

**SOUTH COAST EDUCATIONAL  
COLLABORATIVE**



**STRATEGIC PLAN**

**2017 - 2022**

**Strategic Plan 2017-22**  
**South Coast Educational Collaborative**

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# Strategic Plan 2017-22

## South Coast Educational Collaborative

### Preamble

Throughout the term of this Strategic Plan, the South Coast Educational Collaborative will be evolving as a green enterprise. This effort will be guided by the seven attributes of a green enterprise as conceptualized by Glenn Bachman (2009):

**Awareness** - The Green organization is an observant participant in the community, region, industry, and global environment.

**Resource Efficiency and Effectiveness**- Green enterprises understand that the delivery of their products and services results in the consumption of fossil fuels, minerals, water, and other natural resources, which in turn results in the loss of natural capital.

**Customer Focus** - Green organizations demonstrate an understanding of customer needs.

**Worker-Centric Focus** - Green organizations view their staff as crucial partners in achieving and sustaining ecological goals for the enterprise.

**Community Partner** - Green enterprises are active and engaged in the community.

**Responsibility** - In acknowledging ecological conditions and trends, green enterprises recognize that "conducting business in the same old way" is not an acceptable course of action.

**Leadership** - Accepting responsibility to minimize the ecological impact of the organization is a statement of leadership that demonstrates alignment between the mission of the enterprise and a set of core values that transcend profitability.

### Vision Statement

The South Coast Educational Collaborative is an entrepreneurial, synergistic, and sustainable teaching and learning organization that partners regionally, nationally, and internationally with other organizations to develop and implement services that demonstrate excellence, are person-centered, and are differentiated to meet diverse needs.

Sustainability means to create an organization that is propelled by a community of reflective learners that sustains it intellectually, ecologically, and financially through a wide-variety of interrelated entrepreneurial services and initiatives and high quality administrative and financial services.

### Mission

To provide to students, families, educators, school districts, and agencies high quality, cost-effective, value-added, and sustainable education, professional development, technical assistance, and resources that are grounded in our core values and appropriate research-based content and best-practices.

### Core Values

We believe that:

- Respect for the natural environment and effective green enterprise practices are reflected in our daily operations and in the design and delivery of our products and services.

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- South Coast must be a reflective learning community for students and their families, staff, board members, and other members of the SCEC community.
- Wellness is an active process for staff and students of becoming aware of and making choices toward a healthy and fulfilling life.
- Our ultimate goal is to enable students to participate and contribute as fully as possible in the communities in which they live and to begin planning upon admission for transitioning to their home, school, or adulthood.
- The family unit and family-school collaboration are essential factors in supporting and sustaining a student's learning and development.
- The SCEC community is focused on teaching and learning and on continuous action research that creates the conditions necessary for optimal teaching and learning.
- Mutual respect, reflection, and collaboration are expected and infused into all partnerships.
- Staff productivity, especially team productivity, means exceeding expectations, increasing team efficiency, and enhancing individual team members' professional growth.
- Teams are best supported when they have compelling direction, the material and data resources they need, incentives for excellent team performances, and targeted professional development and coaching. Cultural diversity among staff and students enriches and enhances all members of the Collaborative.

#### **Organization and Development of the 2017-22 Strategic Plan**

Given the commitment of all SCEC employees, as demonstrated by the 2017 collective bargaining agreements between the Board of Directors and the SCEC Federation, Local 4637 to fortify and strengthen sustainability through enhancing coherence, distributive leadership, deep leading, and deep learning throughout the Collaborative, the Leadership Team decided to reframe the 2017-22 Strategic Plan around the Coherence Framework (Fullan and Quinn, 2016). They presented this framework to all staff in September 2016 and used it to guide their 2016-17 work.

The Collaborative's 2012-17 Strategic Plan was organized around the Department of Elementary and Secondary Education's 2012 District Standards and Indicators that were adapted to South Coast. The next two pages show the Coherence Framework elements and how they relate to the 2016-17 DESE District Standards and Indicators, as adapted for South Coast.

In May and June 2017, the Leadership Team sought input from stakeholders on (1) emerging factors in our environment that might affect our plan, (2) new strengths, accomplishments and resources that might positively impact our plan, and (3) actions to include to build coherence, deep learning, sustainability, and continuous improvement. In August 2017, the Leadership Team reviewed progress on the 2016-17 goals and decided to continue the same goals for 2017-18. This plan reflects the 2017-18 goals and input from staff, external consultants, board members and districts, the Leadership Team, and Fullan's writings. Drafts of this plan were developed by Dr. Karl Clauset, Senior SCEC Consultant, and reviewed by the Leadership Team.

