



Charting the Course

Cohasset Public Schools
Strategic Plan | 2021-2024

Our Mission

Cohasset Public Schools places students first. We provide an optimal teaching and learning environment by cultivating empathy, global citizenship, agency, inclusivity, and community engagement to empower students to realize continuous personal growth and achievement.

Our Vision

Empower students to improve communities

Our Core Values

Placing Students First

Create and maintain an environment that places students first and is focused on the whole student



Continuous Personal Growth & Achievement

Encourage students to achieve their full potential socially, emotionally, and academically

Empower students to embody equity, cultural responsiveness, inclusivity, empathy, and global citizenship

Support students in developing agency (to act independently and make their own free choices) with an innovative and creative mindset

Creating an Optimum Teaching & Learning Environment

Provide personalized learning experiences that foster student voice, advocacy, and real-world application

Create a safe, compassionate, and empathetic learning environment to ensure every student feels included, valued, and respected in the school



Strong School - Community Engagement

Cultivate an environment of open communication, engagement, and collaborative learning opportunities among home, school, and community

Utilization of Resources to Support the Teaching, Learning, & Leading

Support optimal teaching, learning, and leading through responsible funding that provides academic excellence, appropriate staffing, state of the art facilities, and quality instructional materials



Strategic Objectives 2021 - 2024



Compass Point #1: Teaching and Learning



Compass Point #2: Social and Emotional Wellness



Compass Point #3: Resources



Compass Point #4: Communication and Engagement

Superintendent, Patrick Sullivan, Ed.D.

For superintendent evaluation in the Model System, the annual cycle includes the following:

- **Cycle Step 1: Superintendent's Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on district goals (when available), the prior year's evaluation and rating, and other relevant evidence. Based on that assessment, the superintendent identifies at least two goals to propose to the school committee: one related to improving his or her own professional practice and one related to improving student learning.

- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and benchmarks of progress¹. In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises, as needed, and adopts at least one professional practice and one student learning goal.

In addition, the superintendent and school committee develop two to four district improvement goals with key strategies and benchmarks. Once adopted, the professional practice, student learning, and district improvement goals—with their key strategies and benchmarks of progress—become the Superintendent’s Annual Plan. The plan serves as a basis for assessing the superintendent’s performance.²

- **Cycle Step 3: Superintendent Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent’s Plan, with assistance from the committee, as appropriate; school committee members and the superintendent individually collect evidence of progress on goals and performance against the Standards.
- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress being made on the goals in the Superintendent’s Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The superintendent prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the

¹ Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation and others, where noted, must take place in a public meeting. Further detail is provided in Appendix J of this Guide.

² The Superintendent’s Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent’s plan also may appear in the district plan, but the superintendent’s plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent’s plan identifies the three to six goals that will carry the most weight in assessing the superintendent’s performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

superintendent's performance against the Standards (see Appendix E for step-by-step details of conducting the End-of-Cycle Summative Review).

Patrick Sullivan, Ed.D. Superintendent of Cohasset Public Schools
Self-Assessment: Data Considered Regarding Standards and Indicators

Cultural, Fiscal, and Safety Indicators:

[Fiscal Indicators: Budget Presentation for FY24](#)

[Fiscal Indicators: Ten Year CPS Capital Budget Plan](#)

[Safety Indicators: Cohasset Public Schools Safety Plan 2023 2024 \(Publishable\)](#)

[Safety Indicators: Cohasset Public Schools Safety Protocols \(revised summer of 2023\)](#)

[Cultural Indicators: Cohasset High School and Cohasset Middle School ICIS Part I](#)

[Cultural Indicators: Cohasset High School and Cohasset Middle School ICIS Part II](#)

[Cultural Indicators: Family / Student Surveys, All Schools](#)

[Cultural Indicators: All School Improvement Plans for 2023-2024](#)

[Cohasset Public Schools Strategic Plan, 2021 – 2024](#)

[Cohasset Public Schools Strategic Plan, 2021 – 2024 Dashboard Summary](#)

