STRATEGIC PLAN 2023-2028

SOUTH COAST EDUCATIONAL COLLABORATIVE

South Coast Educational Collaborative
Strategic Plan 2023-2028

Contents

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<p style="text-align:center">***We are the mapmakers and the travelers.***
– Brene Brown (2021)</p>

Introduction

This Strategic Plan is an invitation to all staff and stakeholders to participate in making our maps and traveling on them together. While the dates in the title are 2023-2028, we are only focused now on 2022-24.   We are creating an agile plan that can change and grow as we grow and as our environment evolves.

This Strategic Plan is different from previous plans in several ways:
- It is a guide to the next two years as we seek to understand the "now normal", not a detailed blueprint for the next five years.
- It incorporates new concepts and language, such as equality investments, shifting from schooling to educating, and developing students, staff, and leaders as changemakers.
- It adds new sections on the components of Systemness for spirit work, high quality instructional materials, strengthening our culture of evidence, and environmental stewardship.
- It was developed with ideas from many staff during each stage of its development.

Our Theory of Action: Sustainability through students as changemakers.

The sustainability of South Coast Educational Collaborative (SCEC) depends on maintaining and increasing student enrollment. As a Deep Learning organization, we believe we can achieve this goal by enabling all – students and staff – to be changemakers at SCEC, in our communities and in the world.

Our Deep Learning and Wellness Visions

The two pillars that underlie the work at South Coast Educational Collaborative are Deep Learning and wellness. Deep Learning is a process of enabling students and staff to dig deeper into their understanding of themselves, their roles as learners, citizens, and contributors to the communities and societies in which they live. Wellness is the process of being aware of one's own and other's wellbeing, engaging in processes that promote health. These two pillars support our ongoing work to strengthen teaching and learning, engage students in the academic curriculum, improve student self-regulation, and foster enabling productive and healthy individuals, at all ages.

Deep Learning

Our Deep Learning vision is to liberate student voice, choice, and leadership so that our learners are the changemakers. We embrace collective capacity building and continually improving our practice with the New Pedagogies for Deep Learning (NPDL) Learning Design Elements - learning partnerships, learning environments, pedagogical practices, and leveraging digital - and the six Global Competencies - character, citizenship, collaboration, communication, creativity, critical thinking - for leaders, staff, students, and stakeholders. We learn best by doing and by working collaboratively with an asset-based lens that allows everyone to be their best selves. We aim to create a therapeutic, trauma-informed culture that links equity, Deep Learning, and wellbeing.[1]

Wellness

Our wellness vision is to provide culturally competent, holistic, and wellness-focused services that promote students' social-emotional development and enhance their ability to cope with mental health challenges. This vision is empowered by using evidence-based strategies, supporting staff training and wellbeing, implementing effective mental health consultation to students, families, and staff, and by facilitating mental health services for individuals who need them. Together, these approaches create safe inclusive environments where all individuals experience a sense of belonging - being seen, heard, understood, and valued.

We will build on our visions for Deep Learning and Wellness as we describe in the pages that follow the key ideas, progress, and action steps for Driver 1, Deep Learning and Wellness.

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[1] Our Deep Learning Vision is further elaborated in the attached document and it is guided by the NPDL "We Believe" statements released in October 2022.

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Our Context

Purpose

To provide intensive, innovative education programs and related services for students with disabilities in member and non-member districts so that they become changemakers; to provide collaborative professional learning for educators; and to provide other high quality, cost effective services to meet the changing needs of member districts.

Objectives

1. To improve the academic achievement, deep learning competencies, and well-being of students with low incidence disabilities in the least restrictive environment.
2. To offer a variety of quality professional learning opportunities to general and special education teachers, administrators, related service providers, and the families and districts we serve.
3. To provide cost effective, value-added and sustainable programs and services.

Mission

To collaboratively develop and deliver high quality, cost effective, value-added, and sustainable education, professional development, technical assistance, and resources for students, families, educators, school districts, partner organizations, and communities. We focus on educating students to be changemakers by fostering wellness and increasing deep learning.

Core Values

We believe that:

• Our ultimate goal is to enable students to become changemakers who engage the world and change the world by participating and contributing as fully as possible in the communities and the world in which they live and to begin planning upon admission for transitioning to their home, school, community or adulthood.

