

Cohasset
Public
Schools
Strategic
Plan

2016-

2021

* Revised/Edited: Oct. 2020

X = In Progress and the year the progress began

F = Focus and the year(s) where the focus will take place

Revision Committee

- Dr. Patrick Sullivan, Superintendent of Schools
- Dr. Leslie Scollins, Assistant Superintendent for Curriculum, Instruction and Assessment
- **Susan Owen**, Director of Finance and Operations
- **Barbara Cerwonka**, Director of Student Services
- **Lisa Radden, Director of Technology and Digital Learning**
- Brian Scott, Principal, Cohasset High School
- John Mills, Principal, Cohasset Middle School
- Alexandra Sullivan, Principal, Deer Hill School
- Lisa Farrell Principal, Joseph Osgood School
- Dr. Kathryn Salas, Assistant Principal, Cohasset Middle School
- Tara Noyes, Assistant Principal, Cohasset High School
- Aleisa Gittens-Carle, METCO Coordinator
- Steve Rotondi, Athletic Director

Executive Summary

Vision Statement
The Cohasset Public Schools is a district committed to excellence. We hold high expectations for all students and staff and provide the support and resources that enable all to meet or exceed those expectations. We collaboratively support an academically challenging, safe, respectful, and student-centered learning environment in preparing them to be responsible citizens of a global and digital twenty-first century environment.
Theory of Action

If we hire, train, and retain the best teachers, incorporate best practices into the classrooms, attend to the emotional well-being and safety of our students and create effective vehicles for members of the community to work together, we will create environments under which students can excel.

	Human Capital	Curriculum, Instruction, and Assessment	Social and Emotional Learning	Safety and Security	Communication and Collaboration
Strategic Goals	Recruit, retain, and develop exceptional teachers	Ensure that all students are able to achieve appropriate growth in learning	Promote the social and emotional well-being of students	Strengthen the safety and security of schools	Create vehicles that strengthen relationships among critical educational stakeholders
Key Initiatives	<p>Commit to hire and retain exceptional teachers</p> <p>Develop opportunities for professional collaboration and teacher leadership</p>	<p>Encourage 21st century skills that promote creativity, collaboration, critical thinking, innovation and problem solving</p> <p>Expand the use of differentiated instructional practices and delivering coordinated and specific tiered supports, and</p> <p>Define assessment practices that provide meaningful data to guides instructional changes and measure student growth</p>	<p>Identify areas of student need</p> <p>Build programs to provide social-emotional support to all students</p> <p>Develop tiered intervention strategies</p> <p>Build student resiliency to prepare students for college and careers beyond Cohasset High School</p> <p>Appreciate Diversity</p> <p>Focus on Cultural Competency & Inclusive Practices</p>	<p>Strengthen the security of the physical plant and bus safety</p> <p>Improve school security procedures</p> <p>Foster an environment of social-emotional safety</p> <p>Increase awareness and readiness among students and staff</p> <p>Commit to ongoing assessment, funding, planning and training for school safety initiatives</p> <p>Further develop Cohasset Public Schools Safe Schools Committee</p>	<p>Identify critical stakeholders</p> <p>Create effective communication vehicles</p> <p>Collaborate where shared responsibilities overlap such as finance, facilities planning and facilities maintenance</p> <p>Develop community partnerships that enhance opportunities for student learning</p>
Critical Supporting Platforms	A Digital Learning Plan that supports Understanding by Design (UBD) and provides the infrastructure, resources, and training for both teachers and students				
	A Professional Development Plan that is focused around Understanding by Design principles and teacher-created tools and strategies				
	Clearly commit to aligning educational goals with sound financial practices and budget requests; in concert with the town, maintain and improve the physical plant (inside and out) for the safety and benefit of all				

Strategic Goals

1. Recruit, retain, and develop exceptional teachers by
 - Committing to hire the best teachers, and
 - Developing opportunities for professional collaboration and teacher leadership

2. Ensure that all students are able to achieve appropriate growth in learning by:
 - Encouraging 21st century skills that promote creativity, collaboration, critical thinking, innovation and problem solving
 - Expanding the use of differentiated instructional practices and delivering coordinated and specific tiered supports, and
 - Defining assessment practices that provide meaningful data that guides instructional changes and measure student growth

3. Promote the social and emotional well-being of students by:
 - Identifying areas of student need,
 - Building programs to provide social-emotional support to all students,
 - Developing tiered intervention strategies, and
 - Building student resiliency for college and careers beyond Cohasset High School
 - Develop an appreciation for diversity and individual differences
 - Focus on cultural competency and inclusive practices

