay to respond to the needs of the schools that only need coverage for half a day. She explained that sometimes, a substitute can only cover or prefers only to do a half day. Half a day of coverage may provide some relief when there might be a need. The proposal is a rate of \$62.50 for a non-contracted substitute for 0.5 day and \$125 for the full day; and for contracted short-term substitutes to be paid \$153.12 for 0.5 day and \$306.23 for the full day.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the rate changes for non-contracted substitutes as proposed

Architect for The Dock

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve Golemme as the Architect for the New High School Wellness Center the “Dock” subject to contract negotiations and to give the Superintendent Dr. Margaret Adams the approval to sign the contract on the School Committee’s behalf

Grants and Donations

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to accept \$9,000 in grants from the Hingham Education Foundation for the 8th grade leadership assembly and seminar and the NELMS conference

Declaration of Surplus

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to declare as surplus library books from the South School Library listed and to authorize the Library Coordinator to dispose of them at the least cost to Hingham

Subcommittee and Project Reports/Warrants Signed

- Matt Cosman reported that the Special Education Subcommittee will be meeting on February 12th.
- Tim Dempsey reported that the Educational Programming Subcommittee met earlier in the day.
- Kerry Ni reported that the Middle School Council met earlier in the day, and she provided an update of the ongoing collective bargaining negotiations with the HEA.

Other items as may not reasonable be known 48 hours in advance of the meeting

The Committee discussed a grant application for electric buses.

On a motion by Michelle Ayer and seconded by Jen Benham

























- It was voted to approve the application for rebates for three new electric buses and for the school committee chair or Superintendent to sign the grant application for electric buses on behalf of Hingham Public Schools.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn to Executive Session at 9:26 PM, not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
- To approve minutes from the Executive Session held on January 22, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
- To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
- To hear a grievance from HEA Unit A as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Respectfully Submitted By: Jen Benham

Name ↑

- [02.05.2024 Agenda.pdf](#) 
- [Item 2.2 Public Hearing On FY25 Budget Presentation 2-5-24.pdf](#) 
- [Item 3 PRS School Showcase_School Committee Ancestor Presentation.pdf](#) 
- [Item 4.1 Minutes of the School Committee meeting held on January 22, 2024.pdf](#) 
- [Item 6.0 February 5 2024 Superintendent Report.pdf](#) 
- [Item 6.0 HHS Arts Pathway - Press Release.pdf](#) 
- [Item 6.0 School and District Report Cards - Massachusetts Department of Elementary and Secondary Education.pdf](#) 
- [Item 6.1 Personnel Report for School Committee.pdf](#) 
- [Item 6.2 Executive Director of Student Services Timeline Memo.pdf](#) 
- [Item 6.2 Executive Director of Student Services.pdf](#) 
- [Item 6.3 FY24 MAdams Formative Artifacts .pdf](#) 
- [Item 6.3 Superintendent Formative Evaluation SY23-24 Artifacts .pdf](#) 
- [Item 9.1 2023 College Entrance and Testing_Presentation.pdf](#) 
- [Item 9.1 2023ceebreport-final.pdf](#) 
- [Item 9.2 Memo Substitute Rate - Google Docs.pdf](#) 
- [Item 9.3 Amenta Emma Architecture - Hingham High School Wellness Center - 1.31.2024_AE FINAL.pdf](#) 
- [Item 9.3 CB234933.1 HS-Wellness-Center-Designer RFD 1-17-24.pdf](#) 
- [Item 9.3 MemoArchitect Approval at SC - 2-5-24 - Google Docs.pdf](#) 
- [Item 9.4 Middle School HEF Grants 23-24.docx - Google Docs.pdf](#) 
- [Item 9.5 Declaration of Surplus Materials - Feb 5 2024.docx - Google Docs.pdf](#) 
- [Item 9.5 SOUTHWeedingLogReport.Job](#) 
- [Item 11.0 Appliation for Electric Bus Rebates and Grants - Google Docs.pdf](#) 
- [Item 11.0 EPA Application forms.pdf](#) 
- [Item 11.0 EPA Bus Program.pdf](#) 



HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

madams@hinghamschools.org

www.hinghamschools.com

Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: February 26, 2024

The following are some updates for the school committee on happenings in the district.

School Attending Children's Report

The School Attending Children's Report is an annual requirement that provides information on the schools students attend in the district, both private and public, as of January 1st.

As part of the town census, the school department included a form that allowed families to report the ages, names, and schools of their children of all ages. The goal was to create a stronger understanding of current school populations to identify trends, especially for students under five. The data also helped better identify additional schools and programs including out of, including out-of-state private schools that families were taking advantage of.

Some highlights in comparison from this school year's report to last year include.

- Three students are homeschooled in 2023-24 compared to 8 in 2022-23.
- Students attending in-state private schools were 815 in 2023-24 compared to 869 in 2022-23.
- Students attending out-of-district public schools were 9 in 2022-23 compared to 25 in 2023-24.
- Nineteen students in 2023-24 were attending charter schools compared to 8 in 2022-23.
- Nine students attended an out-of-state private school in 2023-24 compared to none in 2022-23.
- Fifteen students in 2022-23 were attending collaboratives compared to 14 in 2023-24.
- The overall school-age population decreased from 4,589 in 2022-23 to 4,519 in 2023-24.
- The overall Hingham Public Schools enrollment decreased from 3,680 to 3,634 students from 2022-23 to 2023-24.

Early Release

During the February early release, we were excited to partner again with the Massachusetts Department of Elementary and Secondary Education Safe Schools Program. They presented to our custodians, food service, and administrative assistants how, in their role, they might support an inclusive, welcoming environment for our LGBTQ+ youth, families, and staff. We are grateful for the continued partnership with the state program.

Executive Director of Student Services

The position of Executive Director of Student Services has been posted. We continue to recruit for the position including posting on various boards and using social media.

South Elementary School Principal Search Process

Earlier this month, a screening interview team consisting of representatives from the HPS administration, the Hingham School Committee, South Elementary School parents, and South School staff interviewed prospective candidates for the next principal of South School. We are pleased to announce that two finalists have been selected for further consideration. During the next stage of the interview process, finalists will visit South Elementary School and meet with various stakeholders.

We invite the South School community to join several sessions this week, including evening Zoom sessions for community members who cannot join in person during the daytime. Following the sessions, community members will be offered a chance to provide feedback on each candidate.

Tara Boening, M.Ed., Ms. Boening has served as the Principal of the Liberty Elementary School in the Braintree Public Schools for the past eight years. Tara began her career as a Grade 6 classroom teacher for the New York City Department of Education. She later worked for Mattapoisett Public Schools where she taught for nine years before leaving to assume her role as Assistant Principal at Robinson Elementary School in Mansfield, Massachusetts. Ms. Boening holds a Bachelor of Arts degree in Sociology from the State University of New York at Stony Brook, a Master of Education degree in Elementary Education from Molloy College, a postgraduate certificate of study in Leadership and Curriculum from Northeastern University, and a postgraduate certificate of study in School Management and Leadership from Harvard University. Ms. Boening holds current certification from the Massachusetts Department of Elementary and Secondary Education as Principal/Assistant Principal (PK-6) and Elementary 1-6 Educator.

Valerie Charpentier, M.Ed., Ms. Charpentier has served as Assistant Principal of North Pembroke Elementary School in the Pembroke Public Schools since 2021. Valerie began her career as an Elementary Special Education teacher for Clark Avenue Middle School in Chelsea, Massachusetts. Ms. Charpentier then assumed various Special Education teaching roles for Everett Public Schools, including serving as the Educational Team Leader for the Special Education department. During the summer months, Ms. Charpentier worked for nine years as a Master Teacher & Program Coordinator for the Prep for Success summer program at Cushing Academy in Ashburnham, MA. Valerie holds a Bachelor of Arts in Psychology from the University of Massachusetts-Amherst, a Master of Education in Mild/Moderate Disabilities from Boston University, and a postgraduate Certificate of Advanced Graduate Studies from American

International College. Ms. Charpentier holds current certification from the Massachusetts Department of Elementary and Secondary Education as a Principal/Assistant Principal K-8, Special Education Administrator, and Special Education Educator.

Time	Daily Site Visit Schedule
7:45 a.m.	South Staff (Music Room)
9:15 a.m.	Parents/Community (Library)
10:00 a.m.	Leadership Team–Session 1 (Conference Room)
10:45 a.m.	Building Tour w/Mrs. Eastwood & Ms. Jacobs
11:30 a.m.–1:30 p.m.	Drop-in Lunch w/ Staff (ALL Staff welcome) (Conference Room)
1:30 p.m.	BREAK
1:50 p.m.	Students (Conference Room)
2:45 p.m.	Leadership Team–Session 2 (Conference Room)
Wednesday, February 28th 6:30 p.m.	<u>Community Forum</u> (Virtual) ZOOM link: https://hinghamschools.zoom.us/j/3134250104
Thursday, February 28th 6:00 p.m.	<u>Community Forum</u> (Virtual) ZOOM link: https://hinghamschools.zoom.us/j/3134250104

School: In-state Private	Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Accord School, Norwell	2024							1	1	2					4
Archbishop Williams	2024									1	2	1	1	1	6
Belmont Hill School	2024												1		1
Brooks School North Andover	2024										1				1
Boston College High School	2024								9	13	27	26	20	22	117
Buckingham Browne & Nichols	2024									1	1			2	4
Calvary Chapel (Rockland)	2024	1	1	1		1	1								5
Cambridge School of Weston	2024													1	1
Cardinal Cushing - St Coletta's Braintree	2024										1	1			2
Catholic Memorial	2024									1	2	2	1		6
Chamberlain International School	2024											1			1
Clearway School *	2024									1					1
Cushing Academy, Ashburnham MA	2024										1				1
Dearborn Academy	2024									1	1				2
Deerfield Academy	2024												1	1	2
Derby Academy	2024	13	15	23	16	22	30	27	21	24					191
Dexter Southfield	2024							2	3	1	1	4	3	3	17
Elements Academy Braintree	2024					1									1
Fusion Academy	2024													1	1
Granite Academy*	2024													1	1
Hopeful Journeys*	2024													1	1
Inly Montessori	2024	1	1	5	5	6	9	4	6	6					43
Landmark*	2024								1			1			2
League School *	2024									1			2	1	4
Learning Prep School	2024								1						1
Lovell Academy Rockland	2024										1	1			2
Middlesex School Concord	2024												1		1
Milestone*	2024								1						1
Milton Academy	2024	1		1	1	1		2	3	1	10	8	3	7	38
New England Center for Children*	2024											1			1
Newton Country Day School	2024													1	1
Noble and Greenough	2024									2	2	2	2	1	9
Northfield Mount Hermon	2024										1		1		2
Notre Dame Hingham	2024								13	10	14	16	19	13	85

Weymouth Public Schools	2024												1	2		3
Norfolk County Agricultural High School	2024													2		2
North Quincy High School	2024										1					1
Cambridge Rindge and Latin HS Extension Program	2024													1		1
Pembroke Public Schools	2024					1			1		1					3
Greater Commonwealth Virtual School	2024										1			2		3
Madison Park Tech. Vocational High School	2024													1		1
South Shore Vo Tech	2024											1	1			2
Sub - Total	2024	0	0	1	2	1	1	0	1	0	3	2	4	10		25
Out of State Private	2024															0
Brewster Academy, Wolfboro NH	2024												1			1
Laurel Springs School, NJ- online school	2024										1					1
Phillips Exeter NH	2024										2					2
Proctor Academy, Andover NH	2024												1			1
Salisbury School, CT	2024											1				1
Westminster School, Simsbury CT	2024										1	1				2
Wyoming Seminary, Kingston PA	2024													1		1
Sub- Total	2024	0	0	0	0	0	0	0	0	0	4	2	3	0		9
CHARTER:																
Map Academy Charter	2024											1				1
Rising Tide Charter	2024											1	1	1		3
South Shore Charter	2024			1		1			1	1	3	4	2	1		14
City on a Hill Charter	2024											1				1
Sub-total	2024	0	0	1	0	1	0	0	1	1	3	7	3	2		19
COLLABORATIVES: *																
North River Collaborative	2024													1		1
PAC Silver Lake	2024													1		1
ACCEPT Collaborative	2024													1		1
SSEC	2024					1	1		1		1	1	2	4		11
Sub-Total	2024	0	0	0	0	1	1	0	1	0	1	1	2	7		14

HOMESCHOOL:****																
HOMESCHOOL:****	2024				1		1							1		3
Hingham Public Schools Enrollment	2024	245	303	283	273	300	284	292	276	280	263	283	267	285		3634
TOTAL TO REPORT		282	339	336	324	347	342	343	358	365	357	382	359	385		4519

PAC Silver Lake	2023														1	1
ACCEPT Collaborative	2023													1		1
SSEC	2023				1	1		2		1	1	2	1	3		12
Sub-Total	2023	0	0	0	1	1	0	2	0	1	1	2	2	5		15
HOMESCHOOL:****																
HOMESCHOOL:****	2023		2	1	1			1	1		1		1			8
Hingham Public Schools Enrollment	2023	280	277	266	300	288	290	288	288	256	280	268	280	319		3680
TOTAL TO REPORT			318	333	318	346	342	340	360	365	353	382	358	363	412	4590

Hingham Public Schools

2023-2024

Formative Artifacts



By Margaret Adams, Superintendent of Schools

February 1, 2024



Goal 1: Effective Entry and Direction Setting

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.



Goal 1: Effective Entry and Direction Setting

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

- Strategic Plan Update #1 ([Presentation](#) and [Overview](#)) and #2
- [Communication Plan](#)
- [MTSS Update Fall Benchmark](#)
- [Wellness Committee Agendas](#)



Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.



Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

- [Table of Contents of Faculty Handbook](#)
- [Table of Contents for Hiring Guide](#)
- [Revised Substitute Handbook](#) and [created training materials](#)
- [Table of Contents Paraprofessionals Handbook](#)



Goal 3: Comprehensive Program Evaluation of Student Services

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

- Complete program evaluation of special education.
- Enlist community stakeholder input in program evaluation.
- Create short and long-term goals for student services.
- Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year.



Goal 3: Comprehensive Program Evaluation of Student Services

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

- [Special Education Program Evaluation Interview Schedule](#)
- [Table of Contents of District Curriculum Accommodation Plan](#)
- [Social Emotional/Behavioral Health Task Force Timeline](#)
- [Student Services Update #2](#)
- [Preschool/PreK Open House](#)



Goal 4: Professional Practice

To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including implementation updates on the strategic plan.
- Meet with the assigned NISP coach at least monthly.
- Seek out additional coaching opportunities through various networks, including meeting with other mentors, which will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership -both district and municipal — faculty and staff, and the community.



Goal 4: Professional Practice

To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan.

- [NISP Cohort 13 Schedule](#)
- [Coaching Meeting Dates](#)

Goal 1: Effective Entry and Direction Setting

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

Benchmarks

- Updates on progress towards Professional Development Plan, Technology Plan, Communication, and Strategic Plan.
- Develop and implement year one of the Equity and Inclusion Plan.

Standards Addressed

- I-E-Data-Informed Decision Making
- II-E-Fiscal Systems
- III-A-Engagement
- IV-C-Communication
- IV-E-Shared Vision

Key Actions

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.

Artifacts

- Strategic Plan Update #1 ([Presentation](#) and [Overview](#)) and #2
- [Communication Plan](#)
- [MTSS Update Fall Benchmark](#)
- [Wellness Committee Agendas](#)

Next Steps

- MTSS Elementary Update for Winter and Spring
- Plan for Strategic Plan Update #2 in February

We continue to make progress in many areas of the strategic plan. We have focused primarily this year on strengthening our human resources procedures and programs related to student services. Updates to those goals are outlined below. In addition, we continue to work on strengthening our MTSS structures across K-12. In grades 6-12, we have established mechanisms for administrators to review attendance and course grades as indicators of student progress. This work will continue into the spring.

Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

Benchmarks:

- A hiring guide was created to support consistent processes.
- New training materials created.
- Create a district faculty manual.
- Implement standard practices for teacher and staff evaluation.

Standards Addressed

- I-D-Evaluation
- II-B-Human Resources Management and Development
- II-D-Laws, Ethics, and Policies
- II-E-Fiscal Systems

Key Actions

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.

Artifacts

- [Table of Contents of Faculty Handbook](#)
- [Table of Contents for Hiring Guide](#)
- [Revised Substitute Handbook](#) and [created training materials](#)
- [Table of Contents Paraprofessionals Handbook](#)

Next Steps

- Get feedback from the full Leadership Team on the Hiring Guide and Faculty Handbook. Plan for training on the materials and resources in the spring as we begin the hiring process in the spring/summer.
- Complete paraprofessional handbook. Develop and strengthen orientation for new paraprofessionals next year.
- Support continued implementation of training for new substitutes.

Several of the artifacts shared above are the table of contents of the documents in progress. The table of contents will show that substantial work has been completed. However, additional work is planned through the winter to finalize documents. In addition,

the documents will be shared with multiple smaller teams for feedback to help continue to strengthen the content to be responsive to staff and students' needs. We also expect the documents to be revised and improved every year. We will continue to build on our best practices each year.

Goal 3: Develop a Comprehensive Program Evaluation of Student Services

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

Benchmarks

- Program evaluation completed.
- Short and long-term goals identified for student services.
- Transition plan in place for 2024-2025 school year.

Standards Addressed

- I-E-Date-Informed Decision Making
- III-A-Engagement
- III-B-Sharing Responsibility
- IV-E-Shared Vision

Key Actions

- Complete program evaluation of special education.
- Enlist community stakeholder input in program evaluation.
- Create short and long-term goals for student services.
- Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year.

Artifacts:

- [Special Education Program Evaluation Interview Schedule](#)
- [Table of Contents of District Curriculum Accommodation Plan](#)
- [Social Emotional/Behavioral Health Task Force Timeline](#)
- [Student Services Update #2](#)
- [Preschool/PreK Open House](#)

Next Steps:

- Present program evaluation report to the school committee.
- Create short and long-term goals for special education programming for the district.
- Finish revision of the District Curriculum Accommodation Plan.

We expect the special education program evaluation final document to be ready by the end of the month. We will share the results with the school committee and other community members. A description of short-term goals that respond to some areas of need

will be included. Following feedback from multiple teams, we will share long-term goals and plan of action to address needs by the end of the school year. These goals will be important to facilitate the entry of an Executive Director of Student Services.

One area that we will immediately begin planning for is strategies to support social-emotional and behavioral health needs in grades K-12. A small task force will begin immediately with a needs assessment and collection of best practices. The group will continue into next year to develop a long term plan to address those needs.

One area that we have made progress this year is in the further development of the integrated preschool/PreKindergarten program. The program will make use of expanded space at the Foster. We look forward to further strengthening the early childhood offerings to the community.

Goal 4: (Professional Practice) New Superintendent Induction Program

To ensure the district’s continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan.

Benchmarks

- Calendar documents attendance and contact with the assigned coach.
- Verification from NSIP that the superintendent actively engaged in the first year of the program.
- Updates on the implementation of the strategic plan.

Standards Addressed

- I-E-Data-Informed Decision Making

Key Actions

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including implementation updates on the strategic plan.
- Meet with the assigned NISP coach at least monthly.
- Seek out additional coaching opportunities through various networks, including meeting with other mentors, which will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership -both district and municipal — faculty and staff, and the community.

