

Superintendent, Patrick Sullivan, Ed.D.

Goal #1: District Improvement Goal (Strategic Plan Goal 5)

Throughout the 2019-2020 school year, I will create an entry plan in order to gain familiarity with stakeholders, to identify effective past practice and potential areas for improvement, and to facilitate a successful transition into the role of Superintendent.

Key Actions:

- Meet with Cohasset School Community, School Committee, Central Administration, Building Level Administration, Teachers and other Employee Associations, Students, Parents, Community Members and Town Officials to generate data (by November, 2019)
Completed
- Analyze the data (by the end of December, 2019)
Completed
- Develop an action plan for my next steps based on the data (by the end of January, 2020)
In Progress

Benchmarks:

- ✓ Interview questions created
- ✓ Interviews completed with all key stakeholders to identify effective past practice and future goals targeted on improving the instructional core of the Cohasset Public Schools
- ✓ Data analyzed
- Data shared with superintendent and potentially other stakeholders

Goal #2: District Improvement Goal (Strategic Plan Goal 2 & 5)

Throughout the 2019-2020 school year, I will collaborate with District and building leaders to create a cohesive instructional leadership team that continues to focus on building structures and practices regarding teaching and learning

Key Actions:

- Work with Leadership Team to implement Learning Walks at each building (2) and to focus our work on the Teaching and Learning that is taking place throughout the District (throughout the year)
See Learning Walk Calendar, Look Fors Established with the Leadership Team and Memos to Faculties
- Develop a vision and goals for our leadership for the year (by the end of October)
See Leadership Goals and Targets, Leadership Norms
- Collaborate with Cohasset Police and Fire to strengthen our safety procedures (August – October)
See Meeting Agenda with Police and Fire, Safe Schools Presentation, Memorandum of Understanding with Cohasset Police, Memo following ALICE trainings for all staff
- Create a strategic and thorough training process for staff regarding mandated trainings (August through the end of October)

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See Regulations and Trainings, See Mandated Reporter Training from Norfolk County Advocates for Children

- Engage the staff in thorough trainings in Building Safety, Mandated Reporting and Bullying Prevention (September – October)
See Staff Regulations and Trainings
- Focus on Formal Evaluation process with principals and assistant principals (throughout the year)
See Agenda Items from Business Meetings
- Strengthen Leadership Meetings by creating a structure for two monthly meetings (Business and Leadership Meeting) and by creating outcome-based meetings (throughout the year)
See Agendas for Business Meetings and Business and Leadership Structure Memo
- Creating monthly visits to schools that are collaborative and outcome based and which include Learning Walks with the building leaders (throughout the year)
See Monthly Calendar of Meetings
- Support the calibration of evaluation throughout the District (throughout the year)
On-Going (see Learning Walk info), Emails to District regarding evaluation, Department Head Meetings regarding evaluation, Annual Training Regarding Evaluation

Benchmarks:

- ✓ Evidence of collaboration with Police and Fire regarding safety procedures
- ✓ Training modules and presentations for safety
- ✓ Format for Learning Walks throughout the year (established in August)
- ✓ Evidence of Learning Walks taking place in each building
- ✓ Evidence of Calibration meetings for evaluation
- ✓ Established Goals for the Principals that fit within our leadership team vision
- ✓ Evidence from monthly visits with principals

Goal #3: Student Learning Goal (Strategic Plan Goal 3 & 4):

Throughout the 2019-2020 school year, I will focus the District on student wellness and inclusion throughout the District through the theme of “Through the Eyes of the Student.”

Key Actions:

- Review YRBS and Wellness Survey Data as well as Inclusive Practice data with leadership (August – October)
See Entry Plan and Safe School Presentation
- Collaboratively create focus points with leadership regarding student wellness, safety, and inclusion (August – October)
See Business Meeting Agendas
- Collaborate with Safe Schools Committee to create a comprehensive presentation regarding Safety in Our Schools entitled Cohasset Safe Schools Night (October 15)
See Safe School Presentation on October 15
- Work with Social-Emotional Learning Committee (SEL) and leadership to finalize the Cohasset Public Schools SEL Long-Range Plan
See SEL Meeting and Finalized SEL Long-Range Plan