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Coherence Framework <sup>1</sup>	DESE Collaborative Standards and Indicators
<b>Fostering Direction</b>	<b>Leadership, Governance and Communication</b>
<ul style="list-style-type: none"> <li>• Shared purpose drives action.</li> <li>• A small number of goals tied to student learning drive decisions.</li> <li>• A clear strategy for achieving the goals is known by all.</li> <li>• Change knowledge is used to move South Coast forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Board of Directors Governance</li> <li>• Effective Collaborative Leadership</li> <li>• Collaborative Improvement Planning</li> <li>• Educationally Sound Budget Development</li> <li>• Effective Collaborative Systems for Level Support and Intervention</li> </ul>
<b>Cultivating Collaborative Cultures</b>	<b>Leadership, Governance and Communication</b>
<ul style="list-style-type: none"> <li>• A growth mind-set underlies the culture.</li> <li>• Leaders model learning themselves and shape a culture of learning.</li> <li>• Collective capacity building is fostered above individual development.</li> <li>• Structures and processes support intentional collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Collaborative Leadership</li> <li>• Collaborative Improvement Planning</li> </ul>
	<b>Human Resource Management and Professional Development</b> <ul style="list-style-type: none"> <li>• Staff Recruitment, Selection, Assignment</li> <li>• Educator Growth and Development</li> <li>• Professional Learning</li> </ul>

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<b>Coherence Framework</b>	<b>DESE Collaborative Standards and Indicators</b>
<b>Deepening Learning</b>	<b>Curriculum and Instruction</b>
<ul style="list-style-type: none"> <li>• Learning goals are clear to everyone and drive instruction.</li> <li>• A set of effective pedagogical practices is known and used by all educators.</li> <li>• Robust processes (collaborative inquiry and examining student work) are used regularly to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligned, Consistently Delivered, and Continuously Developing Curriculum</li> <li>• Strong Instructional Leadership and Effective Instruction</li> </ul>
	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>• Data Collection and Dissemination</li> <li>• Data-Based Decision-Making</li> <li>• Student Assessment</li> </ul>
	<b>Student Supports</b>
<ul style="list-style-type: none"> <li>• Capacity building is used to continuously improve results.</li> <li>• Underperformance is an opportunity for growth, not blame.</li> <li>• External accountability is used transparently to benchmark progress.</li> </ul>	<b>Curriculum and Instruction</b>
	<ul style="list-style-type: none"> <li>• Sufficient Instructional Time</li> </ul>
	<b>Student Supports</b>
	<ul style="list-style-type: none"> <li>• Safety</li> </ul>
	<b>Financial and Asset Management</b>
	<ul style="list-style-type: none"> <li>• Thorough and Inclusive Budget Development</li> <li>• Complete and Usable Budget Document</li> <li>• Constructive Civic Relationships</li> <li>• Fiscal Health and Financial Management</li> <li>• Capital Planning and Facility Maintenance</li> </ul>

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**Environmental Scan**

In May and June 2017, the Leadership Team sought input from stakeholders on (1) emerging factors in our environment that might affect our plan, (2) new strengths, accomplishments and resources that might positively impact our plan. Here is a sample of stakeholder responses.

**Emerging Factors in our Environment**

- Greater competition among therapeutic and educational providers
- Increased student cultural and linguistic diversity
- Pressure to do more for staff and leaders
- Safety concerns for students and staff
- Districts’ need for strong transitional services
- Increased expectations for quantitative student performance data
- Students with more severe and complex needs
- Social media and advances in technology
- Concerns about shifts in public policy and funding
- Districts requiring more supports and services

**New Strengths, Accomplishments and Resources**

- More student-directed curriculum
- STEAM, project-based activities, Maker Spaces
- Instituting strong/consistent routines
- Using a strong academic/functional curriculum
- Collaboration with districts on transportation
- More focus on student regulation & engagement
- Greater access and use of student progress data
- New information about brain science and learning
- Technology advances to support teaching/learning
- Students returning to districts in a short time

**South Coast Educational Collaborative’s Goal Areas for the 2017-2018 School Year**

At its August 2017 meeting, the Leadership Team reflected on work accomplished to date on its 2016-17 goals and decided to continue these same goals for 2017-18.