Artifacts:

- [NISP Cohort 13 Schedule](#)
- [Coaching Meeting Dates](#)

Next Steps:

- IV-D-Continuous Learning of Administrator
- IV-E-Shared Vision

- Seek out other opportunities to continue to grow in my role as superintendent.

I have welcomed the opportunity to meet continuously with mentors and long-time superintendents. These opportunities have provided opportunities to continue to develop strategies and support short-term and long-term planning as they arise in the district.

HHS SHOWCASE FEBRUARY 26, 2024



GCP

Ellie McKay '24 & Aradhana Sood '24



GCP OVERVIEW

Our Goals:

- The organization is based on evoking curiosity among students to learn outside their own culture and traditions.
- We offer opportunities for students to travel with their peers to explore places they haven't seen before.
- We aspire to teach students to respect and appreciate global perspectives.

Requirements:

- Two global electives and four years of a language
- A portfolio project

COMMUNITY & OPPORTUNITY



INSPIRING GREATER PASSION

1. Holding monthly events
2. Our mass meetings
3. Advisory meetings

INSPIRING GREATER ACHIEVEMENT



ARTS PATHWAY

Nina Murphy '25 & Mia Nagle '24



DEVELOPED COLLABORATIVELY



OVERVIEW OF ARTS PATHWAY

- Visual Arts, Theater, and Music
- Arts Pathway Club vs Arts Pathway Certificate Program
- Community arts engagement - both professional and school events
 - Capstone Project

COMMUNITY & OPPORTUNITY



INSPIRING GREATER PASSION

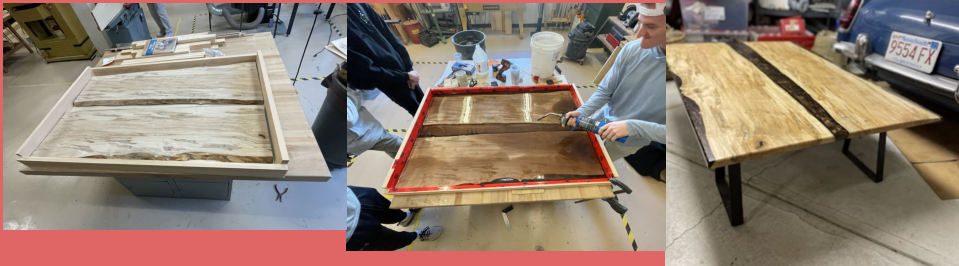


INSPIRING GREATER ACHIEVEMENT



TECHNOLOGY ENGINEERING PATHWAY

Sam Ackerman '25 & Vi Palmer '25



OUTREACH



HINGHAM
TECHNOLOGY ENGINEERING PATHWAYS

Informational Meeting

October 12 @ 7:30 AM
Auto Shop Rm 159

Do you have an interest in how things work? Or maybe design? Construction? Or the world of computer controlled robotics?

Introducing the **Technology Engineering Pathways Program** here at Hingham High School.

Explore classes that will prepare you for the future.

OVERVIEW OF TEP

- We go on a field trip once a term
- Visit technological companies and expos
 - Shows real world tech. Innovations to students
- Gives opportunities to explore career fields

COMMUNITY & OPPORTUNITY

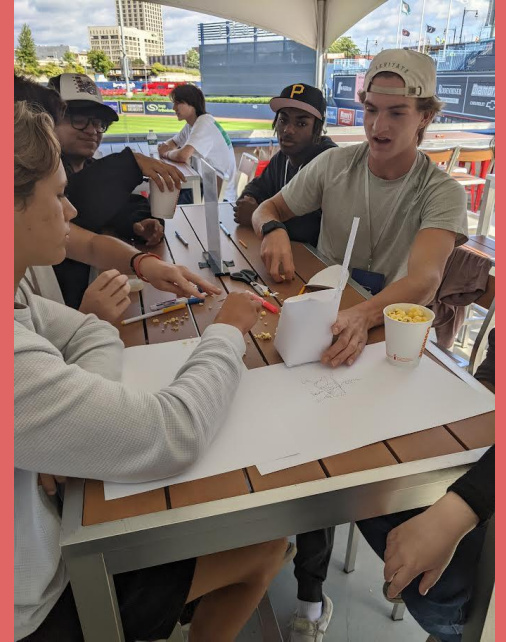
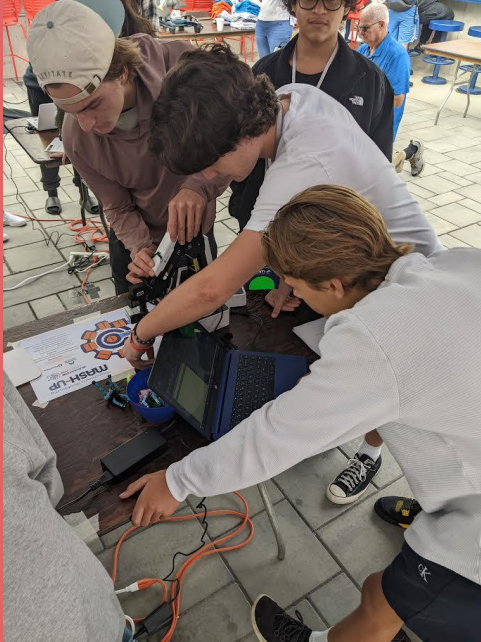


HHS Traces Program



HHS Robotics Team

INSPIRING GREATER PASSION



INSPIRING GREATER ACHIEVEMENT



OVER TIME...



**Intercultural
Programs *USA***



Hingham Municipal Lighting Plant

Municipal Solar Opportunities

Proposed by the Distributed Energy Resource Task Force

February 2024



HMLP

Municipal Solar Opportunities



Goals



Research



Results



Proposal & Town Meeting Article



Goal: Contribute to carbon reduction plans

2019: HMLP Board included in HMLP's mission statement:
"a commitment to 100% carbon-free energy."

2021: Town Meeting voted to seek:
"measures to achieve a zero sum of carbon emissions... by the year 2040 or another target date deemed feasible."

2022: HMLP Board adopted a power supply policy, including a commitment to:
"to build distributed energy and storage resources in Hingham, ideally solar arrays with associated batteries."

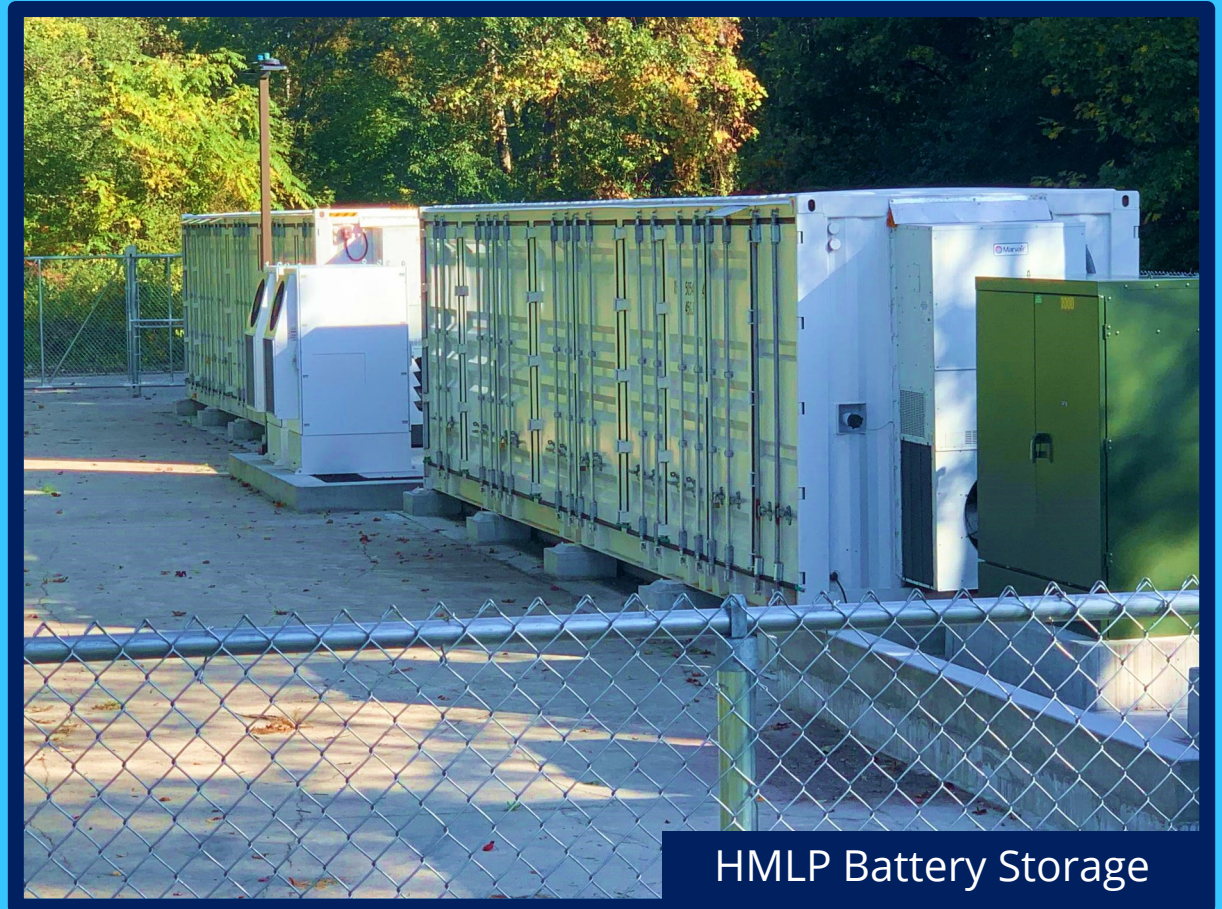
2023: Hingham's Climate Action Plan includes this goal:
"Increase carbon-free energy and electrification for Hingham with decentralized, distributed energy resources ("DER"), (and) carbon-free power procurement..."



Distributed Energy Resources (DER)

Non-centralized energy sources which don't originate in a large generation facility.

- Solar arrays;
- Stored energy (i.e., batteries)



HMLP Battery Storage



HMLP

Municipal Solar Opportunities

Why is DER an important part of our power supply plan?



HMLP Rooftop Solar

- To meet Hingham’s carbon reduction goals, we need “all of the above.”
- Pairing solar arrays with batteries can potentially capture additional savings for ratepayers.
- Potential for emergency power to crucial town services during outages.



HMLP

Municipal Solar Opportunities

Research: What's the process to put solar on Town roofs?

Summer of 2021: **Informal study by a Board member and a volunteer**

Fall of 2022: **HMLP General Manager formed working group, now the Distributed Energy Resources group**

- Staff
- Board member
- Volunteers

Winter of 2022-23: **Exploratory discussions**

- MLP towns with solar arrays on municipal buildings
- Solar developers and financing groups



What Town roofs make good sites?

- Allowable system size
- Annual production savings
- Capital costs and incentives
- Annual O&M costs
- Discounted payback

Solar Proposal Financial Calculator - V.1.2. File Edit View Insert Format Data Tools Extensions Help

Project: **Hingham High School**
Project Address: 17 Union St.

This calculator is produced by the Hingham Municipal Lighting Plant (HMLP) to provide municipal & commercial customers with a "first cut" feasibility of solar for a given building or site. HMLP is not liable for the accuracy of any of the project variables or any other inputs that may be included in the calculator. A final determination of a site's suitability for solar and the project economics thereof should be based on a detailed engineering study.

PV System Summary					
total site area (square footage)	total PV system size (kW)	total upfront PV cost	total lifetime savings (20 yrs)	annual PV operation cost	discounted payback (yrs)
343,941	4,471	\$8,372,838.62	\$25,450,083.13	\$167,456.77	7.76

Each Area Included in the Summary as Stand-Alone Projects					
site area	PV size (kW)	upfront cost	operation cost	payback (yrs)	lifetime savings
Main Roof	2,052.28	\$3,148,186.76	\$76,862.21	8.71	\$8,683,594.01
N/A	\$0.00	\$0.00	0	0.00	\$0.00
N/A	\$0.00	\$0.00	0	0.00	\$0.00
N/A	\$0.00	\$0.00	0	0.00	\$0.00
Near Parking	651.91	\$975,399.45	\$24,415.39	11.58	\$2,134,958.23
Teacher's Lot	302.69	\$474,603.79	\$11,336.43	10.69	\$1,107,081.00
Far Parking	1,464.35	\$2,145,182.54	\$54,842.74	10.17	\$5,216,722.47
N/A	\$0.00	\$0.00	0	0.00	\$0.00



Results: Financing is the issue

Benefits go to the owner

- **Third Party Ownership**
- **Town Ownership**
- **Light Plant Ownership**





HMLP

Municipal Solar Opportunities

Light Plant Ownership

- “Front of the Meter” – HMLP takes all of the energy
- After payback period, ratepayers benefit from savings
- Ratepayers (and the Town) benefit from increase in carbon-free energy



Middleborough High School



HMLP

Municipal Solar Opportunities

Town Ownership

- “Behind the Meter” – Town absorbs all the energy it can use, generating savings
- Excess energy is sold to the Light Plant at wholesale price, generating revenue
- Will pay for itself and generate savings revenue when paid off
- But the Town must finance



Whately Town Offices



HMLP

Municipal Solar Opportunities

Third-Party Ownership

- Developer leases roof from the Town
- Light Plant buys all of the energy
- Must be over 1 MW to be attractive to developers

This is the least valuable option to the Town, but it carries the lowest risk.



Sharon Middle School Roof

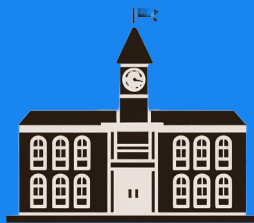


What's Our Choice?



Light Plant Ownership

Funds already committed for solar arrays at HMLP's office building and landfill.



Town Ownership

Seen as most attractive in summer 2023, but not moving forward.



Third-Party Ownership

Current proposal!



Proposal

DER group proposal to Select Board on 1/29/24

- Town would issue RFP, which HMLP would assist in developing.
- RFP would invite proposals to develop any or all of a list of town facilities.

Article for Town Meeting

Third-parties need licenses or leases to put arrays on municipal roofs.

Leases require Town Meeting approval, slowing development process.

Proposed article, inspired by action taken by Concord Town Meeting: SB could be authorized, but not required, to sign leases for this purpose only.



HMLP

Municipal Solar Opportunities

Carbon-free electricity for Hingham...

Let's get started!



Acton-Boxborough Regional School District

HINGHAM PUBLIC SCHOOLS

**FIELD TRIPS ARE NOT TO BE SCHEDULED DURING THE FIRST OR LAST WEEK OF ANY TERM.
NO SOPHOMORES MAY GO ON FIELD TRIPS IN THE MONTH OF MARCH.
NO FIELD TRIPS ARE TO BE SCHEDULED DURING MAY AND JUNE.**

Field Trip Planning Sheet - Grades 6 - 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): John Todd

Grade/Course and Section: Athletics - Boys Lacrosse

Destination: Huntington, NY

Means of Transportation: Charter Bus

Date: March 23 and 24, 2024

Time Leaving: 8AM Time Returning: 5PM

Contact Person: John Todd

Telephone: 617.750.6174

No. pupils in class: 25

No. pupils going: 25

(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: NA

Potential hazards/safeguards: _____

Necessary CORI Forms

Completed

Yes

Estimated costs per student: No additional cost

Ratio of students/chaperones: 7 to 1

Cost Paid By: Booster Club

Transportation Paid By: Boosters Club

* Educational Objective(s): Interscholastic Athletic Competition

* Methodology/Integration with Core Curriculum: _____

Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need. All students will attend

Describe the availability of travel insurance for families in case of cancellation. NA

Signature School Employee Sponsoring Trip: [Signature] Date: 2/10/24

Approved: [Signature] 2/21/24
Principal
Date

Approved: [Signature] 2/26/24
Date
Director, if applicable

Approved: _____ Date: _____
Hingham School Committee (if applicable)

* Use another sheet if needed
Prior to submitting your Field Trip Packet to Mr. Swanson and the School Committee for approval, please visit this [website](#) to preview a list of other trips being offered. It is our hope that one central location with current HHS travel opportunities will assist in your planning and diversify the offerings. If you would like your trip listed on this website once it is approved, please email Erica Pollard with your name, contact information, the tour name, tour date, who the tour is open to, and the itinerary or enrollment link.

Copies to the Building Principal and Director
Staff are required to submit a "Disclosure Form" if applicable.
Revised: 10/22

All forms must

be "typed"

HINGHAM PUBLIC SCHOOLS

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Field Trip Planning Sheet - Grades 6 - 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): John Todd

Grade/Course and Section: Athletics - Boys Lacrosse

Destination: Simsbury, CT

Means of Transportation: Charter Bus

Date: April 13, 2024

Time Leaving: 8AM Time Returning: 5PM

Contact Person: John Todd

Telephone: 617.750.6174

No. pupils in class: 25

No. pupils going: 25

(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: NA

Potential hazards/safeguards: _____

Necessary CORI Forms Completed Yes

Estimated costs per student: No additional cost Ratio of students/chaperones: 8 to 1

Cost Paid By: Booster Club

Transportation Paid By: Boosters Club

* Educational Objective(s): Interscholastic Athletic Competition

* Methodology/Integration with Core Curriculum: _____

Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need. All students will attend

Describe the availability of travel insurance for families in case of cancellation. NA

Signature School Employee Sponsoring Trip: _____ Date: 2/20/24

Approved: Swanson 2/21/24
Principal
Date

Approved: _____ 2/20/24
Date Director, if applicable

Approved: _____ Date: _____
Hingham School Committee (if applicable)

* Use another sheet if needed

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Field Trip Planning Sheet – Grades 6 – 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): John Todd

Grade/Course and Section: Athletics - Boys Lacrosse

Destination: Pinkerton, NH

Means of Transportation: Charter Bus

Date: April 27, 2024

Time Leaving: 8AM Time Returning: 5PM

Contact Person: John Todd

Telephone: 617.750.6174

No. pupils in class: 25

No. pupils going: 25

(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: NA

Potential hazards/safeguards: _____

Necessary CORI Forms Completed Yes

Estimated costs per student: No additional cost Ratio of students/chaperones: 8 to 1

Cost Paid By: Booster Club

Transportation Paid By: Boosters Club

* Educational Objective(s): Interscholastic Athletic Competition


* Methodology/Integration with Core Curriculum: _____


Preparation: _____

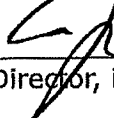
Follow up: _____

Describe the availability of financial aid for students in need. All students will attend

Describe the availability of travel insurance for families in case of cancellation. NA

Signature School Employee Sponsoring Trip:  Date: 2/20/24

Approved:  2/21/24
Date Principal

Approved:  2/20/24
Date Director, if applicable

Approved: _____ Date: _____
Hingham School Committee (if applicable)

* Use another sheet if needed

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Revised: 10/22

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NO FIELD TRIPS ARE TO BE SCHEDULED DURING MAY AND JUNE.**

Field Trip Planning Sheet – Grades 6 – 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): Sydney Blasetti, Alix Howie Grade/Course and Section: Athletics - Crew B/G

Destination: Bulldog Landing, Hocksett, NH

Means of Transportation: Charter Bus

Date: May 11, 2024 Time Leaving: 7AM Time Returning: 7PM

Contact Person: Sydney Blasetti Telephone: 781.635.6768

No. pupils in class: 120 No. pupils going: 120
(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: NA

Potential hazards/safeguards: All safety protocols in place for regatta and team management

Necessary CORI Forms Completed Yes

Estimated costs per student: No additional cost Ratio of students/chaperones: 12 to 1

Cost Paid By: HHSRA Transportation Paid By: HHSRA

* Educational Objective(s): Interscholastic Athletic Competition

* Methodology/Integration with Core Curriculum: _____

Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need: All willing students will attend.