[Statement of Interest to Massachusetts School Building Authority \(MSBA\)](#)

[Vision of a Graduate](#)

[Curriculum Review Cycle](#)

Opening Letter to Families

Greetings Cohasset Families,

Welcome to the 2023-2024 school year. This year, we are excited to continue to focus our efforts as a school community on the implementation of the third year of the Cohasset Public Schools Strategic Plan, 2021 – 2024, which was created collaboratively by the entire Cohasset School Community. This plan aligns goals from the Cohasset School Committee, District and Building Leadership, and staff, and shapes our school improvement plans. Our mission states that “Cohasset Public Schools places students first.” We provide an optimal teaching and learning environment by cultivating empathy, global citizenship, agency, inclusivity, and community engagement to empower students to realize continuous personal growth and achievement. We will focus on teaching and learning, social and emotional wellness, resources, and communication and engagement, as we enact this mission to reach our vision to “Empower Students to Improve Communities.”

This year we will strive to create an environment that is focused on the whole student, as we help students realize this year’s theme, “**Follow Your Compass.**” We are excited to help students achieve the gains that come from navigating their educational journey, as they understand their strengths and opportunities for growth:

- We will encourage students to achieve their full potential socially, emotionally, and academically, as they embody equity, cultural responsiveness, inclusivity, empathy, and global citizenship.
- We will support students in developing agency (to act independently and make their own free choices) within an innovative and creative mindset.
- We will cultivate an environment of open communication, engagement, and collaborative learning opportunities among home, school, and community.
- We will support optimal teaching, learning, and leading through responsible funding that provides academic excellence, appropriate staffing, state of the art facilities, and quality instructional materials.

Please click on the link to access the entire [Cohasset Public Schools Strategic Plan for 2021-2024](#).

Additional information regarding all departments is available on our [District webpage](#).

Curriculum and Instruction:

The Cohasset Public School District initiatives are guided by the Department of Elementary and Secondary Education (DESE) Partnership for 21st Century Skills in school improvement and include the following recommendations:

- Core Academic Subjects to include English, reading or language arts, world languages, arts, math, economics, science, geography, history, government, and civics.
- Interdisciplinary Themes to be woven into each subject including global awareness, as well as financial, economic, business, and entrepreneurial understanding, and civic and health literacy.
- Learning and Innovation Skills to be woven into each subject to include creativity, innovation, critical thinking, problem solving, communication, and collaboration.
- Information, Media, and Technology Skills required of today's students to include information literacy, media literacy, communications, and technology literacy.
- Life and Career Skills are needed to navigate in today's fast-paced, high technology world. They include flexibility, adaptability, initiative and self-direction, social and cross-cultural skills, productivity, accountability, leadership, and responsibility.

Our curriculum is rigorous, challenging, and current. This year, we will continue to focus our curricula goals on Social-Emotional Learning (SEL), Culturally Responsive Teaching, early elementary literacy and numeracy, science, secondary mathematics, and the continued development of a strong computer science / digital literacy pathway for our students, PK-12. The District continues to utilize the principles from the Collaborative for Academic, Social, and Emotional Learning

(CASEL) as its base of implementation of SEL. The CASEL mission is to help make evidence based SEL an integral part of education from Pre-K through high school. The emphasis is on maintaining a safe and supportive environment for learning. We also continue to support initiatives to review and provide social-emotional wellness, inclusive cultures, building safety, bullying prevention, and communication.

Community Partnerships:

The District continues to partner with various groups to support our teaching and learning. Locally, the district works closely with Cohasset Student Coastal Research (CSCR), Holly Hill Farm, the Cohasset Education Foundation (CEF), the various Parent School Organizations (PSO), and Safe Harbors, to enrich student experiences. We continue our outreach and support with the Interface Mental Health Referral Service.

Our culture is inclusive of all students, and one where all students are challenged, respected, and valued. Not only are our students scholarly, but they are also athletes, artists, and civic-minded individuals. They are the volunteers in our community and the creative thinkers who have promoted many of the extra-curricular opportunities that make Cohasset Public Schools a unique and stellar learning community. We are also a proud METCO District and are thankful for the reciprocal opportunities that METCO provides.