4. Strengthen the safety and security of schools by:
 - Strengthening the security of the physical plant and bus safety,
 - Improving school security procedures,
 - Fostering an environment of social-emotional safety,
 - Increasing awareness and readiness among students and staff, and
 - Committing to ongoing funding, planning and training for school safety and security
 - Further develop Cohasset Public Schools Safe Schools Committee

5. Create vehicles that strengthen relationships among critical educational stakeholders by:
 - Identifying critical stakeholders,
 - Creating effective communication vehicles and
 - Collaborating where shared responsibilities overlap such as finance, facilities planning, and facilities maintenance

Strategic Action Plan

1. Recruit, retain, and develop exceptional teachers by:

- Committing to hire the best teachers, and
- Developing opportunities for professional collaboration and teacher leadership

	Action Step	Responsible Parties	Implementation Date (FY)					Measure of Success
			17	18	19	20	21	
1.1	Post anticipated vacancies by the first week of April.	Superintendent	x					Record of postings
1.2	Create strategic questions for use in the hiring process.	Principals	x					Record of questions in hiring packets
1.3	Expand reference checking.	Principals/ Assistant Principals	x					Reference checks recorded in hiring packets
1.4	Clear budget funding will be identified for hiring across the district.	Superintendent/ Business Manager		x				Budget documents
1.5	Hiring priorities collectively discussed among the leadership team when possible.	Superintendent/Lead ership Team	x					Leadership agendas
1.6	Expand our mentoring capacity to Non-teaching members of the staff and outline a more robust mentoring process.	Assistant Superintendent				F	F	Mentoring list; mentoring manual
1.7	Encourage teacher input into professional development and the sharing of best practices by: narrowing the focus of professional development; creating time for teachers to work in grade level and/or departmental groups to develop tools or strategies that can be implemented in the classrooms.	Assistant Superintendent /Principals/Faculty	x					PD faculty survey/calendar
1.8	Establish professional development calendar that is published by September.	Assistant Superintendent/ Principals	x					PD calendar
1.9	Ensure that existing curricular initiatives are supported through cyclical training.	Assistant Superintendent					F	PD calendar
1.10	Explore a strategy to recruit a more diverse staff.	Leadership Team					F	Strategy Created

2. Ensure that all students are able to achieve appropriate growth in learning by:
- Encouraging 21st century skills that promote creativity, collaboration, critical thinking, innovation and problem solving
 - Expanding the use of differentiated instructional practices and delivering coordinated and specific tiered supports, and
 - Defining assessment practices that provide meaningful data that guides instructional changes and measure student growth

	Action Step	Responsible Parties	Implementation Date (FY)					Measure of Success
			17	18	19	20	21	
2.1	Evaluate the current curriculum against the 21 st century skills outlined above, in light of the higher levels of Bloom’s taxonomy, and with an eye towards having students demonstrate mastery.	Assistant Superintendent/ Principals/ Assistant Principals/ Grade level Collaborative Groups/ Department Chairs				F	F	Curriculum revisions in Atlas Rubicon or similar curriculum maps. Evidenced in educator evaluations/ observations
2.2	Continue to incorporate Universal Design for Learning principles and practices into annual professional development.	Assistant Superintendent/ Faculty	x					Professional Development Calendar Evaluation and follow up implementation
2.3	Incorporate professional development that allows teachers to define and model differentiated instructional practices and tiered general education supports.	Assistant Superintendent/ Principals/ Assistant Principals	x					Professional Development documentation the form of lesson plans/Atlas Mapping evidence/classroom observations

2.4	Expand independent learning opportunities for students.	Principals/ Assistant Principals/ Educators	x			F	F	Program of Studies Student Work
2.5	Develop a computer programming Curriculum (6-12) with dedicated teachers, space, and technological supports.	Superintendent/ MHS Principal/ Department Chair				F	F	
2.6	Explore the possibility of co-teaching models in grades K-8.		x			F	F	
2.7	Articulate and publish the types and purpose of assessments, what data can be culled from such assessments, and how that data can be used to change curricular or instructional practices.	Assistant Superintendent/ Principals/ Assistant Principals Grade level Collaborative Groups/ Department Chairs	x			F	F	Assessment Calendar and supplementary materials
2.8	Develop in-class assessments that allow for a variety of ways that students can demonstrate mastery.	Principals/ Assistant Principals/ Faculty	x					Teacher evaluations/Atlas Mapping/Common Assessment, digital learning, and use of assessments collaboratively
2.9	Develop supports for all students to minimize learning gaps as in-person learning increases	Assistant Superintendent/ Principals/ Faculty					F	Action plans to measure learning and to help all students fill in learning gaps as needed.