Describe the availability of travel insurance for families in case of cancellation. NA

Signature School Employee Sponsoring Trip: _____ Date: 2/20/24

Approved: _____ Date: 2/20/24
Principal Director, if applicable

Approved: _____ Date: _____
Hingham School Committee (if applicable)

* Use another sheet if needed

Prior to submitting your trip request to Mr. Swanson and the School Committee for approval, please visit this website to preview a list of other trips being offered. It is our hope that one central location with current HHS travel opportunities will assist in your planning and diversify the offerings. If you would like your trip listed on this website once it is approved, please email Erica Pollard with your name, contact information, the tour name, tour date, who the tour is open to, and the itinerary or enrollment link.

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NO FIELD TRIPS ARE TO BE SCHEDULED DURING MAY AND JUNE.**

Field Trip Planning Sheet – Grades 6 – 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): Sydney Blasetti, Alix Howie Grade/Course and Section: Athletics - Crew B/G

Destination: Wilson's Landing, Hanover, NH

Means of Transportation: Charter Bus

Date: May 18, 2024

Time Leaving: 7AM Time Returning: 7PM

Contact Person: Sydney Blasetti

Telephone: 781.635.6768

No. pupils in class: 120

No. pupils going: 120

(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: NA

Potential hazards/safeguards: All safety protocols in place for regatta and team management

Necessary CORI Forms



Completed Yes

Estimated costs per student: No additional cost

Ratio of students/chaperones: 12 to 1

Cost Paid By: HHSRA

Transportation Paid By: HHSRA

* Educational Objective(s): Interscholastic Athletic Competition


* Methodology/Integration with Core Curriculum: _____

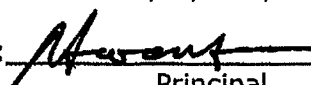
Preparation: _____


Follow up: _____

Describe the availability of financial aid for students in need: All willing students will attend.

Describe the availability of travel insurance for families in case of cancellation. NA

Signature School Employee Sponsoring Trip:  Date: 2/20/24

Approved:  2/21/24
Principal
Date

Approved:  2/20/24
Director, if applicable
Date

Approved: _____ Date: _____
Hingham School Committee (if applicable)

* Use another sheet if needed

Prior to submitting your Field Trip Packet to Mr. Swanson and the School Committee for approval, please visit this [WEBSITE](#) to preview a list of other trips being offered. It is our hope that one central location with current HHS travel opportunities will assist in your planning and diversify the offerings. If you would like your trip listed on this website once it is approved, please email Erica Pollard with your name, contact information, the tour name, tour date, who the tour is open to, and the itinerary or enrollment link.

Hingham High School Athletic Department

Date: February 15, 2024
To: Dr. Margaret Adams, Superintendent of Schools, Hingham Public Schools
From: Mr. Jim Quatromoni, Director of Athletics, Hingham High School
Subject: Spring 2024 Waiver

The Massachusetts Interscholastic Athletic Association (MIAA) provides the opportunity to apply for various waivers through each school's District Athletic Committee (DAC). The DAC evaluates the information presented and rules on the waiver. The MIAA provides the DAC with the criterion that will be evaluated in determining the approval or denial of a waiver.

This spring, we were granted one waiver. The waiver is for 8th grade student-athletes to participate on the JV softball team. This is the fifth season that we have used 8th graders on our JV softball team. We anticipate four 8th graders participating this spring. That would be the lowest number in the four-year history of the waiver. Five 8th graders participated last spring. Only two teams in our league offer freshman softball. The JV level is typically the lowest level offered in this area. Three other teams in our league have 8th grade waivers for softball.

The MIAA gives us the opportunity to apply for the 8th grade waiver in order to preserve high school student-athlete opportunities. This is a classic example of that. The (estimated) nine high school aged student-athletes that would be on a JV team, are likely not ready for varsity play and would face either not playing at all or being cut from the program completely. This waiver allows us to continue to provide the opportunities through a JV team.



Middle of Year (MOY) Assessment Data

February 26, 2024

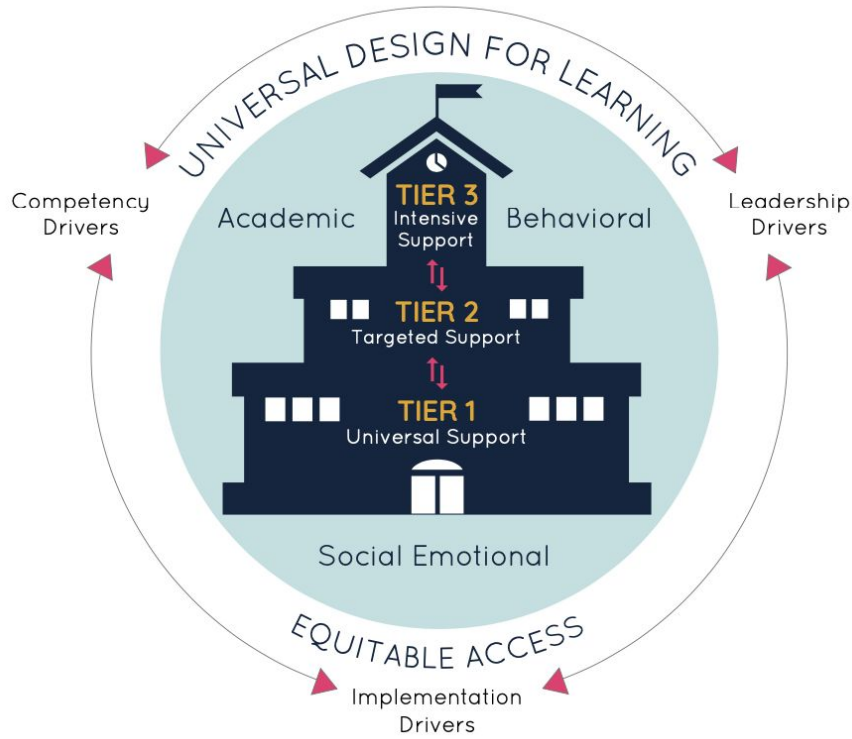
Dr. Margaret Adams, Superintendent

Kathryn Roberts, Interim Assistant Superintendent

Mary Andrews, Director of ELA

David Jewett, Director of Mathematics

Multi-Tiered System of Support (MTSS)



MULTI-TIERED
SYSTEM OF SUPPORT

Through MTSS, we will proactively identify and address the strengths and needs of all students by optimizing:

- data-driven decision-making
- progress monitoring
- evidence-based supports and strategies

2023-2024 MTSS Strategic Focus Areas

- The presentation of the current MOY data continues our second full year of implementation of the newly restructured MTSS intervention protocols.

2023-2024 MTSS—Strategic Focus Areas:

- Continuing to strengthen MTSS interventions and data protocols.
- Coordination of additional iReady myPath training for specialists and interventionists to further personalize interventions.
- District-wide adoption of a new evidence-based K-5 reading program, *Into Reading*, in 2023-2024.
- Continued elementary math coaching cycles related to math workshop model and math practices.

BOY
Diagnostic



Progress
Monitoring

MOY
Diagnostic

Progress
Monitoring

EOY
Diagnostic

MTSS Diagnostic Assessments

What are we using?		How are we using it?	
Diagnostic Tool		Grades	Description
	Acadience Reading Diagnostic (DIBELS Next)	K-3	Acadience provides universal early literacy screening through a series of short, fluency-based probes. Acadience data is supplemented with additional subtests (e.g.--RAN.)
	iReady Reading Diagnostic	Gr. 3-5	iReady Reading diagnostic is an adaptive computer-based test that assesses phonological awareness, phonics, high frequency words, vocabulary and reading comprehension.
	iReady Math Diagnostic	K-6	iReady Math diagnostic is an adaptive computer-based test that assesses in the domains of numbers and operations, algebraic thinking, measurement & data and geometry.



Acadience Early Literacy Screening Subtests (K-3)

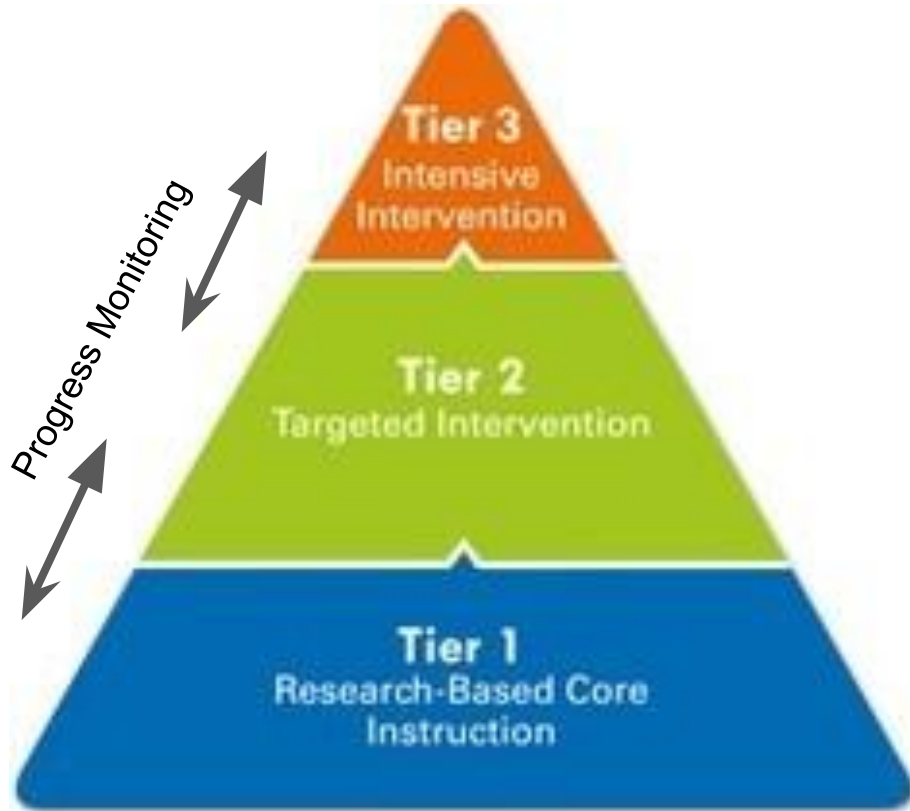
<u>Subtest</u>	<u>Administered</u>	<u>Description</u>
First Sound Fluency (FSF)	Kindergarten (BOY to MOY)	<u>First Sound Fluency (FSF)</u> is a brief, direct measure of a student's fluency in identifying the initial sounds in words . The ability to isolate and identify the first phoneme in a word, an important phonemic awareness skill, is an easier skill than segmenting words or manipulating phonemes in words, thus FSF is used as a measure at the <u>beginning and middle of kindergarten</u> .
Phoneme Segmentation Fluency (PSF)	Kindergarten (MOY) through Grade 1	<u>Phoneme Segmentation Fluency (PSF)</u> is a brief, direct measure of phonemic awareness. PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.
Nonsense Word Fluency (NWF-CLS) (NWF-WWR)	Kindergarten (MOY) to BOY second grade	<u>Nonsense Word Fluency (NWF)</u> is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. There are two separate scores reported for NWF- <u>Correct Letter Sounds (CLS)</u> and <u>Whole Words Read (WWR)</u> .
Oral Reading Fluency (ORF-Accuracy) (ORF-Retell)	Grade 1 (MOY) through Grade 3	<u>Oral Reading Fluency (ORF)</u> is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension . There are two parts to ORF: <u>orally reading a passage (accuracy, words correct)</u> and <u>retelling the passage</u> .



iReady Reading Subtests (Gr. 3-5)

<u>Subtest</u>	<u>Description</u>
Phonological Awareness (PA)	Rhyme Recognition • Syllable Blending and Segmenting • Onset and Rime Blending and Segmenting • Phoneme Identification and Isolation • Phoneme Blending and Segmentation • Phoneme Addition, Deletion, and Substitution
Phonics (PH)	Decoding/Encoding/Sorting Multi-Syllable Words - Multi-Syllable Decoding Strategies - Types of Syllables - Words with Prefixes - Words with Suffixes
High Frequency Words (HFW)	Words from Zeno, Dolch, and Fry Lists • Recognition in Isolation • Identification among Other Words • Spelling
Vocabulary (VOC)	Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/Clarify Word Meaning • Understand Word Families • Analyze Word Relationships
Comprehension: Literature (LIT)	Ask Questions about Stories • Make Inferences • Cite Textual Evidence • Determine Theme/Central • Message of a Story/Poem • Recount or Summarize Story Events • Understand/Describe Characters, Settings, Events • Interpret Figurative Language • Determine Point of View in a Story • Connect Words and Pictures • Analyze Structure and Elements of Stories/Plays/Poems • Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) • Interpret Allusions
Comprehension: Informational Text (INFO)	Ask Questions about Key Ideas • Identify Main Idea/Key Details • Cite Textual Evidence • Make Inferences • Retell or Summarize Text • Demonstrate Understanding of Unfamiliar Words • Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts • Demonstrate Understanding of Unfamiliar Words • Identify or Analyze Author's Point of View or Purpose • Evaluate Arguments • Connect Text and Visuals • Use or Interpret Text Features • Compare Author's Point of View in Two Texts • Analyze and Compare Text Structures within One Text or between Two Texts • Find and Integrate Information from Multiple Sources

How does MTSS data inform interventions?



*Tier III	More intensive and increasingly individualized interventions. Instruction facilitated by reading/math specialists and interventionists
Tier II	Small group, targeted interventions based on MTSS data. Group composition and skills targeted are informed by data. Tiered instruction may also include opportunities for extension & enrichment for students exceeding grade level standards. Groups led by classroom teachers, reading specialists & interventionists.
Tier I	Research-based, universally-designed core instruction for all students.

*Students with domain specific IEP goals will receive services as determined by IEP.



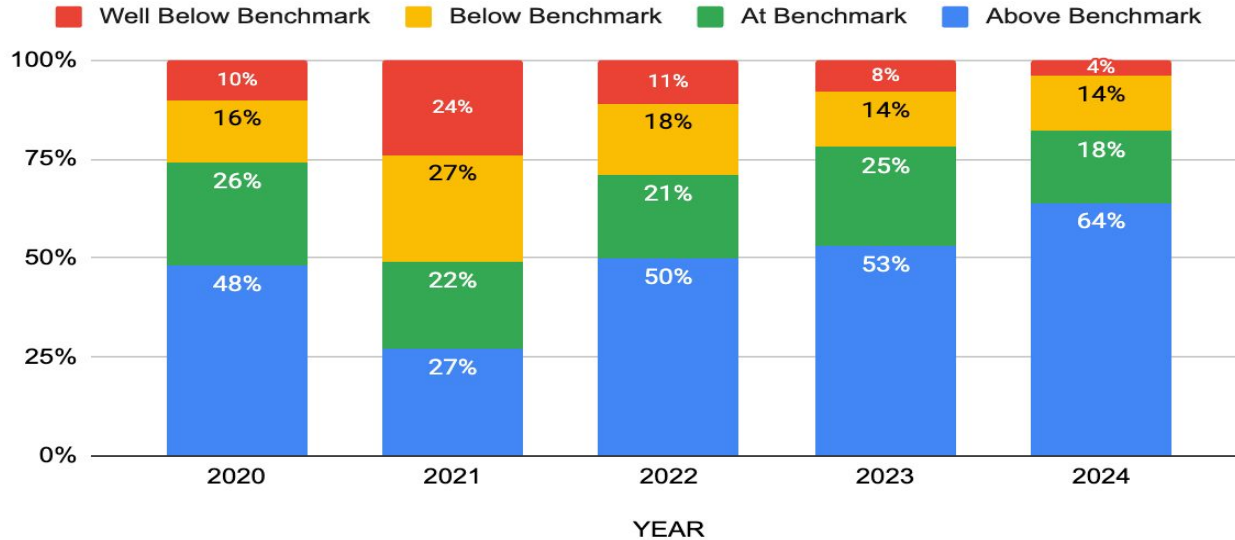
ELA - Reading

Grades K-2 Acadience (DIBELS) Takeaways...

- Even with the higher performance level score ranges for MOY assessments and varied subtests considered, more than 80% of this year's kindergartners continue to place at or above benchmark for the Acadience (DIBELS) composite score.
- Almost $\frac{3}{4}$ of HPS current first graders placed at or above benchmark for the MOY Acadience (DIBELS) composite score despite the increased benchmark cut-offs and additional subtests considered.
- Even with the higher performance level score ranges for MOY assessments, almost 80% of this year's second graders continue to place at or above benchmark for the Acadience (DIBELS) composite score.
- The average Acadience (DIBELS) composite scores for all grades K-2 fell in the "above benchmark" range on both the BOY and MOY assessments.
- Though the year-to-year comparison of MOY scores in Grade 2 show a slight dip in the percentage of students placing at or above benchmark, tracing the performance of that particular cohort since kindergarten demonstrates evidence of distinct growth.