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- Collaborate with Leadership, METCO Director and Social-Emotional Learning (SEL) Steering Team to create a comprehensive presentation for staff regarding cultural competency (by March 20)
See PD Plan for March 20
- Collaborate with SEL Steering Team to create activities and initiatives that follow the Collaborative for Academic and Social-Emotional Learning (CASEL) competency framework (throughout the year)
See SEL Long Range Plan and Professional Development for Deer Hill...SEL Ed Camp), Challenge Day for CHS

Benchmarks:

- ✓ Evidence of strategic vision for the year regarding safety, wellness and inclusion
- ✓ Safe Schools Night Presentation
- ✓ SEL Long-range plan
- Cultural Competency Presentation (**planned...upcoming**)
- **Evidence of SEL integration with students at each school (Training in Responsive Classroom...evidence upcoming)**
- **Evidence of instruction that shows cultural competency being taught to students (Training throughout the year and on March 20...evidence upcoming)**

Professional Practice Goal #4 (Strategic Plan Goal 5):

Throughout the 2019-2020 school year, I will collaborate with District and building leadership to foster effective communication vehicles throughout the District.

Key Actions:

- Create communication goals for Principals (by the end of September)
See Administrative Communication Goal...All administrators have some differentiation in some of the communication formats
- Establish a weekly newsletter for staff (September)
The Navigator Weekly Newsletters to Staff each Friday
- Establish a monthly newsletter for families (September)
See The Navigator Monthly Newsletter for Families sent each month
- Establish Twitter / Facebook communication (August)
Frequent Twitter Communication...Facebook still to come
- Establish a blog that is sent to families every two months (September)
One Blog entry sent...The Navigator is the main communication in this area
- Develop and implement monthly Superintendent Coffees with Families (August)
Family Superintendent Coffees in August (meet the entire leadership team), Meet the Superintendent and Assistant Superintendent in August, Superintendent Coffees for Families in September and October, two in November and one is planned for January)
- Develop and implement monthly Superintendent Coffees with Staff (by October)
See schedule for Staff Coffees
- Establish a Superintendent's / School Committee Student Advisory Council (SSAC) (by October) that meets throughout the year and can communicate with School Committee
Council is formed and actively meeting...representatives to School Committee have been established. See SAC Council Notes, Presentations, and Agendas

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- Help to support communication structures for each school (throughout the year)
See sample of some District Communications...checking in regularly with Leadership regarding their communication...survey to come in second half of the year regarding efficacy of communication efforts

Benchmarks:

- ✓ Principal communication goals
- ✓ Weekly newsletter for staff
- ✓ Monthly newsletter for families
- ✓ Twitter / Facebook communication
- ✓ Blog entries
- ✓ Superintendent coffees for families
- ✓ Superintendent coffees for staff
- ✓ Superintendent Council for students
- ✓ Students presenting at school committee meetings
- ✓ Proactive and effective communication structures at each building

Standard I: Instructional Leadership

Indicator I-A: Curriculum

Element	Evidence
I-A-1. Standards-Based Unit and Lesson Support	Elementary Math Pilot
	Data Teams and MCA Analysis
	Summer Curriculum Work
	Atlas Unit Development
	Collecting and Reviewing Resources Across Content and Grade-Level
	Assistant Superintendent Monthly Meetings with Reading and Math Specialists
	Leading the Embedding of UDL and SEL into lessons and curricular units

Indicator I-B: Instruction

Element	Evidence/ Location
I-B-1. Student Engagement	Learning Walks
	Superintendent Student Advisory Council
	Challenge Day at the High School
	Responsive Classroom at the Elementary Schools Math Program Adoption
	Bi-monthly Department Chair Meetings with Assistant Superintendent
	Monthly meetings with Principals

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	Assistant Superintendent Monthly Meeting with Math and Reading Specialists
I-B-2. Quality of Effort and Work	Learning Walks
	MCAS Analysis and Data Teams
	SEL - Responsive Classroom
	Project-Based Learning (PBL) District-Wide Positive Behavior Supports (PBS) Middle School
I-B-3. Meeting Diverse Needs	Diversity Committee
	Safe Schools Committee
	SEL Steering Team
	Cultural Competency Focus
	Professional Development (March 20)
	Superintendent Student Advisory Committee
	RTI / MTSS Process Review
	UDL and SEL support for teachers and administrators
Walk to Read, WIN (elementary) Reading Supports at Middle School Created Dyslexia Screener Protocol	