Goals developed for Educator Evaluation and/or Individual Professional Development Plans, and initiatives at all school and program sites and among disciplines, must align with these goals, which are aligned with the 2017-22 Strategic Plan.

1. To improve students’ ability to self-regulate and grow socially-emotionally with increasing independence.
2. To increase and enhance the use of data-informed instruction.
3. To increase the use of project-based and place-based learning, including STEAM.
4. To increase cross-cultural awareness and respectful communication with all students and their families.
5. To increase and enhance community learning opportunities for all students.

**Coherence Framework Elements – Past Progress and Proposed Action Steps**

The following pages present each of the four elements of the Coherence Framework and describe for each element (1) what it means for the strategic plan, (2) progress made during the 2012-17 Strategic Plan and (3) proposed action steps for this 2017-22 Strategic Plan. The Leadership Team plans to review annually progress made in each element and to revise and update proposed action steps.

Focusing Direction	page 7	Cultivating Collaborative Cultures	pages 8-9
Deepening Learning	pages 10-11	Securing Accountability	page 12

## **Strategic Plan 2017-22**

### **South Coast Educational Collaborative**

#### **Fostering Direction**

With input and engagement throughout the SCEC community, the Board of Directors, Executive Director, and the Collaborative Leadership Team lead the Collaborative in focusing direction through:

- Developing and refining a shared moral purpose that drives action.
- Articulating a small number of goals that impact what matters most – improving student learning.
- Creating and using a clear strategy, known by all, for achieving the goals.
- Engaging in, and sustaining, cycles of innovation by providing directional vision, supporting focused innovation at all levels, and diffusing new practices.

This work is supported through the development of educationally sound budgets and implementation plans and the elimination of unnecessary initiatives and practices. It is aligned with the ESE District Standard for Leadership and Governance. Leadership decisions and actions related to the attainment of collaborative goals are routinely communicated to the community and promote the public confidence, community support, and financial commitment needed to achieve high performance by students and staff.

#### **Progress on Focusing Direction 2012 - 2017**

- Since September 2012, the Leadership Team has set annual priority student learning goals.
- Continued refinement of the roles and responsibilities of the Leadership Team and Facilitators to enhance distributive leadership and increase communication and collaboration.
- Continued and strengthened professional learning opportunities for the Board of Directors.
- Launched pilot cycles of innovation to improve students' ability to self-regulate, enhance the use of data-informed instruction, increase the use of project-based and place-based learning, including STEAM, and increase and enhance community learning opportunities for all students.

#### **Proposed Action Steps on Focusing Direction**

1. Create dialogue among staff and member districts to affirm our shared purpose and review our vision, mission, and core values to ensure that all are aligned with each other and the Collaborative Agreement.
2. Develop, articulate, and communicate multi-year Collaborative goals and clear strategies for achieving these goals.
3. Create cycles of innovation within and across programs to achieve each Collaborative goal.
4. Enhance Board of Directors professional learning opportunities to promote sustainability.
5. Identify, reduce or eliminate initiatives and practices that reduce focus or inhibit progress.
6. Create and implement a system to monitor the development and implementation of individual and team goals and cycles of innovation for each goal within and across programs and to assess the impact of these goals and cycles and share this information widely.
7. Continue to enhance and improve distributive leadership at all levels so that individuals have the capacity, authority, responsibility and support to provide leadership that continually builds sustainability and promotes coherence, wellness, deep learning, and emerging leaders.

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#### **Cultivating Collaborative Cultures**

With input and engagement throughout the SCEC community, the Board of Directors, Executive Director, and the Collaborative Leadership Team lead in cultivating collaborative cultures within the Collaborative, the districts we serve, and our external partners through:

- Promoting a growth mind-set that underlies the culture.
- Modeling learning themselves and shaping a culture of learning.
- Fostering collective capacity building above individual development.
- Creating and sustaining structures and processes that support intentional collaborative work.

This work is supported through educator growth and development, professional learning, and staff recruitment, selection, and assignment. It is aligned with the ESE District Standards for Leadership and Governance and for Human Resource Management and Professional Development.