Acadience/DIBELS (Early Literacy Skills): ALL Students

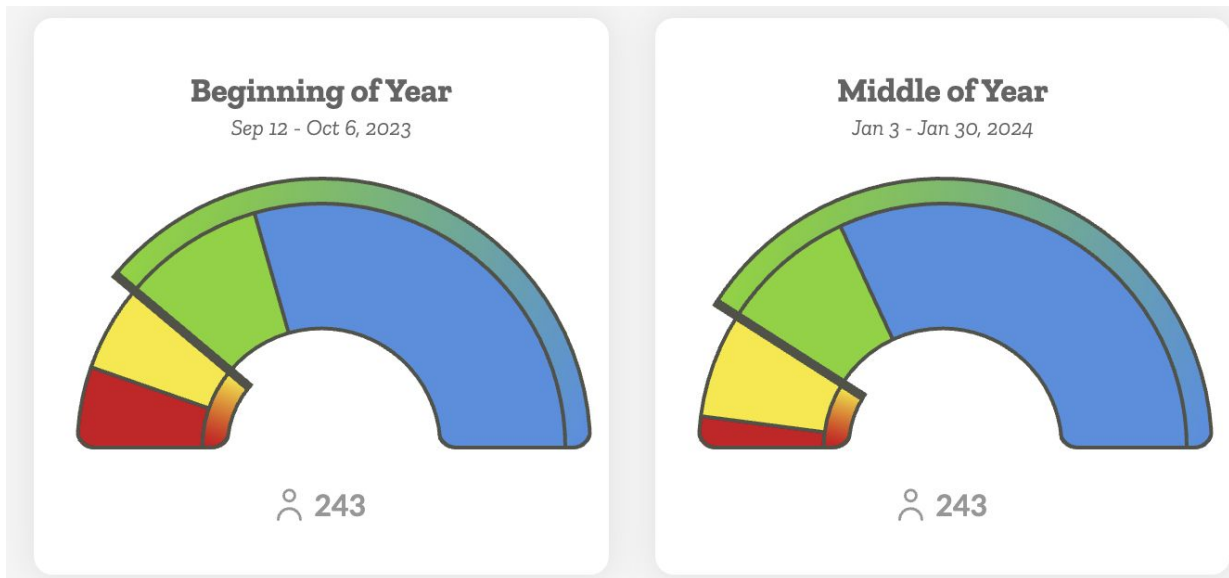
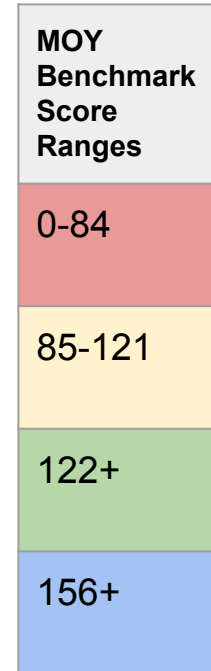
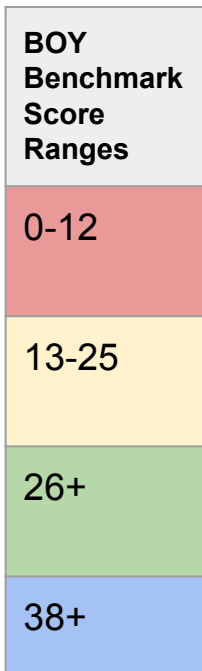
Kindergarten MOY Composite Scores 2020-2024



	2019 - 2020	2020-2021	2021 - 2022	2022-2023	2023-2024
At or Above Benchmark	74%	49%	71%	78%	82%
Below Benchmark	26%	51%	29%	22%	18%

KINDERGARTEN

Acadience/DIBELS Early Literacy Skills (ALL Students)



	K BOY 23-24	K MOY 23-24
At or Above Benchmark	77%	82%
Below Benchmark	23%	18%

RCS

Reading Composite Score

How is it calculated?

Kindergarten

Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

Acadience Reading Composite Score (add values 1–2) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

PSF Score = _____ [3]

NWF CLS Score = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1–3) =

Do not calculate the composite score if any of the values are missing.

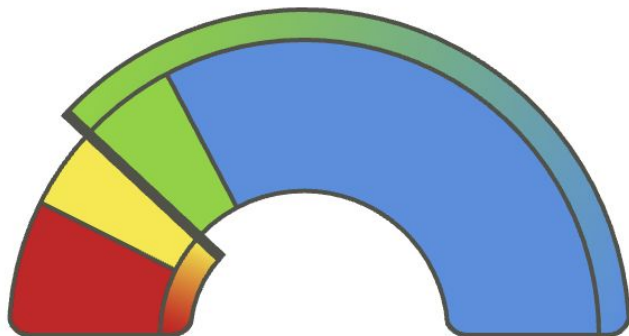
KINDERGARTEN

Acadience/DIBELS Early Literacy Skills (ALL Students)

FIRST SOUND FLUENCY

Beginning of Year

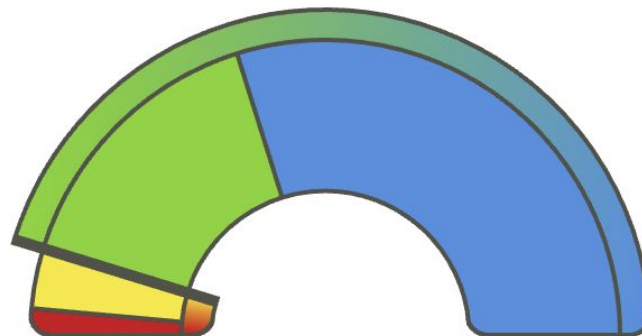
Sep 12 - Oct 6, 2023



👤 243

Middle of Year

Jan 3 - Jan 30, 2024



👤 243

KINDERGARTEN

Acadience/DIBELS Early Literacy Skills (ALL Students)

PHONEME SEGMENTATION FLUENCY

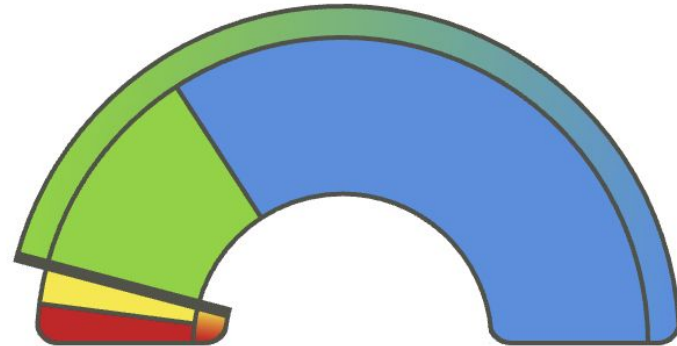
Beginning of Year

Sep 12 - Oct 6, 2023

Measure not administered or no benchmark status levels for this period.

Middle of Year

Jan 3 - Jan 30, 2024



👤 243

KINDERGARTEN

Acadience/DIBELS Early Literacy Skills (ALL Students)

NONSENSE WORD FLUENCY (CLS)

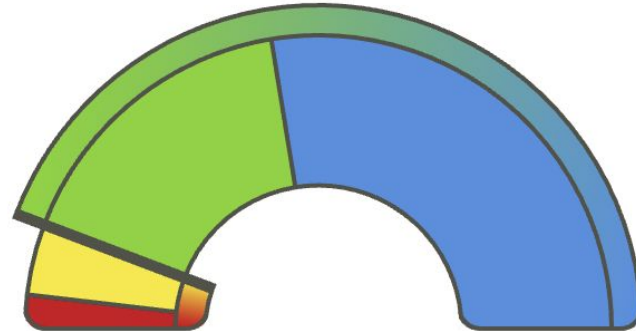
Beginning of Year

Sep 12 - Oct 6, 2023

Measure not administered or no benchmark status levels for this period.

Middle of Year

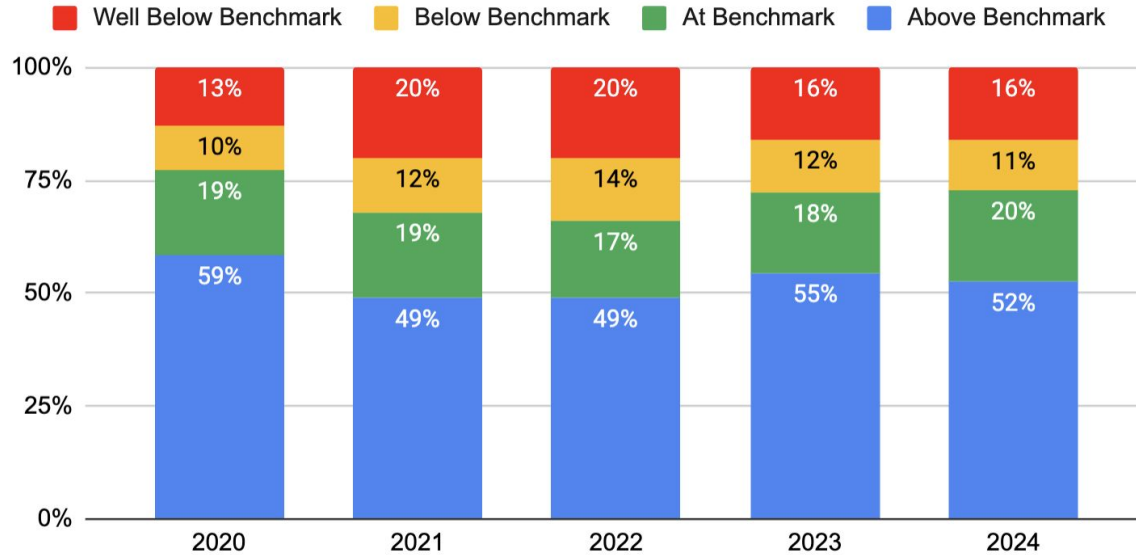
Jan 3 - Jan 30, 2024



243

Acadience/DIBELS (Early Literacy Skills): ALL Students

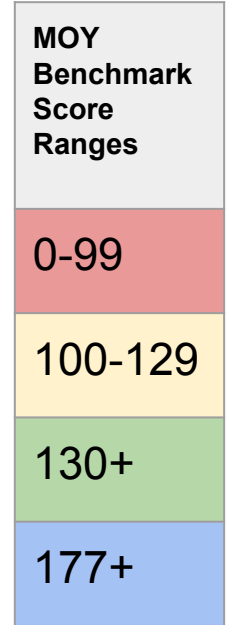
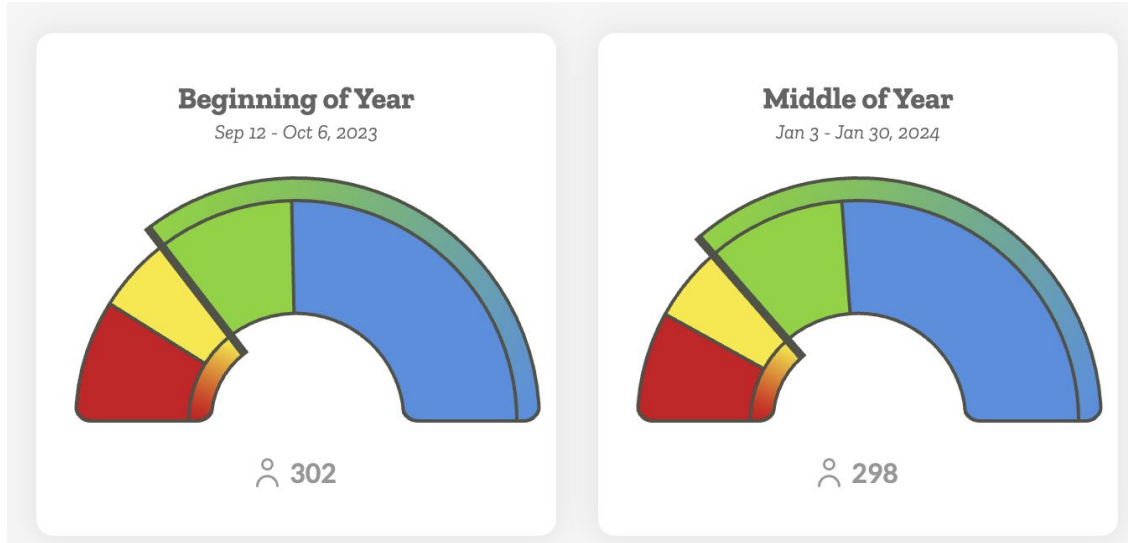
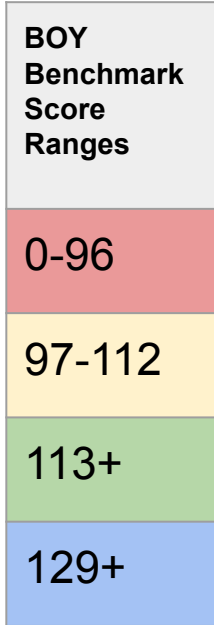
Grade 1 MOY Composite Score (2020-2024)



	2019 - 2020	2020-2021	2021 - 2022	2022-2023	2023-2024
At or Above Benchmark	78%	68%	66%	73%	72%
Below Benchmark	23%	32%	34%	28%	27%

GRADE 1

Acadience/DIBELS Early Literacy Skills (ALL Students)



	Grade 1 BOY 23-24	Grade 1 MOY 23-24
At or Above Benchmark	71%	72%
Below Benchmark	29%	27%

Grade 1

RCS

Reading Composite Score

How is it calculated?

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

ORF Words Correct = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1-4) =

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

NWF WWR Score _____ **x 2** = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year

ORF Accuracy Percent	Accuracy Value
0% – 49%	0
50% – 52%	2
53% – 55%	8
56% – 58%	14
59% – 61%	20
62% – 64%	26
65% – 67%	32
68% – 70%	38
71% – 73%	44
74% – 76%	50
77% – 79%	56
80% – 82%	62
83% – 85%	68
86% – 88%	74
89% – 91%	80
92% – 94%	86
95% – 97%	92
98% – 100%	98

End of Year

ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

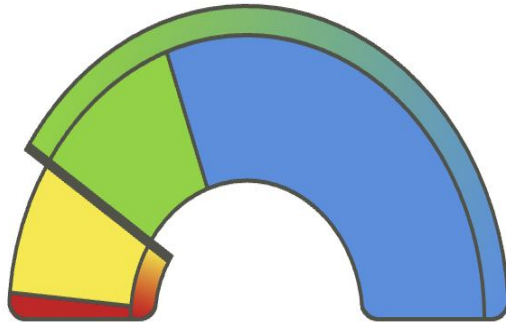
GRADE 1

Acadience/DIBELS Early Literacy Skills (ALL Students)

Phoneme Segmentation

Beginning of Year

Sep 12 - Oct 6, 2023



302

Middle of Year

Jan 3 - Jan 30, 2024

Measure not administered or no benchmark status levels for this period.

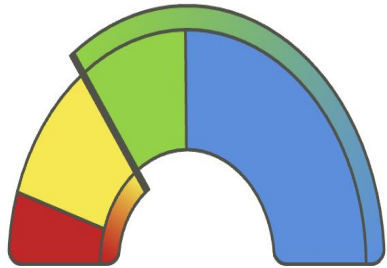
GRADE 1

Acadience/DIBELS Early Literacy Skills (ALL Students)

Nonsense Word Fluency (CLS)

Beginning of Year

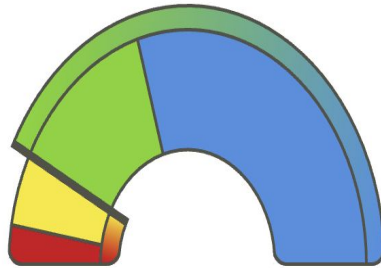
Sep 12 - Oct 6, 2023



302

Middle of Year

Jan 3 - Jan 30, 2024

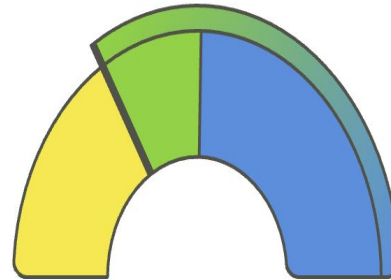


298

Nonsense Word Fluency (WWR)

Beginning of Year

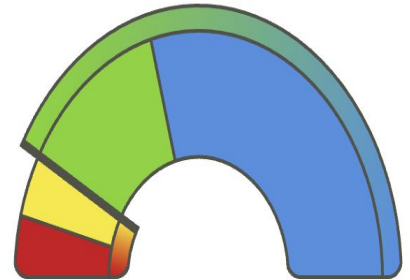
Sep 12 - Oct 6, 2023



302

Middle of Year

Jan 3 - Jan 30, 2024



298

GRADE 1

Acadience/DIBELS Early Literacy Skills (ALL Students)

Nonsense Word Fluency (WC)

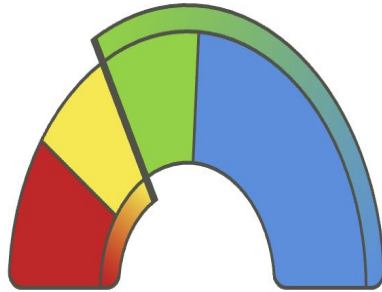
Beginning of Year

Sep 12 - Oct 6, 2023

Measure not administered or no benchmark status levels for this period.

Middle of Year

Jan 3 - Jan 30, 2024



298

Oral Reading Fluency (Accuracy)

Beginning of Year

Sep 12 - Oct 6, 2023

Measure not administered or no benchmark status levels for this period.

Middle of Year

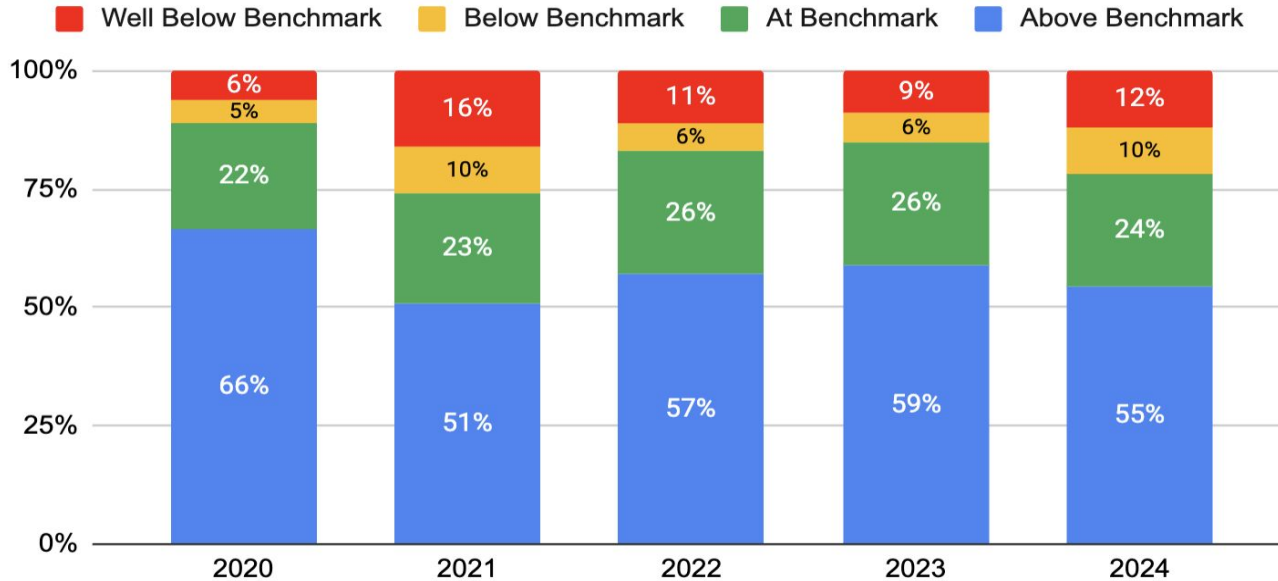
Jan 3 - Jan 30, 2024



298

Acadience/DIBELS (Early Literacy Skills): ALL Students

Grade 2 MOY Composite Score (2020-2024)