• Deep learning and working are at the heart of everything we do

• Wellness is essential for deep learning. It is an active, on-going process for staff and students of becoming aware of and making choices toward a healthy and fulfilling life.

• Mutual respect, reflection, and collaboration are expected and infused into all partnerships.

• The family unit and the family-school partnership are essential factors in supporting and sustaining a student's wellness, learning and development.

• Cultural diversity enriches and enhances all members of South Coast Educational Collaborative.

• South Coast Educational Collaborative is a reflective learning community for students and their families, educators, stakeholders, and the Board of Directors.

- Leveraging digital enhances our pedagogy, learning partnerships, and our work and learning environments.

- Our productivity, especially team productivity, means exceeding expectations, increasing team efficiency, and enhancing individual team members' wellness and professional growth.

- Teams are best supported when they have compelling direction, the materials and resources they need, a work environment that supports wellness, collaboration, inquiry, and innovation, incentives for excellent team performance, and targeted professional learning and coaching.

- To sustain our work, we need to be forward thinking, proactively seeking and implementing new ways and opportunities to help staff and students be well and grow.

- Respect for the natural environment and effective environmental stewardship practices are reflected in our daily operations and in the design and delivery of our products and services. Staff are crucial partners in achieving and sustaining our environmental goals.

Environmental Scan

Emerging Factors in our Environment

- Greater competition among therapeutic and educational providers
- Increased expectations for quantitative student performance data

- Increased student cultural and linguistic diversity
- Students with more severe and complex needs

- Pressure to do more for staff and leaders
- Social media and advances in technology

- Safety and wellness concerns for students and staff
- Concerns about shifts in public policy and funding

- Districts' need for strong transitional services
- Districts requiring more supports and services

New Strengths, Accomplishments and Resources

- More student-directed curriculum
- More focus on student wellness, engagement and deep learning

- STEAM, project-based activities, Maker Spaces
- Greater access and use of student progress data

- Instituting strong/consistent routines
- New information about brain science and learning

- Using a strong academic/functional curriculum and introducing high quality K-8 ELA instructional materials
- Technology advances to support working, teaching, and learning

- Collaboration with districts on transportation
- Smoother transitions and students returning to districts in a shorter time

Organization and Development of the 2023-28 Strategic Plan

Given the commitment of all SCEC employees, as demonstrated by the 2021 collective bargaining agreements to fortify and strengthen sustainability throughout the Collaborative, the Leadership Team decided to reframe the 2023-28 Strategic Plan around the Right Drivers for Whole System Success (Fullan, 2021).

This plan reflects input from staff, external consultants, board members and districts, the Leadership Teams, and Fullan's writings. Drafts of this plan were developed by SCEC leaders and staff, Dr. Karl Clauset, Dr. Marc Hauser, Donna Cranshaw-Gabriel, Senior SCEC Consultants, and reviewed by the Leadership Teams before being presented to the Board of Directors in December 2022.

The Right Drivers for Whole System Success

The four right drivers, in combination – what Fullan calls 'the human paradigm', constitute his new model for governing the future of education. His conception of a driver is a force that attracts power and generates motion on a continuous basis. The four drivers are not traveling down a divided highway. Instead, they form a constellation of stars that give each other energy and purpose. They represent a single, integrated model that generates continuous development. (paraphrased from Fullan, 2021, Right Drivers p. 5)
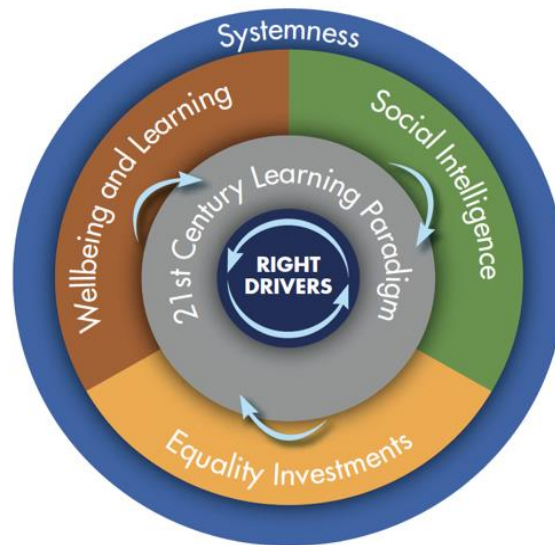
The four Right Drivers in the Human Paradigm are the framework for our 2023-28 Strategic Plan. The drivers feed on each other, and as such stimulate reciprocal action. (Right Drivers p.6). We chose this conceptual framework to organize this strategic plan because we felt the 2015 Coherence Framework (Fullan, 2015) used for our 2017-22 strategic plan no longer spoke to the realities of the "now normal" and how SCEC has evolved.