#### **Progress on Cultivating Collaborative Cultures 2012 - 2017**

- Negotiated in 2016-17 new collaborative bargaining agreements with the union for 2017-2020 that strengthens the role of the leadership/union Study Committee to focus on issues that impact the ability of SCEC employees to achieve their collective and individual professional growth and to fortify and strengthen sustainability through enhancing coherence, distributive leadership, deep leading, and deep learning throughout the organization.
- Created opportunities within the organization for teachers, paraprofessionals, related service providers, and external consultants to work together collaboratively.
- Increased collaboration with other collaboratives through MOEC, Massachusetts Organization of Educational Collaboratives, and SCRO, Southeast Collaborative Regional Organization.

#### **Proposed Action Steps on Cultivating Collaborative Cultures**

1. Assess and enhance leadership competencies for being the lead learners through modeling learning and the growth mind-set, shaping collaborative cultures, and maximizing student learning.
2. Assess and improve current capacity building initiatives and professional learning opportunities for their ability to foster strong collaborative learning and application that results in sustained and systemic impact.
3. Modify or create structures and processes to more effectively support intentional collaborative work.
4. Continue to develop and implement strategies and initiatives that promote learning and individual action for students and their families, staff, board members, and other members of the SCEC community in the eight interrelated dimensions of wellness – occupational, emotional, spiritual, environmental, financial, physical, social, and intellectual.
5. Improve and strengthen continuous professional learning for all staff, the Leadership Team, the Board of Directors, and external consultants to build individual and collective capacity aligned with our 2017-22 strategic plan, Leadership Team goals, individual professional development plans, and individual and team goals.

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Proposed Action Steps on Cultivating Collaborative Cultures (continued)

6. Strengthen collaboration with districts, other collaboratives, and other regional, national, and international institutions to share expertise and to develop and implement services that demonstrate excellence, are person-centered, and are differentiated to meet diverse needs of students and their families, staff, board members, and other members of the SCEC community.
7. Increase coordination and collaboration among experts in clinical psychology, medicine, neurobiology, and education to enhance student growth, ranging from medically fragile students to those with emotional behavioral disorders.
8. Provide more frequent opportunities to share best practices across SCEC programs and with districts: what works, what it looks like, how it is done.
9. Work with public school sites to increase inclusion of SCEC students and to help these schools establish more supportive therapeutic practice with emotionally/behaviorally challenged students.
10. Increase family engagement with teams to build understanding and consensus on programming guided by theory and its results.
11. Increase the availability of SCEC staff to provide consultative services for districts and meet their short-term staffing needs for related service providers/therapists.
12. Continue and enhance the role of the leadership/union Study Committee to focus on issues that impact the ability of SCEC employees to achieve their collective and individual professional growth and to fortify and strengthen sustainability through enhancing coherence, distributive leadership, deep leading, deep learning, and wellness throughout the organization.

## **Strategic Plan 2017-22**

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#### **Deepening Learning**

With input and engagement throughout the SCEC community, the Board of Directors, Executive Director, and the Collaborative Leadership Team lead the Collaborative in deepening learning through:

- Ensuring that learning goals are clear to everyone and drive instruction.
- Enabling teachers, paraprofessionals, and related service providers to know and use skillfully a set of effective pedagogical practices.
- Fostering the regular use of robust processes (such as collaborative inquiry and examining student work) to improve practice.

This work is supported through an aligned, consistently delivered, and continuously developing curriculum, strong instructional leadership and effective instruction, a student assessment system that supports both formative and summative assessments and data-based decision-making, and a system of supports, services, and partnerships for academic and social-emotional learning, access and equity, educational continuity/transitions and student participation. It is aligned with the ESE District Standards for Curriculum and Instruction, Assessment, and Student Supports.

#### **Progress on Deepening Learning 2012 - 2017**

- Increased the percentage of students taking regular MCAS assessments, demonstrating improvement in MCAS scores from one grade to the next, and graduating with a high school diploma.
- Over the 2016-17 school year, approximately 50% of students have shown moderate growth in their ability to self-regulate or have maintained stable levels of self-regulation with greater independence (fewer supports).
- Across programs and levels, engaged in efforts to improve students' ability to self-regulate, increase the types of data they collect on student performance and supports, enhance the use of data-informed instruction, increase the use of project-based and place-based learning, and increase and enhance community-learning opportunities for all students.
- Recognized that the nature of student needs being addressed by Collaborative has changed significantly and launched efforts to modify curriculum and instruction, adjust staffing, and build staff capacity through collaboration and professional learning to address these needs.