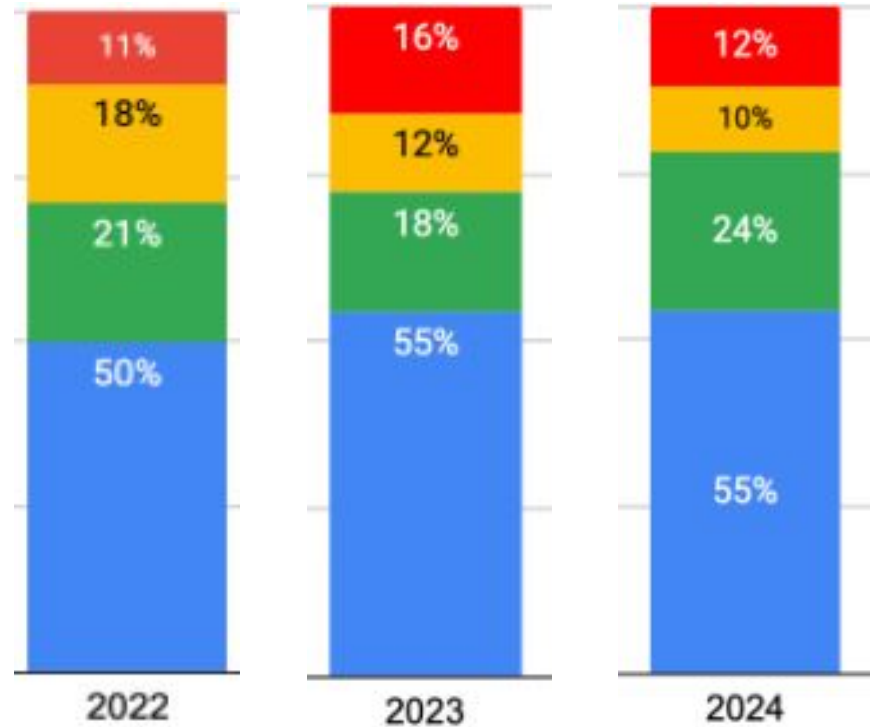
	2019 - 2020	2020-2021	2021 - 2022	2022-2023	2023-2024
At or Above Benchmark	88%	74%	83%	85%	79%
Below Benchmark	11%	26%	17%	15%	22%

*composite score is average of three schools for 2019-2020, 2020-2021

Tracing Acadience/DIBELS Cohort Progress at MOY for the Class of 2034

(Grade 2 during the 2023-24 School Year)

	2021-2022	2022-2023	2023-2024
At or Above Benchmark	71%	73%	79%
Below Benchmark	29%	28%	22%



GRADE 2

Acadience/DIBELS Early Literacy Skills (ALL Students)

**BOY
Benchmark
Score
Ranges**

0-108

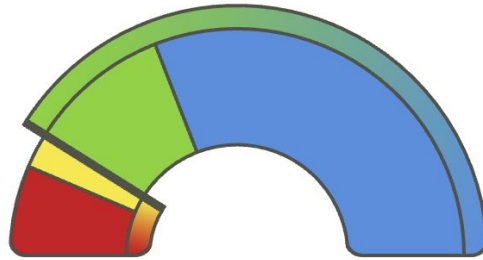
109-140

141+

202+

Beginning of Year

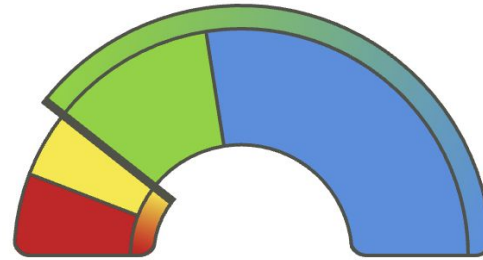
Sep 12 - Oct 6, 2023



280

Middle of Year

Jan 3 - Jan 30, 2024



282

**MOY
Benchmark
Score
Ranges**

0-144

145-189

190+

256+

	Grade 2 BOY 23-24	Grade 2 MOY 23-24
At or Above Benchmark	82%	79%
Below Benchmark	18%	22%

GRADE 2

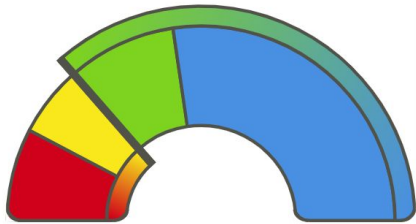
Acadience/DIBELS Early Literacy Skills (ALL Students)

Oral Reading Fluency (WC)

Oral Reading Fluency (Accuracy)

Beginning of Year

Sep 12 - Oct 6, 2023



280

Middle of Year

Jan 3 - Jan 30, 2024



283

Beginning of Year

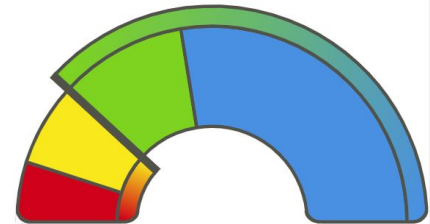
Sep 12 - Oct 6, 2023



280

Middle of Year

Jan 3 - Jan 30, 2024



283

GRADE 2

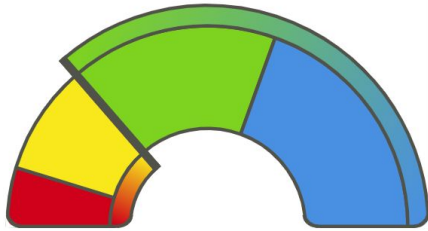
Acadience/DIBELS Early Literacy Skills (ALL Students)

Oral Reading Fluency (Retell)

Oral Reading Fluency (Retell Quality)

Beginning of Year

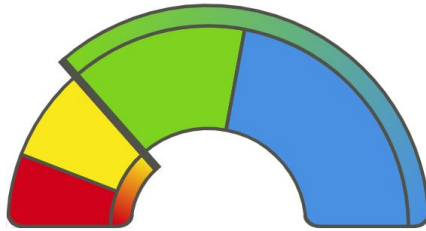
Sep 12 - Oct 6, 2023



264

Middle of Year

Jan 3 - Jan 30, 2024



274

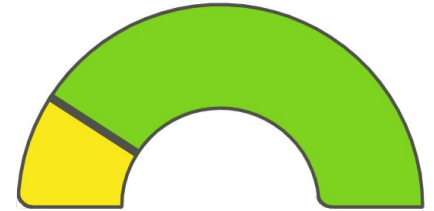
Beginning of Year

Sep 12 - Oct 6, 2023

Measure not administered or no benchmark status levels for this period.

Middle of Year

Jan 3 - Jan 30, 2024



274

Grade 2

RCS

Reading Composite Score

How is it calculated?

Beginning of Year Benchmark

NWF WWR Score _____ $\times 2$ = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Beginning of Year

ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

Middle and End of Year

ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Grades 3-5 Takeaways...

- All general education and special education cohorts at all three grade levels have already met or exceeded the year-end expectations for *Typical Annual Growth* by the midpoint of the school year
- Special education cohorts in grades 4 and 5 are outpacing the general education cohorts in progress toward *Typical Annual Growth*
- Significant growth in all reading domains across all grade levels
 - Students in Grade 3 moved from 66% on or above grade-level at BOY to 88% at MOY
 - Students in Grade 4 moved from 61% on or above grade-level at BOY to 78% at MOY
 - Students in Grade 5 moved from 63% on or above grade-level at BOY to 80% at MOY
- While the primary challenge area for both the general education and special education cohorts in Grades 3 and 4 is comprehension of informational text, in Grade 5 the challenge for both groups is vocabulary.



iReady Reading: **ALL Students Grade 3-5** *BOY to MOY* Progress Toward Annual Growth

Grade 3



(as compared to 85% last year)

Grade 4



(as compared to 100% last year)

Grade 5



(as compared to 108% last year)



iReady Reading: **Students with Disabilities Grade 3-5** *BOY to MOY* Progress Toward Annual Growth

GRADE 3



100%

(as compared to 104% last year)

GRADE 4



120%

(as compared to 118% last year)

GRADE 5

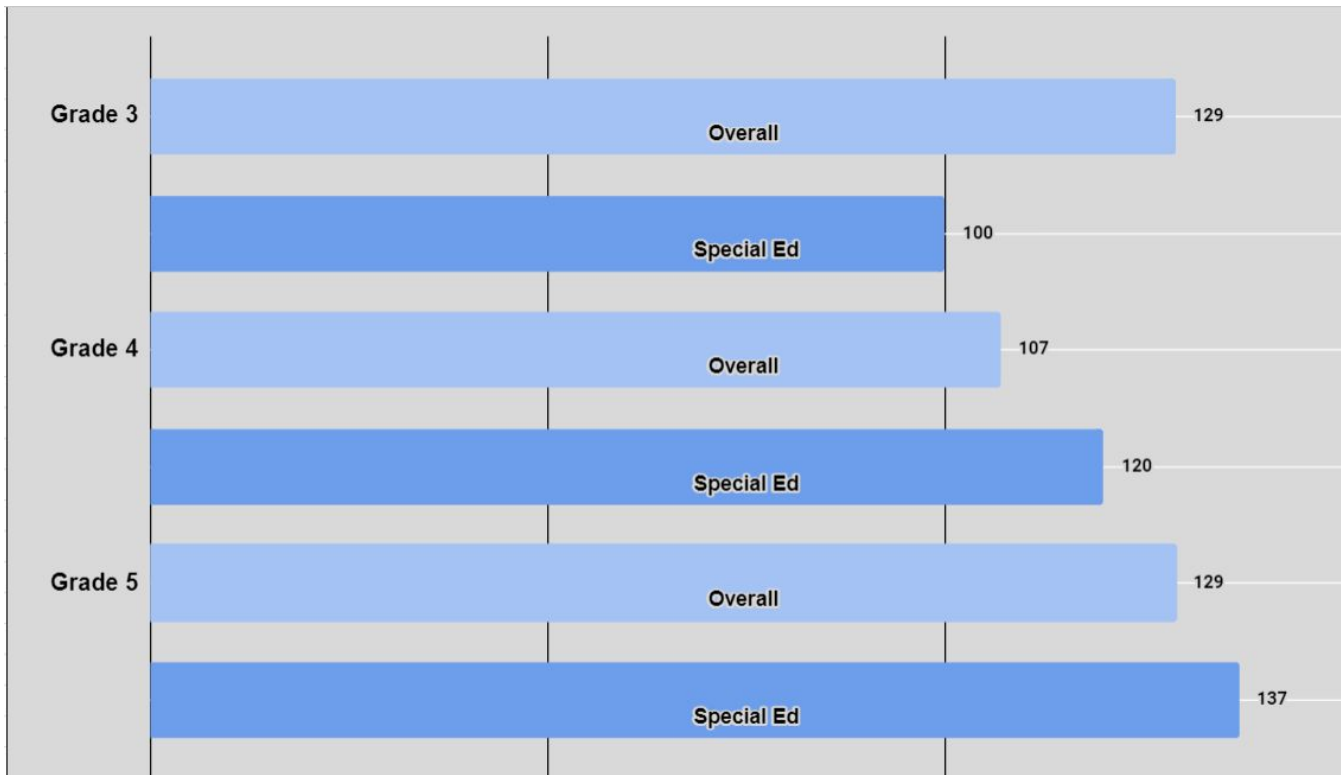


137%

(as compared to 77% last year)



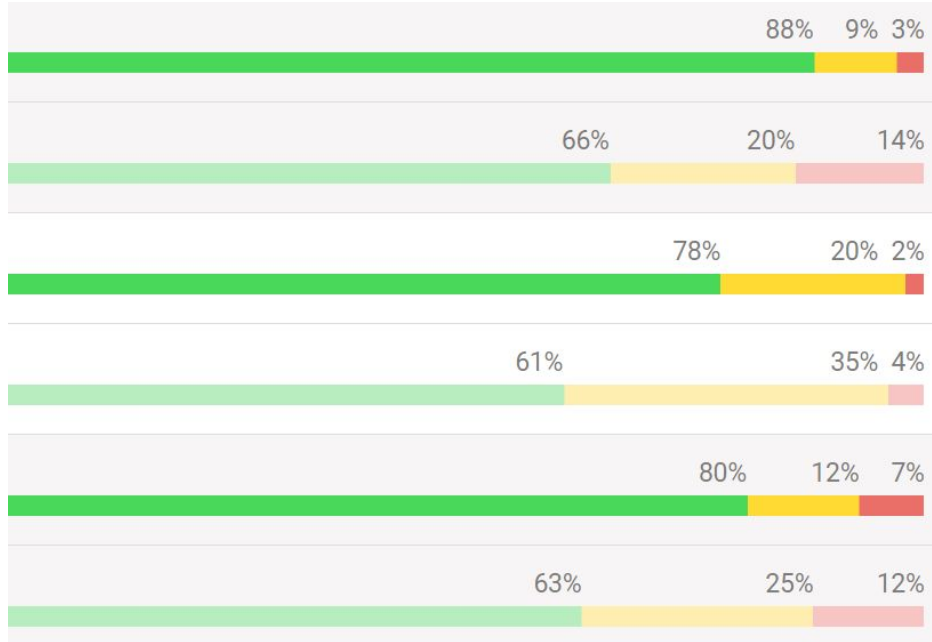
iReady Reading: **Special Education Grades 3-5** *Progress Toward Annual Growth*





iReady Reading: **ALL Students (Gr. 3-5)**

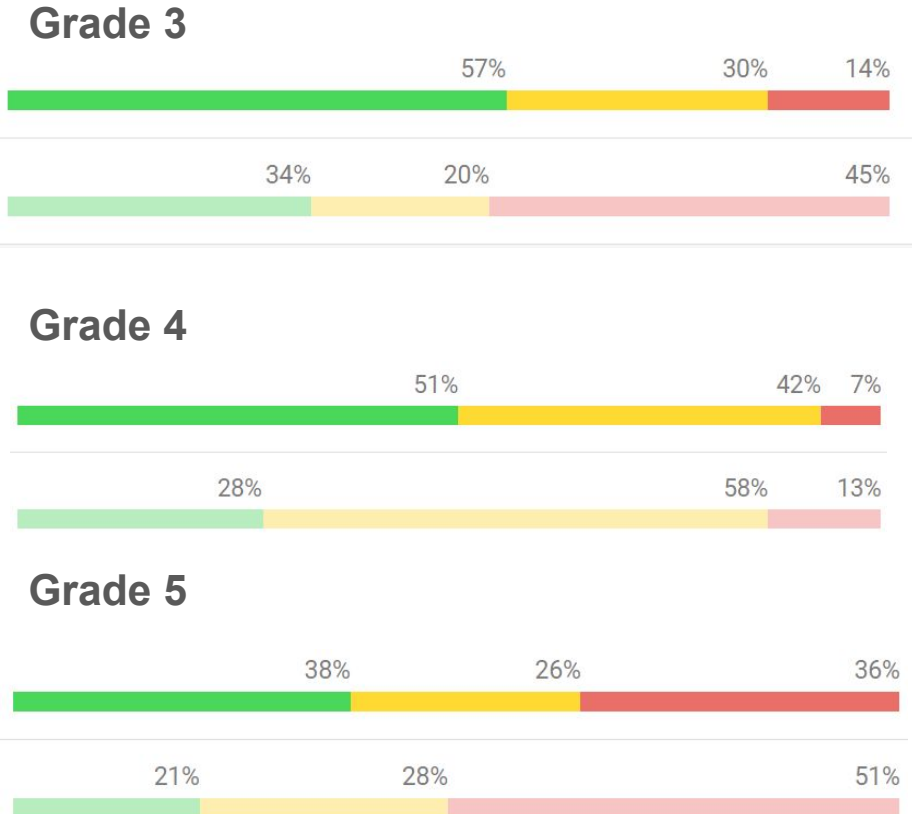
Placement Distribution



		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 3	BOY	66%	20%	14%
	MOY (256)	88%	9%	3%
Grade 4	BOY	61%	35%	4%
	MOY (294)	78%	20%	2%
Grade 5	BOY	63%	25%	12%
	MOY (271)	80%	12%	7%



iReady Reading: **Students with Disabilities (Gr. 3-5)** *Placement Distribution*



		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 3	BOY	34%	20%	45%
	MOY (44)	57%	30%	14%
Grade 4	BOY	28%	58%	13%
	MOY (67)	51%	42%	7%
Grade 5	BOY	21%	28%	51%
	MOY (47)	38%	26%	36%



Grade 3 iReady

Reading (ALL Students)

Domain Comparison

BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	75%	93%	9%	2%	16%	5%
High Frequency Words	98%	100%	N/A	N/A	N/A	N/A
Vocabulary	65%	87%	22%	8%	13%	5%
Comprehension-Literature	62%	81%	18%	12%	20%	7%
Comprehension-Informational Text	55%	77%	23%	12%	22%	11%



Grade 3 iReady

Reading (Students with Disabilities)

Domain Comparison

BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	41%	73%	14%	9%	45%	18%
High Frequency Words	91%	98%	4%	0%	5%	2%
Vocabulary	39%	61%	23%	18%	39%	20%
Comprehension-Literature	32%	50%	16%	23%	52%	27%
Comprehension-Informational Text	32%	43%	18%	18%	50%	39%



Grade 4 iReady

Reading (ALL Students)

Domain Comparison

BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	94%	98%	0%	0%	6%	2%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	60%	80%	35%	18%	4%	2%
Comprehension-Literature	63%	83%	25%	13%	12%	3%
Comprehension-Informational Text	55%	69%	33%	23%	12%	7%



Grade 4 iReady

Reading (Students with Disabilities)

Domain Comparison BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	78%	93%	N/A	N/A	21%	7%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	33%	52%	51%	43%	16%	4%
Comprehension-Literature	31%	64%	40%	27%	28%	9%
Comprehension-Informational Text	28%	37%	43%	43%	28%	19%



Grade 5 iReady

Reading (ALL Students)

Domain Comparison BOY and MOY



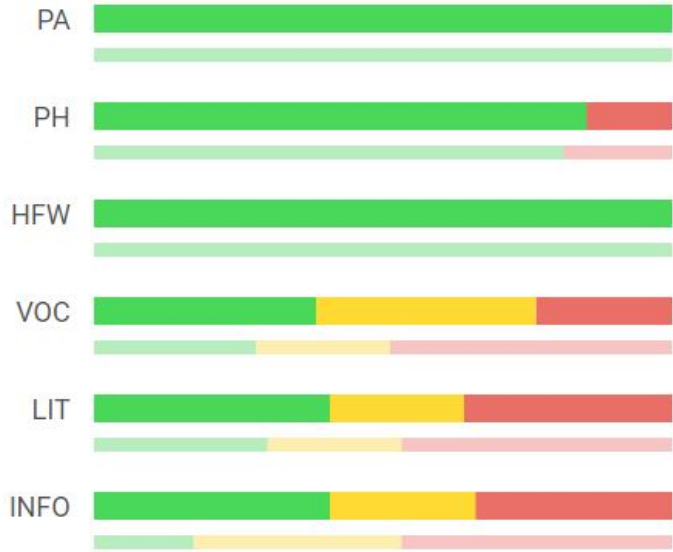
<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	96%	97%	N/A	N/A	4%	3%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	61%	71%	27%	23%	11%	7%
Comprehension-Literature	69%	82%	21%	11%	11%	7%
Comprehension-Informational Text	57%	77%	28%	15%	15%	8%



Grade 5 iReady

Reading (Students with Disabilities)

Domain Comparison BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	81%	85%	N/A	N/A	19%	15%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	28%	38%	23%	38%	49%	23%
Comprehension-Literature	30%	40%	23%	23%	47%	36%
Comprehension-Informational Text	17%	40%	36%	26%	47%	34%



Mathematics



iReady Math (Gr. K-6) *Interpretation*

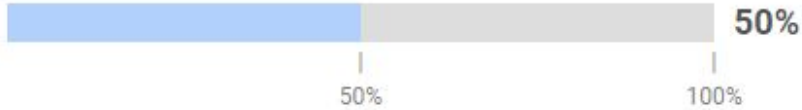
- All grade levels, except grade 2, are exceeding expectations for *Typical Annual Growth*
- Special education students in grades 1, 3, and 5 are exceeding expectations for *Typical Annual Growth* at a higher rate than their general education peers.
- Significant growth into the *On or Above Grade Level* category for all grades for both special education and non-special education subgroups.
- Significant decrease in the number of students in the *Two or More Grade Levels Below* category. This is particularly true for special education students.
- More growth in the *Numbers and Operations* and *Algebraic Thinking* domains for all students.
- Less growth in the *Geometry* and *Measurement and Data* domains for all students.
- Growth is currently much lower for the Grade 6 special education cohort.