Our Vision and Beliefs Include:

- Supporting a student-centered approach throughout the District
- Educating the whole child and prioritizing Social-Emotional Learning (SEL)
- Promoting trust and transparency with all stakeholders
- Centering all our work on a foundation of strong relationships
- Celebrating staff and student accomplishments
- Encouraging staff enthusiasm
- Increasing inclusion, empathy, bullying prevention, safety, and cultural competency

- Increasing an inclusive and flexible approach to special education, which will reduce stigma and celebrate diversity
- Inspiring Project-Based Learning (PBL) opportunities for all staff and students
- Creating collective teacher efficacy through collaboration
- Collaborating with community-based organizations to improve the education of the students
- Promoting systems-thinking and strategic practices that build capacity to fulfill our District's Strategic Plan
- Increasing the collaboration and communication within the District Leadership Team
- Utilizing data to expand teaching materials and improve pedagogy and tiered supports
- Revising and creating systems and protocols throughout the District
- Integrating meaningful technology and instructional pedagogy that effectively uses technology
- Cultivating innovative learning practices that foster communication, creativity, collaboration and critical thinking
- Listening to the voices of all stakeholders and involving them in decision-making processes
- Eliciting stakeholder input regarding vision for the Cohasset Public Schools
- Promoting proactive and clear communication at all levels

Summer Improvements:

It has been a busy summer for summer facility improvements. In addition to working to prepare all facilities, we have been hard at work on a few major projects. With a generous grant from the McNamara family through the Cohasset Education Foundation (CEF), we will transform the current Deer Hill Library. This new learning space will be called the *Susan B. McNamara Innovation Commons*. Also, we have a wonderful and improved weight and exercise room at Cohasset High School, and we are in the process of upgrading the Osgood vestibule to ensure state of the art safety measures are present.

Communication:

You can expect weekly communication through a District-wide newsletter called *The Navigator*, and through frequent school-based newsletters. You can also follow the entire leadership team on Twitter to see real-time updates.

Superintendent: @SuperCohasset

Assistant Superintendent: @CPSAssistantSup

Joseph Osgood School: @JOsgoodppal

Deer Hill School: @DeerHillSchool

Cohasset Middle School: @comsprincipal

Cohasset High School: @CoHSPrincipal

We utilize both Aspen and Blackboard communications to inform families of important events, cancellations, and happenings.

Introductory Events:

Finally, we have two District-wide introductory events scheduled. On August 15 from 5:30PM to 6:30PM, all members of the Cohasset Public School Community are invited to an [ice-cream social to kick-off the year](#), which will take place on the field in front of the middle school at 143 Pond Street. At this event, [Osgood School will be hosting a Teddy-Bear Picnic](#) for their students. On September 6, parents and guardians are invited to a [Superintendent's Coffee](#) from 5:00PM-6:00PM in the Community Room adjacent the Central Offices at 143 Pond Street. This event provides parents and guardians with the opportunity to meet the Superintendent and Assistant Superintendent, to hear about some of the important initiatives planned for the coming year, and to ask any questions they may have. Families can expect communications in the coming days from building principals regarding scheduling and the start of the school year.

In addition, please click on the link to access the updated [Cohasset Public Schools 2023 – 2024 Calendar](#). This calendar contains some adjustments to senior

scheduling (finals and last day for seniors) that were not indicated on the version sent earlier this summer.

Above all else, please know that we are here to support you and your child. Please do not hesitate to contact me or any staff member if we can help along this year's journey.

Sincerely,

Patrick Sullivan, Ed.D.

Superintendent

Cohasset Public Schools

Superintendent, Patrick Sullivan, Ed.D. Goals and Evidence for 2023- 2024:

Goal # 1 Student Learning (Compass Point 1: Teaching and Learning):

Throughout the 2023-2024 school year, I will continue to focus the district on the implementation of the elementary comprehensive literacy approach (K-5), the middle school science Open Sci Ed program, the middle school math Illustrative Math program, the Investigating History program in grades 5, 6 and 7, the curriculum review process (phase #1) for Health and Wellness (PrK-12) and (phase #2) for Math and Arts, the development of a computer science pathway (K-12), and on being responsive to data that indicates need for action.