Indicator I-C: Assessment

Element	Evidence/ Location
I-C-1. Variety of Assessments	Beginning to Focus on MTSS
	UDL
	SEL
	Collecting and Reviewing Resources Across Content and Grade-Level Reading Specialists Created Assessment and Time-Line Process for Benchmarking Students
I-C-2. Adjustment to Practice	MCAS Data Teams
	Elementary Math Adoption
	Learning Walk and Staff Feedback Memos
	Responsive Classroom, PBL, UDL and SEL

Indicator I-D: Evaluation

Element	Evidence/ Location
I-D-1. Educator Goals	Creation of Team Goals for Leadership
	Evaluation Training for Leadership and Staff
	SMART Goals Workshops for Staff
I-D-2. Student Learning Measures	MCAS, AP, Formative and Summative Assessments
	ICIA Survey (High School), Vocal Data, YRBS Data
	Reading Assessment and Timelines for Benchmarking
I-D-3. Observations and Feedback	Learning Walks, Evaluation Calibration and Process Focus with Leadership and Staff
	Monthly Meetings with Principals
	Regular Attendance at Meetings and Activities within the schools
I-D-4. Performance Ratings	Consistent work with principals regarding evaluation and the evaluation process

Indicator 1-E: Data –Informed Decision Making

Element	Evidence/ Location
I-E-1. Data-Informed Decision Making	Developing Assessment Measures at each level
	Analyzing data in literacy and numeracy (Assistant Superintendent meets with reading specialists and math specialists each month and with department heads twice per. month)
	Utilizing MCAS, AP, YRBS, ICIA and Vocal Data
I-E-2. Plans and Goals	Adjusted Strategic Plan and Reviewed Focus
	School Improvement Planning Process
	Monthly Meetings with Leadership
	Meetings with Principals at their Buildings

Standard II: Management and Operations

Indicator II-A: Environment

Element	Evidence/ Location
II-A-1. Plans, Procedures, and Routines	Created or Revised Protocols for Staff-Student Incident, Bullying Protocols, Mandated Reporting Procedures, 37H, 37H1/2 and 37H3/4, Ch 76, Emergency Response, ALICE, Radio Communication Protocols (introduced radios), Drop-off at middle and high school, Created Start School and End School times and plan for 2020 – 2021, Dyslexia Protocols. Protocols to come include student records and enrollment process, ESP handbook and trainings, Custodian, Food-Service and Secretarial Evaluations, Protocols for Staff Expectations, Hiring Protocols (procedures and forms)
	Aspen trainings and procedures for the entire District
II-A-2. Operational Systems	Created or Revised Protocols for Staff-Student Incident, Bullying Protocols, Mandated Reporting Procedures, 37H, 37H1/2 and 37H3/4, Ch 76, Emergency Response, ALICE, Radio Communication Protocols (introduced radios), Drop-off at middle and high school, Created Start School and End School times and plan for 2020 – 2021, Dyslexia Protocols. Protocols to come include student records and enrollment process, ESP handbook and trainings, Custodian, Food-Service and Secretarial Evaluations, Protocols for Staff Expectations, Hiring Protocols (procedures and forms)
	Aspen roll out
II-A-3. Social-Emotional Well-Being	SEL Long-Range Plan
	Tiered Supports
	Cultural Competency
	Working on Measures of SEL Efficacy SEL for students and staff (meditation, yoga, mindfulness) Safe Schools Committee Responsive Classroom PBS and UDL

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II-A-4. Student Health and Safety	Superintendent Student Advisory Committee Wellness Committee (being formed currently working with lead nurse) Mandated Reporting Training for Staff ALICE Training for Staff and Students Safe Harbors Safe Schools Committee
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II-B: Human Resources Management and Development

Element	Evidence/ Location
II-B-1 Recruitment and Hiring Strategies	Hired Nine New Leaders to the Distirct
	Utilized a Comprehensive Process for Gaining Voice from All Stakeholders
	Creation of Hiring Protocols (still in progress)
II-B-2 Induction, Professional Development, and Career Growth Strategies	Induction Program led by Assistant Superintendent
	New Teacher Institute (led by Assistant Superintendent)
	Professional Development Planning with Professional Development Team
	Aspen roll-out