iReady Math (Gr. K-5) Progress Toward Annual Growth

MOY 2024

Kindergarten



Grade 3



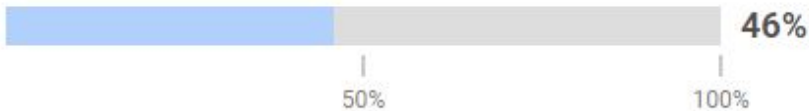
Grade 1



Grade 4



Grade 2



Grade 5



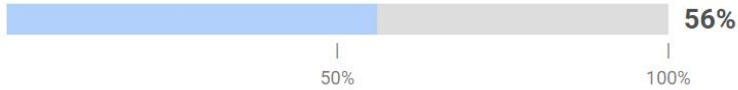


iReady **Math** (Gr. K-5)

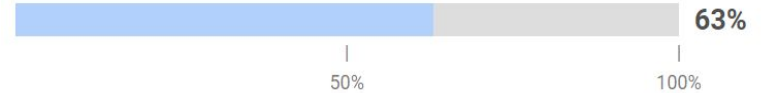
Progress Toward Annual Growth

(MOY 2023)

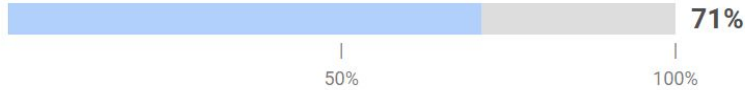
Kindergarten



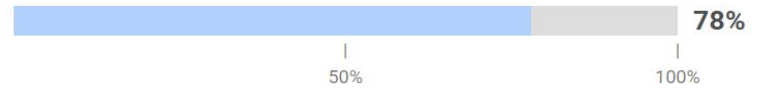
Grade 3



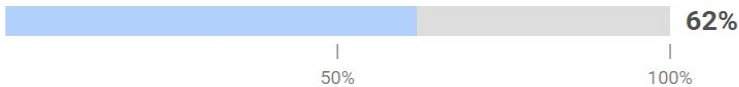
Grade 1



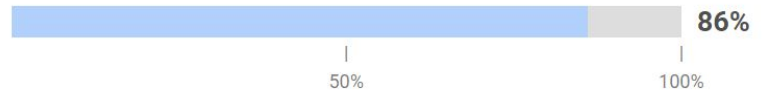
Grade 4



Grade 2



Grade 5





iReady **Math** (Gr. 6)

Progress Toward Annual Growth

Grade 6



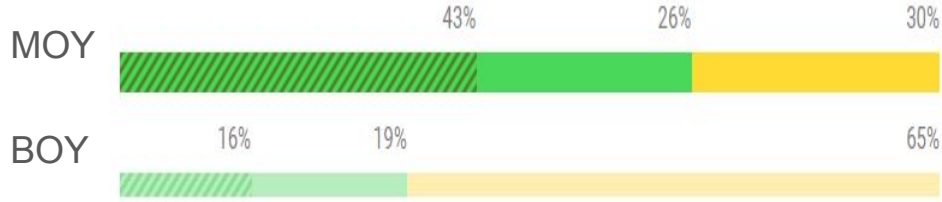
(MOY 2023 60%)



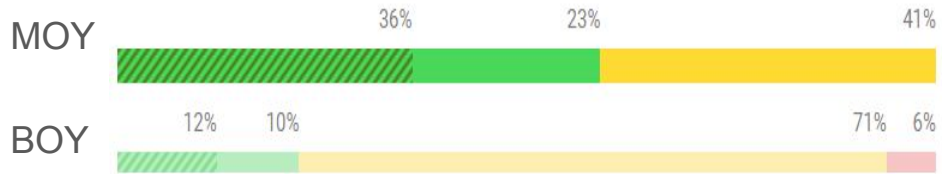
iReady Math (Gr. K-2)

Placement Distribution

Kindergarten



Grade 1



Grade 2

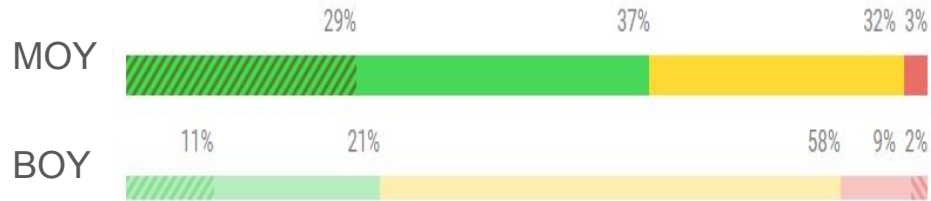


		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Kindergarten	MOY	69%	30%	N/A
	BOY	35%	65%	N/A
Grade 1	MOY	59%	41%	0%
	BOY	22%	71%	7%
Grade 2	MOY	58%	37%	5%
	BOY	33%	55%	11%

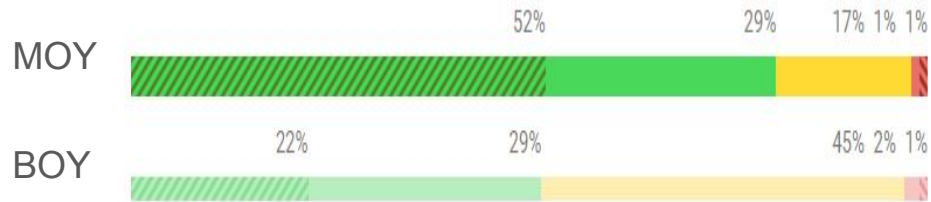


iReady **Math** (Gr. 3-5) *Placement Distribution*

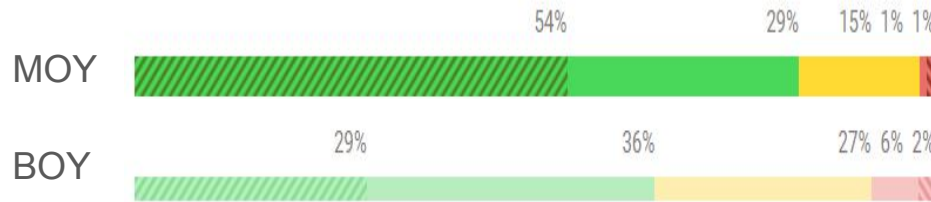
Grade 3



Grade 4



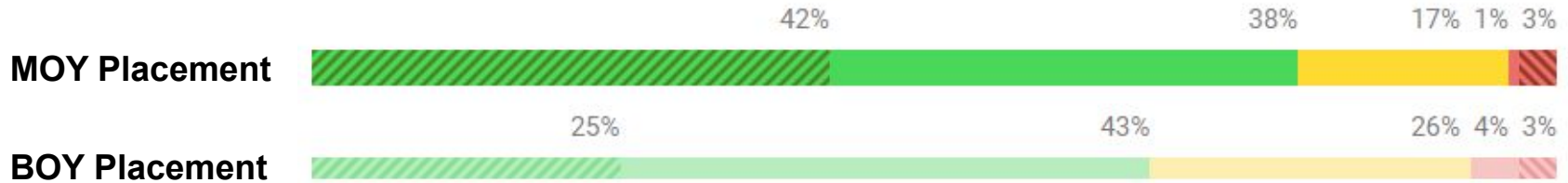
Grade 5



		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 3	MOY	66%	32%	3%
	BOY	32%	58%	11%
Grade 4	MOY	81%	18%	1%
	BOY	51%	45%	3%
Grade 5	MOY	83%	16%	1%
	BOY	65%	27%	8%



iReady Math (Gr. 6) *Placement Distribution*



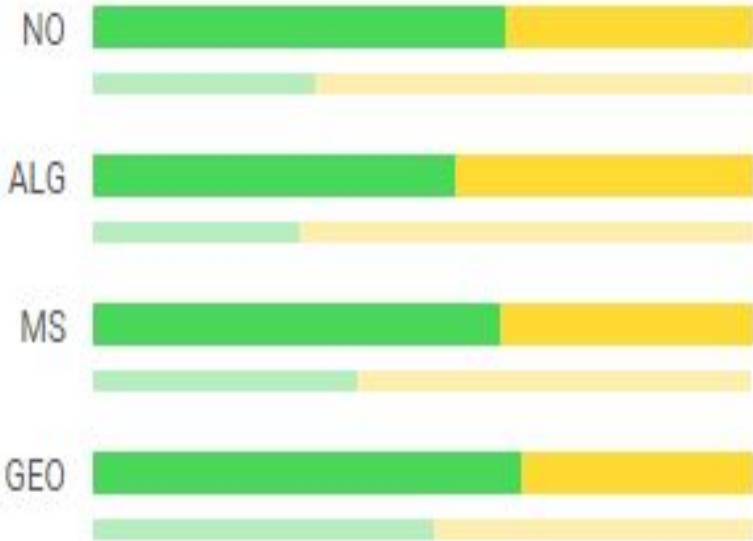
		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 6	MOY	80%	18%	3%
	BOY	68%	26%	7%



Kindergarten iReady

Math

Domain Comparison BOY and MOY



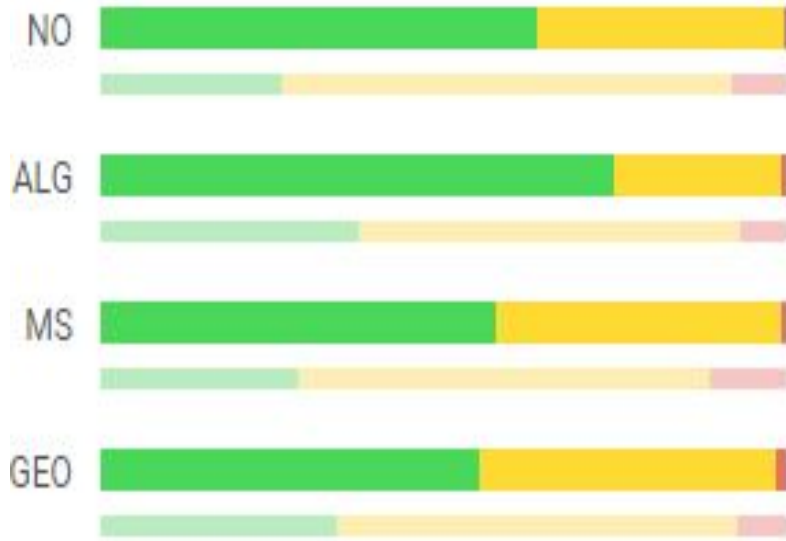
<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	33%	62%	67%	38%	N/A	N/A
Algebra & Algebraic Thinking	31%	55%	69%	45%	N/A	N/A
Measurement & Data	40%	61%	60%	39%	N/A	N/A
Geometry	51%	65%	49%	35%	N/A	N/A



Grade 1 iReady

Math

Domain Comparison BOY and MOY

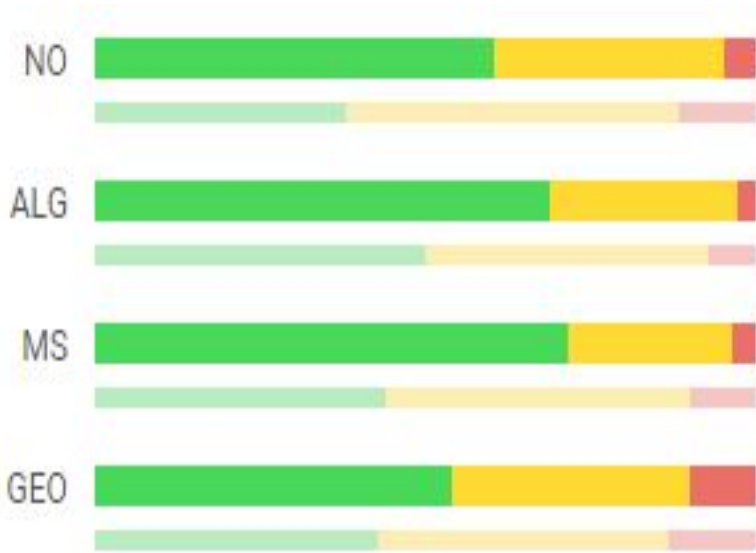


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	26%	63%	66%	36%	8%	0%
Algebra & Algebraic Thinking	37%	74%	56%	25%	7%	1%
Measurement & Data	29%	58%	60%	42%	11%	1%
Geometry	34%	54%	43%	59%	7%	2%



Grade 2 iReady Math

Domain Comparison BOY and MOY

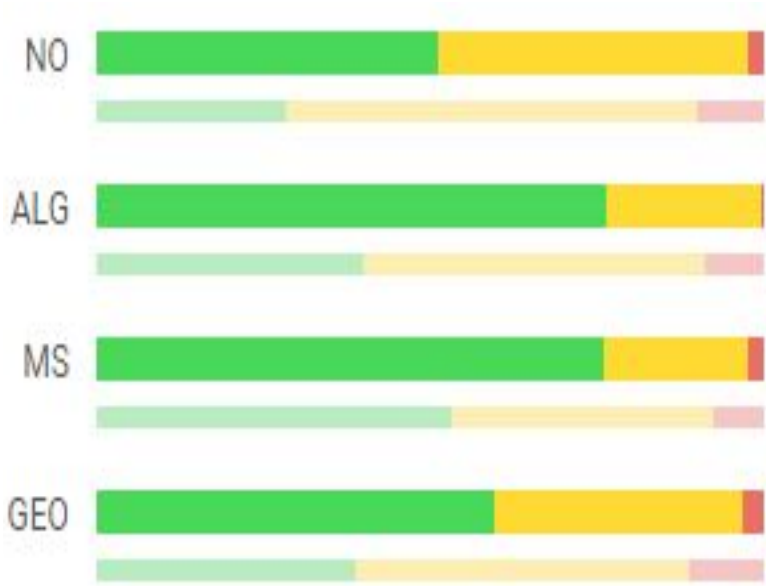


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	38%	60%	51%	35%	12%	5%
Algebra & Algebraic Thinking	50%	69%	43%	29%	7%	3%
Measurement & Data	44%	71%	46%	25%	10%	4%
Geometry	42%	54%	44%	36%	13%	10%



Grade 3 iReady Math

Domain Comparison BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	28%	51%	62%	46%	10%	3%
Algebra & Algebraic Thinking	40%	76%	51%	23%	9%	0%
Measurement & Data	53%	76%	39%	22%	8%	2%
Geometry	38%	59%	50%	37%	11%	3%

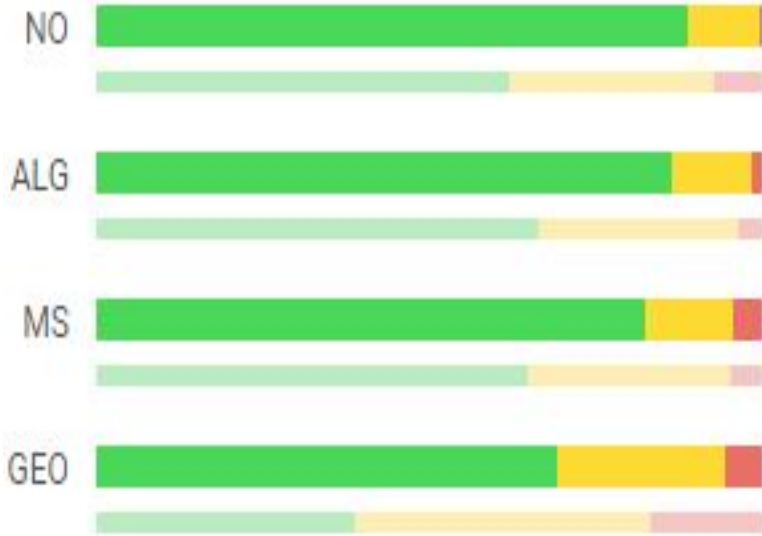


Grade 4 iReady

Math

Domain Comparison

BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	62%	88%	30%	12%	7%	1%
Algebra & Algebraic Thinking	66%	86%	30%	12%	4%	2%
Measurement & Data	65%	82%	31%	14%	5%	4%
Geometry	39%	69%	44%	25%	17%	6%



Grade 5 iReady Math

Domain Comparison BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	67%	85%	30%	14%	3%	1%
Algebra & Algebraic Thinking	66%	80%	29%	18%	5%	2%
Measurement & Data	74%	84%	19%	13%	8%	3%
Geometry	49%	74%	38%	21%	13%	5%

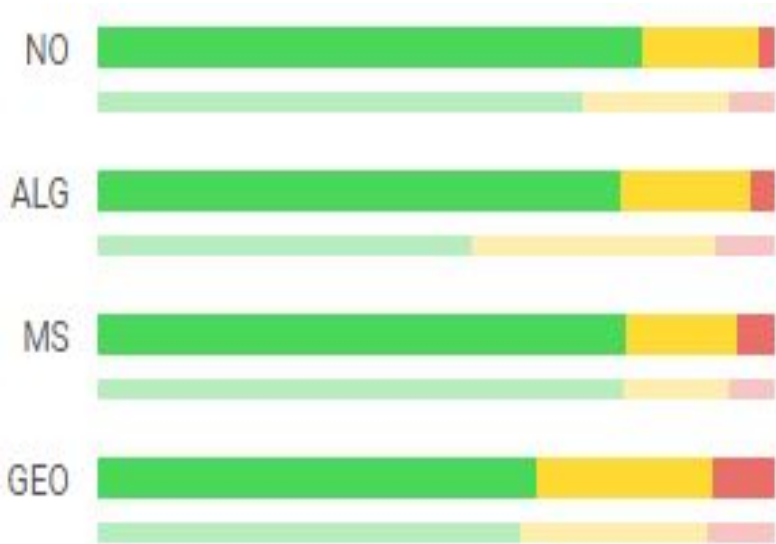


Grade 6 iReady

Math

Domain Comparison

BOY and MOY

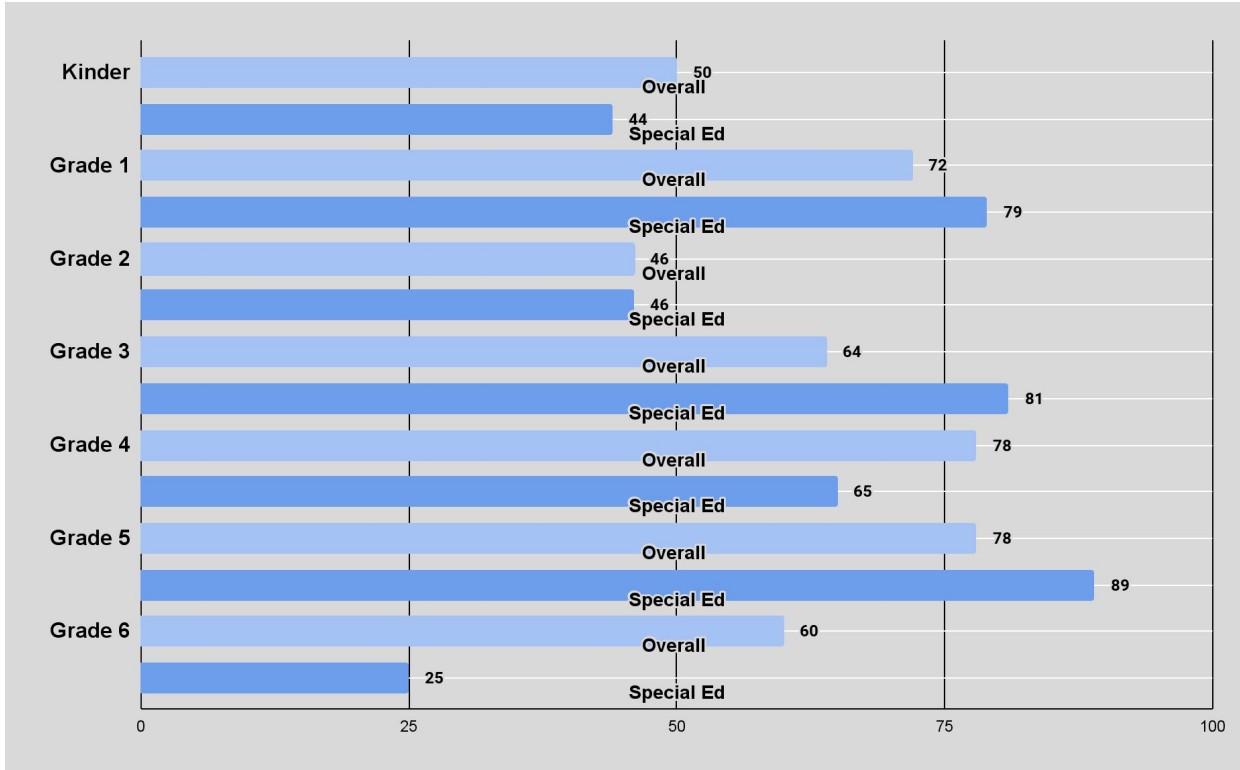


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	71%	80%	22%	17%	7%	3%
Algebra & Algebraic Thinking	55%	77%	36%	19%	8%	4%
Measurement & Data	78%	78%	17%	16%	7%	6%
Geometry	62%	65%	28%	26%	10%	9%



iReady Math (Gr. K-6 Special Ed)