Student Learning - Action Plans, Timelines, Benchmarks

Key Actions

- Review data points for areas of need.
- Continue to partner with Teaching Learning Alliance (TLA) to provide coaching services regarding our delivery of reading instruction.
- Continue to provide a data analysis on the efficacy of current and future benchmark assessment in the areas of ELA.
- Train middle school science teachers and middle school leaders in the new state sponsored Open Sci Ed program.

- Train the middle school math teachers and middle school leaders in the Illustrative Math program.
- Curriculum review committee will participate in developing essential questions in Health and Wellness (Prk-12) in order to focus the self-study.
- Curriculum review committee will review the district's Health and Wellness curriculum and instructional resources.
- Curriculum review committee will conduct the Health and Wellness self-study.
- Provide opportunities for family engagement within the elementary comprehensive literacy approach, Open Sci Ed, Investigating History, Illustrative Math, and wellness.
- Curriculum review committee will participate in implementing the Action Plan in Math (Phase 2).
- Curriculum review committee will participate in implementing the Action Plan in the Arts (Phase 2)
- Continued study of needs (K-12) in computer science pathway.

Benchmarks

- Professional development plan created with TLA (by November, 2023 and throughout the year)
- Data, meeting notes and discussions from specialist, grade-level, and leadership meetings that measure student progress in ELA / literacy (throughout the year)
- Evidence of frequent meetings with reading specialists (throughout the year)
- Evidence of training in Open Sci Ed for middle school science teachers and leaders (throughout the year)
- Essential questions in Health and PE
- Evidence of family engagement related to comprehensive literacy approach, Open Sci Ed, Investigating History, Illustrative Math, and wellness (throughout the year)
- Update of middle school science curricula (June, 2024)
- Update of arts curricula (June, 2024)
- Update of computer science pathway plan (June, 2024)

Goal #2 Professional Practice Goal (Compass Point 1 Teaching and Learning):

Throughout the 2023-2024 school year, I will work with schools and departments to create curriculum guides and benchmark assessments which vertically align to the teaching and learning Pk-12. I will also begin to analyze data through data dialogues with all stakeholders.

Action Plans, Timelines, Benchmarks**Key Actions:**

- Collaborate with the Director of Data Curriculum, and Evaluation to create the Curriculum Guide process
- Solicit feedback from leadership and member of the Curriculum Committee to finalize a district mapping template
- Meet with the Curriculum Committee at least three times during the course of the year to initiate, progress monitor and finalize curriculum documents (10/6/2023, 10/12/23, 1/12/2024, 3/14/2024, 3/15/2024, TBA)
- Complete draft of the curriculum map
- Review all curriculum documents and begin work on benchmark assessments with committee (3/15/2024)
- Identify benchmark assessments for all content areas
- Formulate next steps and share curriculum maps with students/parents

Benchmarks:

- Meeting notes with Plan September 2023
- District Curriculum Map Template October 10, 2023
- Curriculum Guide Committee Meeting schedule and agendas
- Draft Curriculum Map January 2024
- Curriculum Maps March 2024
- Draft Benchmark Assessments May 2024
- Plan for next steps for 2024-2025 June 2024
- Student and Family notification plan June 2024

Goal #3 District Improvement Goal (Compass Point 1 Teaching and Learning & Compass Point 2 Social and Emotional Wellness):

Throughout the 2023-2024 school year , I will empower staff and students to embody equity, cultural responsiveness, inclusivity, empathy, and global

citizenship, through providing professional development and timely feedback concerning culturally responsive teaching, through increasing students' knowledge regarding diverse cultures and perspectives, and through creating structures and systems to expand student voice to enhance the inclusivity of the school culture and environment.