3. Promote the social and emotional well-being of students by:
- Identifying areas of student need,
 - Building programs to provide social-emotional support to all students,
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 - Building student resiliency for college and careers beyond Cohasset High School
 - Develop an appreciation for diversity and individual differences
 - Focus on cultural competency and inclusive practice

	Action Step	Responsible Parties	Implementation Date (FY)					Measure of Success
			17	18	19	20	21	
3.1	Adopt a framework for defining Social Emotional Learning so that we have common K-12 language. (CASEL was suggested as a sound model).	Leadership Team		x				SEL Framework. CASEL Framework
3.2	Educate and vet the framework with the faculty in order to develop a coherent understanding of what SEL is, why it is important, and how it looks in a classroom.	Principals/ Assistant Principals			x			Faculty meeting agendas/minutes
3.3	Develop or adopt self-assessment tools in order to identify district needs, including the CTC or YRBS at the secondary level.	Leadership Team				F	F	Self-assessment tools
3.4	Implement SEL Assessments.	Principals/ Assistant Principals				F	F	Implementation results
3.5	Develop strategies to embed tiered SEL into curricula and adjust strategies based on assessment results.	Principals/ Assistant Principals/ Faculty				F	F	Tiered intervention documentation Evaluator observation
3.6	Incorporate professional development that allows teachers to define and model differentiated instructional practices and tiered general education supports.	Assistant Superintendent/ Principals/ Assistant Principals			x	F	F	Professional Development documentation in the form of lesson plans/Atlas Mapping evidence/classroom observations

3.7	Develop an appreciation for diversity and individual differences	Leadership Team Faculty Support Staff				F	F	Qualitative annotated documentation of events
3.8	Focus on cultural competency and inclusive practice	Leadership Team Faculty Support Staff				F	F	

4. Strengthen the safety and security of schools by:

- Strengthening the security of the physical plant and bus safety,
- Improving school security procedures,
- Fostering an environment of social-emotional safety,
- Increasing awareness and readiness among students and staff, and
- Committing to ongoing assessment, funding, planning and training for school safety initiatives
- Further develop Cohasset Public Schools Safe Schools Committee

	Action Step	Responsible Parties	Implementation Date (FY)					Measure of Success
			17	18	19	20	21	
4.1	In collaboration with Cohasset town departments and personnel, establish a plan to assure safety and security on grounds and entrances of buildings	All departments and school leadership	x			F	F	Installation of bollards at MHS and Osgood, repair cameras, LobbyGuard/fobs, secure traffic patterns at all buildings and parking areas
4.2	Educate staff on building safety measures and vigilant awareness	All Staff	x			F	F	Faculty meeting agendas/minutes/visible changes to environment
4.3	Re-educate staff and practice A.L.I.C.E. procedures	Leadership Team, Staff	x			F	F	PD day drills, periodic student drills
4.5	Foster social-emotional safety for all students	Leadership/Principals/ Assistant Principals/ Faculty	x			F	F	Partner with Safe Harbors, South Shore Health Connection Administer/analyze Youth Risk Survey and embed well being strategies and support into the curriculum
4.6	Further develop Cohasset Public Schools Safe Schools Committee	Leadership Team Faculty Support Staff Community				F	F	Developed action plan and goals in the areas of Building Safety, Inclusive Practices, Bullying Prevention and Social-Emotional Wellness presented to the community

5. Create vehicles that strengthen relationships among critical educational stakeholders by:
- Identifying critical stakeholders,
 - Creating effective communication vehicles and
 - Collaborating where shared responsibilities overlap such as finance, facilities planning, and facilities maintenance

	Action Step	Responsible Parties	Implementation Date (FY)					Measure of Success
			17	18	19	20	21	
5.1	Engage in collaborative discourse to maximize financial efficiencies (i.e. technology).	Superintendent / Town Manager	x			F	F	Organization chart, budget
5.2	Identify and deploy vehicles that leverage technology in order to enhance home and school communication. Vehicles should consider both existing platforms (website, Aspen, and Blackboard Connect) and social	Superintendent/ Assistant Superintendent/ Principals/ Assistant Principals/ Faculty	x			F	F	Technological enhancements and the creation of social media outlets.
5.3	Explore a coordinated student internship program for high school students that leverages community partnerships as appropriate.	Superintendent/ Assistant Superintendent/ Principals/ Assistant Principals/ Faculty Coordinator				F	F	Program of Studies; sustainable funding/resources
5.4	Formulate and meet as a Joint Management -Labor Committee (JMLC)	Leadership Team Faculty					F	Committee formulated