Progress Toward Annual Growth





iReady **Math** (Gr. K-2 Special Education)

Placement Distribution

			On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below	
23-24 Window 2		Kindergarten	MOY	44%	56%	0%
			BOY	15%	84%	NA%
Fall (Beginning of Year - November 15)		Grade 1	MOY	28%	72%	%
			BOY	8%	79%	13%
23-24 Window 2		Grade 2	MOY	36%	45%	18%
			BOY	20%	44%	36%
Fall (Beginning of Year - November 15)						



iReady **Math** (Gr. 3-5 Special Education)

Placement Distribution

		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>		
23-24 Window 2		Grade 3	MOY	35%	52%	13%
	Fall (Beginning of Year - November 15)		BOY	16%	48%	37%
23-24 Window 2		Grade 4	MOY	59%	34%	6%
	Fall (Beginning of Year - November 15)		BOY	27%	64%	9%
23-24 Window 2		Grade 5	MOY	53%	35%	12%
	Fall (Beginning of Year - November 15)		BOY	34%	35%	30%



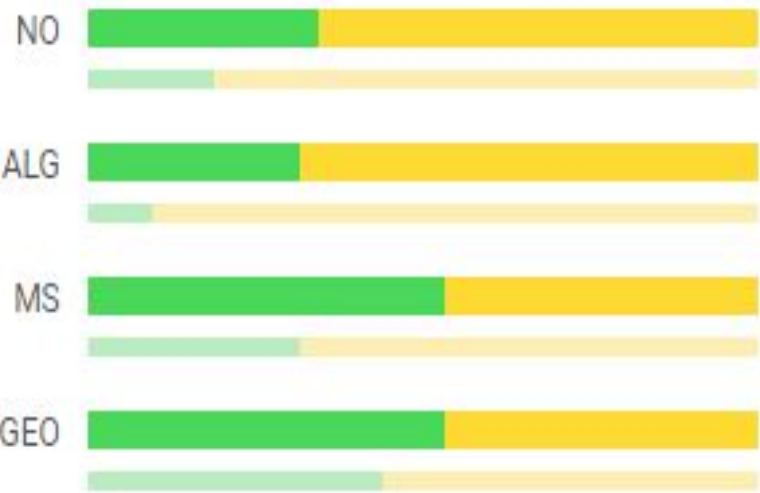
iReady **Math** (Gr. 6 Special Education) *Placement Distribution*



		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 6	MOY	37%	48%	15%
	BOY	33%	41%	26%



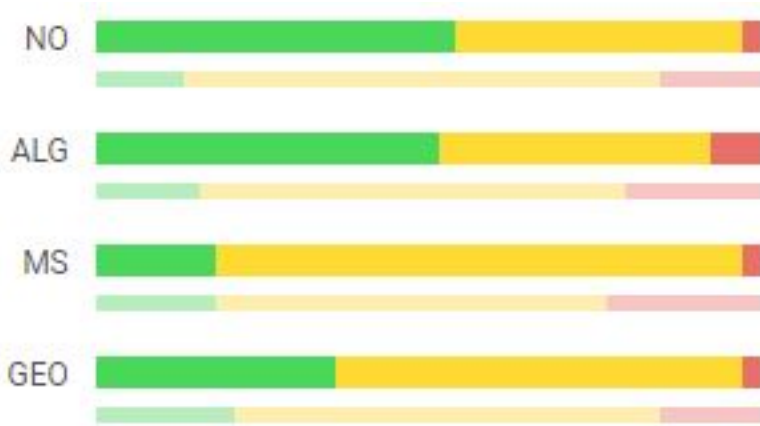
Kindergarten iReady Math SPED Domain Comparison BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	34%	19%	81%	66%	N/A	0%
Algebra & Algebraic Thinking	31%	9%	91%	69%	N/A	0%
Measurement & Data	31%	53%	69%	47%	N/A	0%
Geometry	44%	53%	56%	47%	N/A	0%



Grade 1 iReady Math SPED Domain Comparison BOY and MOY

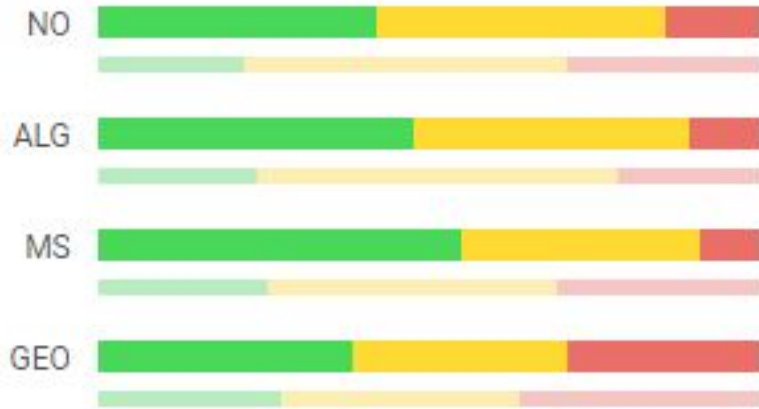


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	13%	54%	72%	44%	15%	3%
Algebra & Algebraic Thinking	15%	51%	64%	41%	21%	8%
Measurement & Data	18%	18%	59%	79%	23%	3%
Geometry	21%	36%	64%	62%	15%	3%



Grade 2 iReady Math SPED

Domain Comparison BOY and MOY

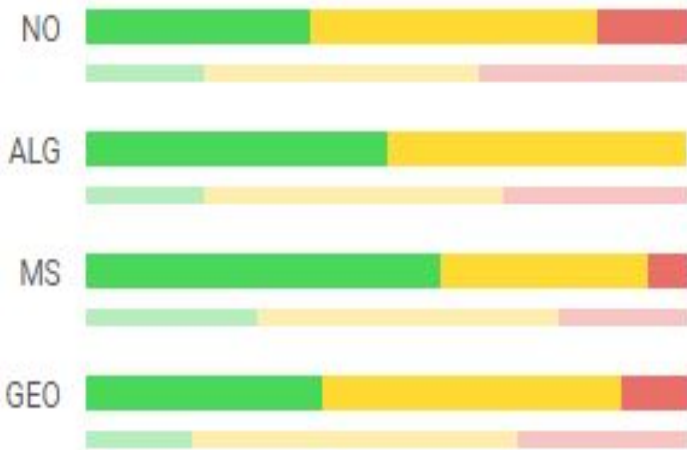


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	22%	42%	49%	44%	29%	15%
Algebra & Algebraic Thinking	24%	47%	55%	42%	22%	11%
Measurement & Data	25%	55%	44%	36%	31%	9%
Geometry	27%	38%	36%	33%	36%	29%



Grade 3 iReady Math SPED

Domain Comparison BOY and MOY

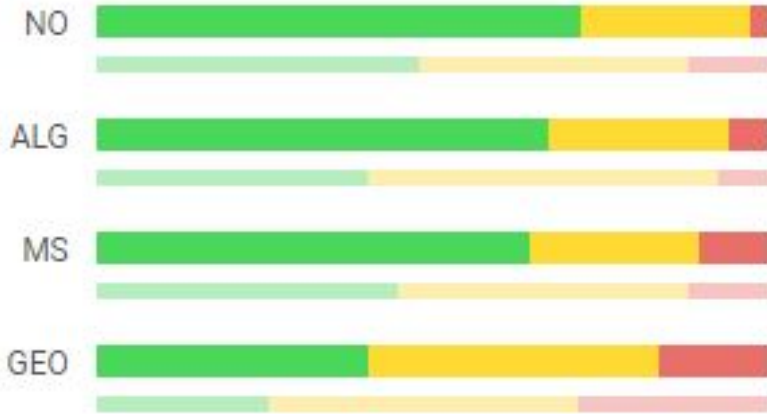


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	20%	37%	48%	46%	35%	15%
Algebra & Algebraic Thinking	20%	50%	50%	50%	12%	0%
Measurement & Data	28%	59%	50%	35%	22%	7%
Geometry	17%	39%	54%	50%	28%	11%



Grade 4 iReady Math SPED

Domain Comparison BOY and MOY

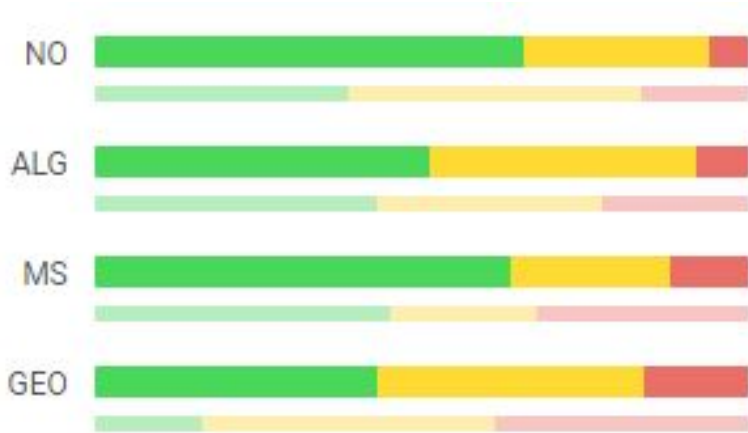


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	48%	72%	40%	25%	12%	3%
Algebra & Algebraic Thinking	40%	67%	52%	27%	7%	6%
Measurement & Data	45%	64%	43%	25%	12%	10%
Geometry	25%	40%	46%	43%	28%	16%



Grade 5 iReady Math SPED

Domain Comparison BOY and MOY

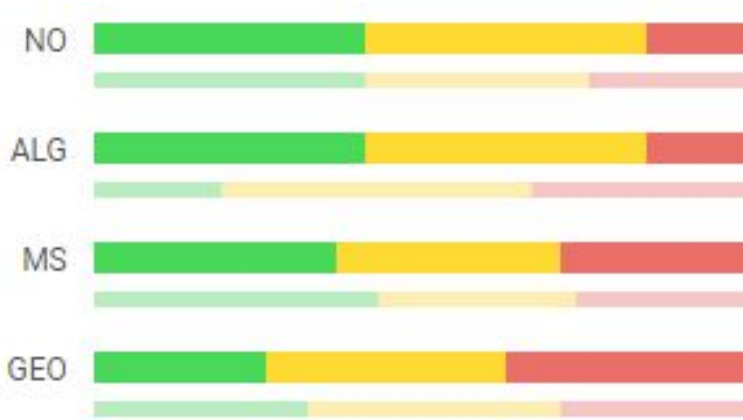


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	39%	65%	45%	29%	16%	6%
Algebra & Algebraic Thinking	43%	51%	35%	41%	22%	8%
Measurement & Data	45%	63%	22%	24%	33%	12%
Geometry	16%	43%	45%	41%	39%	16%



Grade 6 iReady Math

Domain Comparison BOY and MOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	MOY	BOY	MOY	BOY	MOY
Numbers & Operations	41%	41%	35%	43%	24%	15%
Algebra & Algebraic Thinking	20%	41%	48%	43%	33%	15%
Measurement & Data	43%	37%	30%	35%	26%	28%
Geometry	33%	26%	39%	37%	28%	37%

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

Vision				
<ul style="list-style-type: none"> ○ <i>Vision Statement:</i> All students will embark on a lifelong journey to flourish with empathy and confidence. ○ <i>Mission Statement:</i> Together with students, staff, families, and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community. 				
Theory of Action				
<p>Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide practical, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.</p>				
Strategic Objectives				
<p>Culture of Collaboration and Community: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.</p>	<p>Culturally Responsive Teaching and Learning: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.</p>	<p>Healthy, Equitable, and Inclusive Communities: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.</p>	<p>Capital and Finance: Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.</p>	<p>Human Resources and Leadership: Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.</p>
Strategic Initiatives				
<p>Develop a district-wide communication community engagement plan.</p> <p>A district-wide communication plan for the second year of goals was presented to the school committee in the fall of 2023.</p> <p>This year, the superintendent and interim executive director for student services have had several breakfasts with families with students with disabilities.</p>	<p>Develop innovative pathways to enhance student learning.</p> <p>HHS launched the initial Advanced Manufacturing Pathway cohort. The program attended a conference and visited MASSA. In addition, the pathway is building business partnerships/internship opportunities for students.</p> <p>The initial HHS Arts Pathway was launched with the first group underway.</p> <p>The initial exploration of an additional HHS Business and Finance Pathway as part of the</p>	<p>Establish a system to support and respond to the social-emotional needs of all.</p> <p>Elementary paraprofessionals received training in Toolbox.</p> <p>HMS is expanding Second Step implementation to include additional modules.</p> <p>The HHS team is participating in DESE S3 Academy, which supports taking whole child support to tiered support.</p> <p style="color: red;">Additional focus on incoming 9th graders in order to promote a strong foundation and support them in a solid transition to HHS.</p>	<p>Support implementation of the Foster School building project.</p> <p>The new elementary school building project continues. Phase one is mostly complete. The erection of steel for the building is completed. In the next few weeks, we should see the walls of the building erected.</p> <p>In December, furniture samples will be brought to the school for staff, administrators, and the School Building Committee feedback.</p> <p>The School Committee has begun collecting feedback on naming the new elementary</p>	<p>Recruit and retain a diverse workforce.</p> <p>The Hingham Public Schools is strengthening its collaboration with the Massachusetts Partnership for Diversity in Education. We plan to participate actively in upcoming recruitment events.</p> <p>A Hiring Task Force has been established to develop standard procedures and processes for hiring, recruiting, and retaining staff.</p> <p>The Substitute Handbook was revised. New training materials were developed.</p>

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>The principal at HMS held coffee hour.</p> <p>Regular communication continues through newsletters at the school and district levels. Principals continue weekly emails to families.</p> <p>The district arranged for translators and interpreters for open house/back-to-school nights.</p> <p>Nurses had health forms translated.</p> <p>A series of videos with different members of the Leadership Team were created in collaboration with Habor Media.</p> <p>Leadership for Student Services is meeting monthly with the SEPAC Board.</p> <p>The School Committee held a meeting at METCO Inc. in Boston in October. The School Committee also had an opportunity to meet with METCO families.</p> <p>HMS continued the “Middle of Middle School” tradition of inviting 7th-grade parents in to celebrate students.</p>	<p>program review process has begun.</p> <p>Hingham High School has piloted and implemented dual enrollment courses in Science, Math, and World Language, expanding access to college-level courses.</p> <p>The addition of AP Environmental Science expands access to college-level courses at HHS.</p> <p>GCP at Hingham High School continues.</p> <p>HHS continues its partnership with Mass Hire for career and workshop opportunities.</p> <p>HHS is implementing a new Spanish Culture Class to promote an inclusive approach to world language.</p> <p>A new class of PreK KIA using a partial Spanish immersion model at the Foster School is in its first year of implementation.</p> <p>A team of parents, educators, and leaders are meeting to explore the development of an elementary structured immersion program.</p> <p>A team of educators is exploring models for the expansion of Preschool and PreK programs</p>	<p>The Wellness Committee has reviewed the YRBS data and report from last year’s Wellness Committee. The Wellness Committee has broadened the group members to include partnering with community groups to develop action steps.</p> <p>The IST team is being refined to processes, expanding communication among levels and a dedicated process throughout the high school as students move through the levels so that prior IST information is accessible.</p> <p>Student Services Leadership Team attended a training to support trainers in implementing the new IEP. Student Services will apply for DESE grant funding to support the new IEP implementation in the district. The district also expanded its access to Aspen tools that will help support staff training in the new IEP.</p> <p>The District Curriculum Accommodation Plan is being revised to outline best practices to support all students.</p> <p>A SEL/Behavioral Health Task Force is being formed to examine needs and determine program development. The team has outlined a draft timeline, identified data sources to collect, and contacted other local programs to visit.</p>	<p>school building. A second survey will be conducted in December.</p> <p>The School Committee voted to submit a warrant article for naming the new elementary school.</p> <p>The district will process purchase orders for furniture and technology for the new elementary school building in March.</p>	<p>Two sessions to support the orientation of new substitutes. Two sessions have been implemented so far. The goal is to implement the training monthly.</p> <p>The district is conducting an audit of Human Resources processes and procedures.</p> <p>A draft of a Hiring Handbook has been completed. The team will seek feedback from other hiring managers to help further improve the document.</p> <p>Materials to support improved onboarding of paraprofessionals are being curated with the goal of implementing a strengthened process for the fall of 2024.</p> <p>Additional substitute training was held in February to support the onboarding of new staff.</p>
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>The communications committee is presently evaluating unified communications platforms (e.g., Apptegy, ParentSquare, Finalsite) in consideration of providing the District a unified messaging system to streamline communications among District stakeholders through an improved website, simplified access to various social media outlets, and, potentially, a dedicated mobile application.</p>	<p>using additional available spaces in the new elementary school.</p> <p>The KIA and Integrated Preschool/PreKindergarten held their lotteries for new classrooms for next school year. Integrated Program forms were updated to mirror the Kindergarten registration forms.</p> <p>The high school continues its implementation of two pathways this school year to support students' interests, i.e., Arts and Technology Engineering Pathways.</p> <p>The High School will implement course selection assemblies to support students in understanding new and broad elective options.</p>	<p>Continue to strengthen transition between middle and high school through a 8th grade move up day to promote an early sense of belonging at HHS.</p> <p>HHS created an infographic of systems of support available. It will continue distributing the information to students.</p> <p>Student Support Team, including increasing amount of data to ensure comprehensive identification of students in need of wrap-around supports, extending to HS faculty meetings as well.</p> <p>Elementary level, collaboration with METCO interventionist in order to build bridges between families and the school and community resources.</p> <p>Secondary level, METCO director collaborating with Hingham Unity Council and PTOs to create a spring event in Boston to connect families.</p> <p>3rd Annual Unity Week at HHS included a presentation called "Allyship 101" which promoted how to be an ally wit the LGBTQ+ community.</p> <p>HHS recognition for the AFS USA Global School of the Year</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