Action Plans, Timelines, Benchmarks

Key Actions

- Implement plans at each building to continue/enhance the use of technology to increase connection to the global community.
- Implement culturally responsive look-fors in leadership learning walks.
- Continue to provide professional development that fosters culturally responsive teaching methods.
- Leadership provides frequent feedback to staff regarding the efficacy of implementing culturally responsive teaching.
- Establish a format for students to learn about diverse cultures and to increase inclusivity of the school environment.
- Implement Curriculum Review Process, which includes a focus on culturally responsive and inclusive cultures practices and resources.
- Evidence of plans and initiatives at each school to increase student voice

Benchmarks

- Evidence of Implementing a List of culturally responsive look fors and evidence of implementation in learning walks (throughout the year)
- Evidence of professional development that fosters culturally responsive teaching (throughout the year)
- Evidence of feedback from leadership to staff regarding culturally responsive teaching (throughout the year)
- Format in each school established that promotes inclusivity and learning regarding diverse cultures (by June, 2024)
- Evidence of Plans and initiatives at each school to increase student voice (by June, 2024)

Goal #4: (Compass Point #1 : Teaching and Learning and Compass Point #2: Social and Emotional Wellness):

Throughout the 2023-2024 School Year, I will collaborate with district and building leaders to continue our development in our MTSS teams in the areas of data analysis and tiered interventions.

Action Plans, Timelines, Benchmarks

Key Actions:

- Support outside professional development in MTSS available to the MTSS team members. (throughout the year)
- Ensure that new staff is knowledgeable about the MTSS system and team as a strategy. (October)
- Continuing work with staff on how to use data to drive instruction and interventions. (Throughout the year)
- Monitor vertical alignment and consistent use of documents and process. (Monthly)
- Refine referral forms and leveled tiered interventions in a resource guide. (June)
- Continue to create opportunities to engage families regarding the MTSS process (SEPAC/School Committee/Website/Newsletters). (Throughout the year)
- Reconvene the Dyslexia Guideline Review Committee to consistent process and data discussion within the MTSS framework. (November)

Benchmarks:

- Evidence/documentation of family engagement in MTSS process via letter/newsletter/website notifications, School Committee/SEPAC presentations (throughout the year)
- Department meeting agendas with MTSS training
- Google documentation of MTSS meetings
- Approved outside PD opportunities for staff
- Expanded resource guide for referrals and interventions

- Focus on MTSS process/team in monthly meeting with principals

Goal #5: District Improvement Goal (Compass Point 3: Resources):

Throughout the 2022-2023 school year, I will collaborate with district and building leaders to maximize effective resource allocation in the areas of staffing, transportation, facilities, learning spaces, technology, and facilities systems.

Key Actions:

- Continue to work with the School Facilities Committee and other town officials regarding School Stabilization Fund, feasibility report, and steps to further the approval process through the Massachusetts School Building Association (MSBA) for a new middle and high school.
- Continue technology pilot program and learning space creation.
- Continue to work with Budget and Resources Subcommittee to address budget needs regarding facilities.
- Continue to improve facilities processes.
- Advance parking plans for district school busses.
- Continue to improve food services by working closely with Food Service and Nutrition Subcommittee and through leading the hiring process for new Director of Food Services.
- Continue articulated organizational structure between facilities, custodians, and DPW.
- Ensure that custodians fulfill their responsibilities by collaborating with Director of Finance and Operations and newly created Head and Lead custodial positions.

Benchmarks:

- Evidence of collaboration with School Facilities Committee and other officials to create School Stabilization Fund, feasibility study, and to further the process of MSBA approval (by June, 2023)
- Evidence of continued technology pilot program (throughout the year)

- Agendas and outcomes of Budget and Resources Sub Committee meetings (throughout the year)
- Agendas and outcomes of Food Service and Nutrition Sub Committee meetings (throughout the year) and evidence of process and hiring of Director of Food Services
- Evidence of efforts to improve facilities processes...eg: punch lists and procedures (throughout the year)
- Evidence of furthering plans for district bus parking moving forward (by June, 2024)