#### **Proposed Action Steps on Deepening Learning**

1. Improve students' ability to self-regulate and grow socially-emotionally with increasing independence.
2. Increase and enhance the use of data-informed instruction.
3. Increase the use of project-based and place-based learning, including STEAM.
4. Increase cross-cultural awareness and respectful communication with all students and their families.
5. Increase and enhance community learning opportunities for all students.

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Proposed Action Steps on Deepening Learning (continued)

6. Ensure that learning goals are clear to everyone and drive instruction.
7. Enable teachers, paraprofessionals, and related service providers to know and use skillfully a set of effective pedagogical practices.
8. Foster the regular use across all programs of robust processes (such as collaborative inquiry and examining student work).
9. Enhance the use of real-time data in day-to-day practice, including the design, implementation, and assessment of interventions for academic, social-emotional, and motor growth.
10. Provide sustained professional development, for all staff, on the sciences of learning, including both what is known and how it can be applied to enhance teaching, assessment, and engagement.
11. For students with emotional behavioral disorders, develop stronger methods to teach critical thinking and argumentation, as core skills that apply to all content areas as well as social-emotional development.
12. Build cohesion among programs to ease transitions for students from program to program.
13. Create cycles of innovation around increasing the integration of digital that accelerates and deepens learning and builds capacity to use data to inform instruction.
14. Create a system for consultants to analyze and annotate video evidence of student performance and build a video library of consultants demonstrating evidence-based interventions.
15. Infuse wellness – occupational, emotional, spiritual, environmental, financial, physical, social, and intellectual – into the curriculum, teaching, learning, and assessment for all adults and students.
16. Strengthen partnerships regionally, nationally, and internationally with other organizations to create deep learning that demonstrates excellence, is person-centered, and is differentiated to meet diverse needs of students and their families, staff, board members, and other members of the SCEC community.

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#### **Securing Accountability**

With input and engagement throughout the SCEC community, the Board of Directors, Executive Director, and the Collaborative Leadership Team lead in securing internal accountability within the Collaborative and external accountability with the districts we serve, external partners, and state/federal agencies and national/international organizations through:

- Building capacity to continuously improve results.
- Ensuring that underperformance is an opportunity for growth, not blame.
- Using external accountability transparently to benchmark progress.

This work is supported through ensuring that the Collaborative meets or exceeds expectations for being a green enterprise and local, state, and federal compliance requirements for an efficient and cost-effective collaborative with demonstrated growth in student learning, sufficient instructional time, student and staff safety, fiscal health and financial management, capital planning and maintenance, and sustainability. It is aligned with the ESE District Standards for Curriculum and Instruction (sufficient instructional time), Student Supports (safety), and Financial and Asset Management.

#### **Progress on Securing Accountability 2012 - 2017**

- Increased supervision and support at all levels to help staff improve their performance.
- Successfully completed in 2016 the ESE Coordinated Program Review and corrected the 6 out of 52 areas that were identified as only partially implemented.
- Prepared Annual Reports for SY 2012-16 that met ESE requirements and posted reports to the SCEC website. Each program report included data on cost effectiveness.

#### **Proposed Action Steps on Securing Accountability**

1. Increase opportunities in the community to demonstrate excellence to referring districts and reach new districts.
2. Increase coherence, clarity, and continuity within and across programs with respect to intake and transition processes, accessibility to SCEC staff with respect to their roles and responsibilities, acquisition of curriculum, report cards, communication, and family engagement.
3. Examine current and proposed future practices to increase productivity and operational efficiency, enhance value to people served, and increase organizational agility and resilience to external conditions and trends.
4. Ensure that the Collaborative learns from and improves its performance for the scheduled Annual Independent Audits, ESE Collaborative Financial Reviews, Collaborative Annual Reports, and the Coordinated Program Reviews.
5. Use the proposed ESE ESSA 2019 performance targets for students with special needs to develop and implement plans to exceed expectations.
6. Adopt and apply indicators of organizational health and wellness as a context for individual staff and leader performance in addition to outcome indicators of student performance and well-being.
7. Develop a team of leaders and create metrics and a data collection system for documenting and measuring progress in sustainability.
8. Assess progress on sustainability metrics and develop and implement an action plan to improve it.