		<p>Unity Week reflects the overarching vision of HHS's unity project which strives to ensure that our school community is characterized by it's core values of respect, inclusion, safety, and equity for everybody.</p> <p>District will add two additional trainers for Safety Care to help support future training needs.</p>		
<p>Align procedures for the recently updated policy manual.</p> <p>A team is developing a Faculty Handbook outlining procedures and practices for multiple areas.</p> <p>School and district leaders meet monthly with town safety officials, including School Resource Officers, to review safety and emergency procedures.</p> <p>Draft of the Faculty Handbook is nearing completion. The team will seek feedback on the document this spring.</p> <p>A draft of the Hiring Handbook has been completed. We will seek feedback on the document from various groups this spring.</p>	<p>Explore and implement research-based innovative instructional practices.</p> <p>OpenSciEd at HMS is being fully implemented in grades 6-8, supported by on-going professional development and site visits.</p> <p>East and PRS continue into the second year of the DESE Inclusive Practices Academy, which will support further knowledge building of UDL practices.</p> <p>All ninth graders this year are enrolled in Biology. In the past, some students would have taken a transition course, Integrated Science. This will enable students to access higher level courses in upper grades.</p> <p>The Leadership Team continued in the summer with further training on UDL.</p>	<p>Provide all staff, including athletic coaches, professional development training in diversity, equity, and inclusion practices.</p> <p>Middle School has developed a partnership with the Anti-Defamation League. Staff participated in training in identifying identity-based bullying.</p> <p>HMS and HHS applied to participate in ADL's "No Place to Hate" campaign.</p> <p>HMS collaborated with various groups to implement one book, one school using the book <i>Linked</i>.</p> <p>The school and district equity teams will focus this year on building reflective practices for equity and inclusion through</p> <p>DESE Safe School resources have supported students who have self-identified at the elementary level. Safe Schools</p>	<p>Identify a benchmark for appropriate per-pupil expenditure.</p> <p>Average class sizes at all grade spans were shared with the school committee and will inform budget preparations.</p> <p>Salary comparisons were shared with the School Committee and Advisory.</p>	<p>Design a mentoring program to support leaders and establish an internal leadership program for aspiring leaders.</p> <p>District Leadership met with Salem State to learn about teacher leadership programs. The district is exploring strategies for funding such programs.</p>

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

	<p>Viewsonic Boards were installed at Hingham High School. Staff have had professional development to support integrating the new technology into their instructional practice.</p> <p>Grade 5 social studies is piloting Investigating History this spring. Teachers will attend professional development via DESE grant.</p> <p>Elementary MTSS programs in literacy and math are being further refined through scheduling and expanded use of personnel.</p> <p>UDL and Technology Teacher Fellows attended professional development and are working on examples of lessons and work that can be shared districtwide.</p> <p>In grades K-5, literacy and math data use continues into the second year through Acadience (DIBELS), iReady, Reflex, and Lexia.</p> <p>A new <i>Kid Writing</i> program in Kindergarten is being implemented. New <i>Empowering Writers</i> units in K and 1 are being implemented this year. The implementation of these curriculums supports a stronger K-5 pathway for writing.</p> <p>Increased opportunities for K-5 teachers to regularly meet with literacy, math, and writing</p>	<p>will provide additional training to food services, transportation, administrative assistants, and custodians in the winter.</p> <p>The district continues participating in the DESE Institute for Culturally Responsive Practices Leadership Academy to provide coaching in implementing equity goals.</p> <p>The Leadership Team meets monthly in small groups to discuss how to lead equity and inclusion in their schools. The team has used several case studies to discuss problems of practice.</p> <p>The district will have a team participate in METCO Director Conference.</p> <p>Equity-themed book studies led by teachers continue district-wide.</p> <p>The district continues its partnership with Primary Source to provide professional development to staff.</p> <p>The Inclusive Practices fellows partnered with HEF to facilitate this venture.</p> <p>The Athletic Director added a component to training of all coaches at the beginning of each season on bullying, Title VI, and Title IX.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

	<p>specialists were created in the building schedules.</p> <p>Collaboration continues among K-5 and HMS administrators iReady to identify students needing additional supports.</p> <p>A new senior English semester course called Disability Voices in Life and Literature is being implemented this year.</p> <p>HHS was awarded AFS Global School of the Year based on curriculum, professional development, and school culture HHS was named a Medallion School according to the U.S. State Department as a result of exchange student programs.</p> <p>PRS and South were named Schools of Recognition by DESE.</p> <p>KIA PreKindergarten and Integrated Program have collaborated to discuss best practices for writing with young children.</p> <p>Landmark consultant has been supporting the language based classrooms at all levels.</p> <p>NESCA consultant has been supporting best practices in the RISE program at the elementary level.</p>	<p>HPS team participating in METCO 2.0 PLC through METCO Inc., which is focused on building equitable outcomes within the district.</p> <p>All coaches, 25 total participated, were invited to training with Northeastern University Center for the Study of Sports in Society as part of the statewide initiative Addressing Hate in School Sports.</p> <p>Administrative assistant, custodians, and food services personnel participated in a training with Safe Schools on how they can support the LGBTQ+ students in their roles.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

	<p>Draft of the DCAP has been completed. Feedback on the revision of the document will be collected from various groups this spring.</p>			
<p>Align district documents to reflect strategic initiatives and common district-wide practices.</p> <p>The district has begun the process of drafting the Student Opportunity Act Plan to align with the district's goals of continued strengthening of MTSS, planning to support SEL/behaviorial health needs of students, and strengthening programming for students with disabilities.</p>	<p>Engage in a district-wide process to create a Portrait of a Graduate, PK-12+.</p> <p>Student Services is developing a shared vision of what a HPS learner looks like.</p> <p>Portrait of a Graduate work will commence at HHS in the spring.</p> <p>Planning for the implementation for a new IEP is in progress. Teachers will begin training in March to be provided an overview of the new IEP. Continued training will continue into the summer.</p>	<p>Update the current Bullying Prevention Plan.</p> <p>All of the Leadership Team attended a half-day review of legal requirements, including bullying, Title VI, and Title IX.</p> <p>Elementary guidance counselors underwent training in a bullying module from Second Step.</p> <p>A Task Force for the revision of the Bullying Prevention Plan will begin meeting next month to update the current plan.</p> <p>Bullying Task Force is in the process of conducting a needs assessment surveying existing data such as the YRBS. A climate survey has been drafted to seek feedback from families on school culture and climate to help support the needs assessment.</p>	<p>Develop a technology plan to address technology infrastructure vision and needs.</p> <p>The district technology plan was shared with the School Committee last spring. The district technology committee will be monitoring our progress towards the objectives listed in the first year of the three year plan.</p> <p>Viewboards have been installed at HHS as first part of the refresh of SMART Boards. Staff training has supported their instructional use.</p> <p>Unit guides for Digital Literacy and Computer Science are being completed to outline standards and common assessments.</p> <p>The district technology department is implementing Spiceworks Helpdesk, which will help collect data on the technology needs of the buildings and each level.</p> <p>Review of the current website provider has begun to consider other possible options that provide more functionality and are more cost-effective.</p>	<p>Explore ways to provide collaborative preparation time for staff.</p> <p>In grades K-5, principals have embedded regular data meetings into the schedule to support reading, math, and writing curriculum.</p> <p>Elementary professional learning communities continued implementation into winter to support regular review of literacy and math data to support MTSS implementation.</p> <p>Middle school schedule development for next year has begun with consideration of how to provide common planning time for staff.</p>

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>Improve communication between home and school during critical transition years.</p> <p>HMS held an open house to the community in November.</p> <p>HHS will begin sharing some of its weekly emails with 8th grade parents to help support transition to the high school.</p> <p>HPS hosted the first Multilingual Family Network dinner in collaboration with the Hingham Unity Council. More events will be planned for the spring.</p> <p>The Department of Student Services will be planning for its annual transition to secondary (5 to 6; 8 to 9) evening for parents of students in special education. Date: TBD</p> <p>5th Grade Parent night to be held at HMS this spring (traditional).</p> <p>KIA and the World Language Department conducted a survey to gauge interest in after-school language programming.</p>	<p>Identify and implement a new elementary reading program.</p> <p>Year-long professional development will support K-5 teachers in the implementation of the new <i>Into Reading</i> program.</p> <p>Science has begun the process of re-aligning the elementary curriculum to fit with new reading program.</p> <p>A preliminary exploration of updated, innovative K-5 math program for future use has begun.</p> <p>Each elementary school has implemented a cycle of professional learning communities which includes meeting at least once monthly to continue to analyze literacy assessment data.</p> <p>K-5 Reading specialists and the pilot team continue to refine pacing guides and curate program resources.</p> <p>Analysis of MOY 2024 MTSS literacy data demonstrated significant growth for several grade levels over MOY 2023.</p> <p>Planning is underway for summer PD offerings in multi-sensory reading instruction, including IMSE</p>	<p>Establish procedures to report incidents of bias.</p> <p>A review of bullying, Title VI, and Title IX policies were conducted at the beginning of the year with all staff.</p> <p>The district plans quarterly revisiting of bullying/anti-harassment procedures and reporting.</p>	<p>Address various needs related to facilities and space.</p> <p>Master Facilities Plan draft has been completed and reviewed by Finance/Capital and Facilities Subcommittee. The final plan will be presented this winter to the school committee.</p> <p>In addition, the School Building Committee monitors the completion of the PRS Windows and Doors project, which includes painting of the front area. In addition, the SBC is considering how to best address the repairs of the columns.</p> <p>The Business Office is monitoring the opening of grant funding from MSBA for repairs of school buildings.</p> <p>SBC received report on the columns at PRS and is determining the best course of action.</p>	<p>Expand recruitment opportunities.</p> <p>The district has increased its use of additional platforms beyond SchoolSpring for the posting of positions including more frequent use of Indeed and Handshake.</p> <p>The district has implemented two hiring fairs to support the recruitment of staff.</p> <p>Human Resources will attend upcoming spring job fairs including the Massachusetts Partnership for Diversity in Education job fair and Bridgewater State University.</p> <p>The Human Resources has made use of social media to recruit staff.</p> <p>A draft of a Hiring Handbook has been completed. Hiring managers will review over the next few months to then implement this coming hiring season.</p>
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

	<p>OG+Comprehensive 30 hour course.</p>			
	<p>Fully fund and engage in a multi-year curriculum review adoption cycle process.</p> <p>Year two of the program review for Social Studies and Business Departments, including hosting area districts for a site visit, implementation of surveys, and other departmental visioning work is underway. Final Program Review will be presented in spring 2024.</p> <p>Year one of the program review for the World Language Department has begun. An update on the program review process will be presented in spring 2024.</p> <p>A special education program evaluation was begun in October 2023. A final report will be shared in the spring of 2023.</p> <p>Final report for the special education program evaluation is completed and will be shared with the whole school committee in the spring and with the larger school community. The plan will inform some short term and long-term goals.</p> <p>Progress continues on the Social Studies Program Review (Year 2) and World Language Program Review (Year 1).</p>	<p>Complete an equity audit, including auditing current curriculum content.</p> <p>One-year equity plan was presented to the school committee in June 2023. The district equity task force is monitoring the implementation of the plan.</p> <p>The school library continues collection development for the addition of more diverse texts.</p> <p>School nurses collaborated with the DESE Safe Schools program to develop further resources to support students understanding of puberty with gender inclusive lens. In addition, pronouns in new health forms were revised so that they are non-gender specific.</p> <p>Curriculum directors are developing a tool for the review of instructional materials for bias. The goal is to share the tool in the spring with staff.</p> <p>Superintendent provided update to the Human Rights Commission on the equity audit and plan how we might work together with common goals.</p> <p>Draft of tool for review of curriculum materials has been</p>		

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

		<p>shared with various groups for feedback.</p> <p>Elementary schools ensured the most recent book fair included books with representation of all.</p>		
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Hingham Public Schools

FY24 Strategic Plan

Update #1



By Margaret Adams, Superintendent of Schools

February 26, 2024



Culture of Collaboration and Community

Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.

- The district has begun the process of drafting the Student Opportunity Act Plan to align with the district's goals of continued strengthening of MTSS, planning to support SEL/behavioral health needs of students, and strengthening programming for students with disabilities.
- A committee is presently evaluating unified communications platforms in consideration of providing the District a unified messaging system to streamline communications among District stakeholders through an improved website, simplified access to various social media outlets, and, potentially, a dedicated mobile application.
- The Department of Student Services will be planning for its annual transition to secondary (5 to 6; 8 to 9) evening for parents of students in special education.
- Middle and high school are beginning transition activities and planning for next year.





Culture Responsive Teaching and Learning

Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.

- Each elementary schools has implemented a cycle of professional learning communities which includes meeting at least once monthly to continue to analyze literacy assessment data.
- Final report for the special education program evaluation is completed and will be shared with the whole school committee in the spring and with the larger school community. The plan will inform some short term and long-term goals.
- Planning for the implementation for a new IEP is in progress. Teachers will begin training in March to be provided an overview of the new IEP. Continued training will continue into the summer.
- Draft of the DCAP has been completed. Feedback on the revision of the document will be collected from various groups this spring.
- The KIA and Integrated Preschool/PreKindergarten Program held their lotteries for new classrooms for next school year. Integrated Program forms were updated to mirror the Kindergarten registration forms.





Healthy, Equitable, and Inclusive Communities



Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.

- All coaches, 25 total participated, were invited to training with Northeastern University Center for the Study of Sports in Society as part of the statewide initiative Addressing Hate in School Sports.
- Administrative assistant, custodians, and food services personnel participated in a training with Safe Schools on how they can support the LGBTQ+ students in their roles.
- HPS team participating in METCO 2.0 PLC through METCO Inc., which is focused on building equitable outcomes within the district.
- A SEL/Behavioral Health Task Force is being formed to examine needs and determine program development. The team has outlined a draft timeline, identified data sources to collect, and contacted other local programs to visit.



Capital and Finance



Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.

- The School Committee voted to submit a warrant article for naming the new elementary school.
- The district will process purchase orders for furniture and technology for the new elementary school building in March.
- School Building Committee received report on the columns at PRS and is determining the best course of action.
- The district technology department is implementing Spiceworks Helpdesk, which will help collect data on the technology needs of the buildings and each level.



Human Resources and Leadership

Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.

- A draft of a Hiring Handbook has been completed. Hiring managers will review over the next few months to then implement this coming hiring season.
- Draft of the Faculty Handbook is nearing completion. The team will seek feedback on the document this spring.
- Materials to support improved onboarding of paraprofessionals are being curated with the goal of implementing a strengthened process for the fall of 2024.
- Additional substitute training was held in February to support the onboarding of new staff.
- Middle school schedule development for next year has begun with consideration of how to provide common planning time for staff.





Dr. Barbara J. Cataldo
Interim Executive Director of Student
Services
bcataldo@hinghamschools.org

Elizabeth O'Neill
Assistant Director of Student Services
eoneill@hinghamschools.org

Department of Student Services
220 Central Street
Hingham, MA 02043
781-741-1500
www.hinghamschools.com

Charleen Fabrizio
Administrator of Elementary Special
Education
cfabrizio@hinghamschools.org

Amy Muldoon
Administrator of Secondary Special Education
amuldoon@hinghamschools.org

Goals Update
February 26, 2024

Support Program Review

The Team of Robert McArdle, Sandra Einsel, and Marlene Dodyk conducted an independent evaluation of the Student Services department back in October. Their report was recently finalized and presented to Dr. Adams and me. The contents of the fifty-three-page report will be shared shortly with the School Committee and then released to the public.

The in-depth report studied our specialized programs, professional development, the substance of our IEPs, inclusive practices, and District Accommodations Plans, preschool and early childhood programming, and staff utilization. In addition, the consultants reviewed documentation around descriptions of programs and services, budgetary and census data, procedures and services, out-of-district placements, and information contained in the most recent DESE Tiered Focused Monitoring (formally the Coordinated Program Review). Lastly, they reviewed seventy-five IEPs and conducted interviews with fifty-five individuals consisting of staff, parents, and constituents in both one-on-one and group settings.

The report highlights many areas that the district is doing very well through the delivery of services and support of families. Paralleled with this are areas for the district to work on during the next three to five years. The report offers an unbiased and fair assessment of the Student Services department and the next steps to increase its strength.

Strengthen Communication

The workaround relationship building continues. Monthly meetings are held with Team Chairs. Topics of urgency as well as needs of the district are discussed. Laws and procedures are reviewed, and team chairs are able to work with their colleagues on difficult discussions receiving helpful input.

The Director meets with SEPAC monthly. The SEPAC has been generous with their time and contributed to the thoughtful discussions around our students. They can bring

forward concerns of parents that might not always arrive on my desk, and we have worked together to solve these issues.

I have spent many hours in the buildings observing and speaking with principals and/or assistant principals, addressing processes and procedures, and helping to look forward at the needs of the individual buildings. The principals call me regularly when there is an immediate issue and know I will respond. We work together to problem-solve any concerns in their buildings,

Meeting with parents has been an important part of the work I do. I attend IEP meetings, work directly with parents, assist in process and procedure questions, and offer direction to the parents. It is not flawless but working directly with parents has allowed me the opportunity to hear our parents and find ways to resolve questions.

The New IEP

Beginning next month, we will initiate training with the new IEP. The Coordinators have worked together to create programming to offer to all staff during our early release sessions and two half-day sessions. There will be staff trainings in March, April and May. A fall training will take place for families and will be sponsored by SEPAC and the district. Additionally, we are focusing training on our Team Chairs so they can assist with training in their individual buildings.

Our Student Information System (Aspen) has already created the new IEP, and it will go online in August. Staff will be able to gain access before then, but we are asking for it to be used beginning in September. For any new staff who join us over the summer, we will make arrangements for training. Our goal is to prepare everyone for the changeover.

Respectfully submitted,

Barbara J. Cataldo, Ed.D.

Interim Executive Director of Student Services

Memorandum

To: Margaret Adams, Superintendent of Schools
From: Rick Swanson, Hingham High School Principal
Date: February 10, 2024
Re: PTO-Funded Stipend for “Harbormen Helping Hingham” Coordinator

At its regular monthly meeting on Thursday, February 8, 2024, the Hingham High School PTO voted to fund a stipend in the amount of \$1500 for a member of the HHS staff to serve as coordinator of the annual “Harbormen Helping Hingham” community service day. This event (scheduled for Friday, April 12, 2024) is a longstanding and cherished tradition at HHS.

I hereby request that the School Committee endorses receipt and distribution of these funds.