Indicator II-C: Scheduling and Management Information Systems

Element	Evidence/ Location
II-C-1 Time for Teaching and Learning	Aspen Roll-out and Scheduling Support
	School Start and Ending Times Analysis and Implementation for 2020 - 2021
II-C-2 Time for Collaboration	Business and Learning Meetings
	SEL Steering Team
	Dyslexia Screening Team
	Professional Development Team Learning Walks
	Safe Schools Team Department Chair Meetings

Indicator II-D: Laws, Ethics, and Policies

Element	Evidence/ Location
II-D-1 Laws and Policies	Review of 37H. 37H1/2, 37H3/4, Ch. 76, Title II, Title IX, Mandated Reporting, Bullying Prevention and other laws with faculty, staff and leadership
II-D-2 Ethical Behavior	On-going support of students, families, staff, faculty and leaders

Indicator II-E: Fiscal Systems

Element	Evidence/ Location
II-E-1 Fiscal Systems	Budget Process (collaborative)
	Budget Workshops
	Capital Items and Process

Standard III: Family and Community Engagement

Indicator III-A: Engagement

Element	Evidence/ Location
III-A-1 Family Engagement	Training of Staff Regarding Cultural Proficiency (Book Clubs, March 20 PD), ACCESS to Equity Conference for Leadership]
III-A-2 Community and Stake-Holder Engagement	Partnerships with Safe Harbors, Cohasset Student Coastal Research, Cohasset 250, Town Organizations, CEF, PSO, SEPAC

Indicator III-B: Sharing Responsibility

Element	Evidence/ Location
III-B-1 Student Support	Collaboration with SEPAC, MTSS System Review, MTSS Workshop, Access to Equity Conference with Leadership
III-B-2 Family Support	Curriculum Nights, Safe Schools Night, Aspen workshops (upcoming), Collaboration with Safe Harbors, Collaboration with SEPAC

Indicator III-C: Communication

Element	Evidence/ Location
III-C-1 Culturally Proficient Communication	Superintendent Coffees, Parent Forums for Start School Times, Connect-ed, Newsletters, Twitter

Indicator III-D: Family Concerns

Element	Evidence/ Location
III-D-1 Family Concerns	Safe Schools Committee, Start School Time Forums, Superintendent Coffees

Standard IV: Professional Culture

Indicator IV-A: Commitment to High Standards

Element	Evidence/ Location
IV-A-1. Commitment to High Standards	Learning Walks, Goal Setting, Strategic Plan Review, Protocol Work with Leadership Team

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IV-A-2. Mission and Core Values	SEL Steering Team (SEL Long-Range Plan)
	Strategic Plan Review
	Professional Development Team
	Learning Walks Leadership Meetings Math Curriculum Team Literacy Review Team
IV-A-3. Meetings	Created Norms for Discussions and For Leadership Team
	Safe Schools Committee
	School Councils

Indicator IV-B: Cultural Proficiency

Element	Evidence/ Location
IV-B-1. Policies and Practices	Practices regarding coding of students in Aspen (gender identity)
	Rights of Students: Title II, Title IX, Due Process, Section 504 and Disability

Indicator IV-C: Communications

Element	Evidence/ Location
IV-C-1. Communication Skills	School Committee Meetings, Various Team Meetings, Media, Newsletters, Forums

Indicator IV-D: Continuous Learning

Element	Evidence/ Location
IV-D-1. Continuous Learning of Staff	Book Study with Leadership Team
	Collaborative Leadership Focus
IV-D-2. Continuous Learning of Administrator	MTSS, Equity, Learning Walks, Book Study (Leadership)

Indicator IV-E: Shared Vision

Element	Evidence/ Location
IV-E-1. Shared Vision Development	Review and Revise Strategic Plan
	Goal Setting with Leadership
	Professional Development Team
	Safe Schools Committee
	SEL Steering Team
	Superintendent Student Advisory Committee
	School Councils (Principals)
	Math Adoption Team (Elementary)
	Department Chair Meetings (Middle and High School)
	Grade-Level Team Meetings (Elementary and Middle School)
	Staff Meetings (Principals)

Indicator IV-F: Managing Conflict

Element	Evidence/ Location
IV-F-1. Response to Disagreement and Conflict Resolution	Protocol Development with Leadership
	Leadership Meeting Discussions
	Monthly Individual Meetings with Leaders
IV-F-2. Consensus Building	Surveys, Start School Time Forums, Hiring Forums for Students, Staff and Community