SCEC Goal Areas for the 2022-2023 School Year

Leadership Goals for 2022-23

- Making certain that Deep Learning is a throughline in all our efforts
- Articulating Wellness and pursuing Well-Being for students and their families, staff, and all members of our SCEC community
- Recommitting to equity, access, and agency for all
- Enhancing and expanding our family networks
- Using evidence-based approaches to inform and shape our practice
- Learning and creating best practice

Program Sites Goals for 2022-23

Sites are developing their own Deep Learning goals, focused on different dimensions of the six NPDL Global Competencies, using a form developed by the Deep Learning Planning Team (DLPT), generating a data base or goal bank.

Using the Right Drivers at SCEC

The following pages present each of the four elements of the Right Drivers Framework - <u>Deep Learning and Wellness</u>, <u>Social Intelligence</u>, <u>Equality Investments</u>, and <u>Systemness</u> - and describe for each element (1) key ideas about the driver, (2) SCEC progress made during the 2017-22 Strategic Plan and (3) SCEC proposed action steps for this 2023-28 Strategic Plan.

The Leadership Team and the Deep Learning Leadership Team plan to review annually progress made in each driver element and to revise and update proposed action steps.

Using Driver 1 Deep Learning and Wellness at SCEC - Key Ideas, Progress, Action Steps

Key Ideas about Deep Learning

- Deep Learning is a pedagogical approach that enhances students' mastery of the dimensions within the six global competencies - character, citizenship, collaboration, communication, creativity, critical thinking. The dimensions are described in the 6Cs learning progressions, as adapted for SCEC.
- The learning progressions help educators and students to (1) understand the content of each competency through its dimensions and the concepts delineated within each dimension and (2) co-construct and use tools to assess and monitor and self-assess (by students) student growth in individual concepts (e.g., grit,) or dimensions, or the competency as a whole.
- Emphasize learning experiences every day in every class and outside the school - that help students thrive and develop their capacity to explore, challenge, and take charge of their own learning.
- <u>Other Key Ideas about Deep Learning</u>

Progress on Deep Learning 2017-22 (examples)

Proposed Action Steps on Deep Learning 2022-23
- Launch and use the Deep Learning Hub for sharing Deep Learning work across sites
- Every site develops it's Deep Learning Goal and begins working on it
- Continue Deep Learning Wednesdays and support site teams in their work
- Attend and present at the 2023 Global Deep Learning Lab in Anaheim

Key Ideas about Wellness

- ***Wellness*** is the pursuit of being healthy. Health has several aspects, including mental, emotional, and physical health. ***Well-being*** is the state of being healthy and happy.

- Well-being (purpose, meaning, belongingness, control, making a contribution) is of greater interest to students than academics. Wellness is also a prime motivator for staff.

- Widen the perspective to Well-being and Deep Learning so that the focus of improvement is on the Global Competencies and learning therein - and incorporates links to academic understanding, agency, self-regulation, and well-being.

Progress on Wellness 2017-22 (examples)

Proposed Action Steps on Wellness for 2022-23

- Through a DESE sponsored initiative with LearnLaunch, work within professional learning networks around fostering a sense of belonging for our educators, students, and stakeholders. Network 1 focuses at the organizational level on policies, procedures, and practices while Network 2 focuses on instructional practices and classroom experiences.

- Action steps for 2023-24 will evolve from our experiences in 2022-3.

Using Driver 2 Social Intelligence at SCEC - Key Ideas, Progress, Action Steps

Key ideas about Social Intelligence from Fullan's Right Drivers
- Social Intelligence is the propensity to work with others to achieve common goals and is both for students and staff.
- The Social Intelligence driver builds on the Cultivating Collaborative Cultures in the Coherence Framework we used in our 2017-22 Strategic Plan. It focuses on learning from each other using what we know about collaborative learning and effective group development:
- Driver 2, Social Intelligence, supports and accelerates the work we do in Driver 1, Deep Learning and Wellbeing, Driver 3, Equality Investments, and Driver 4, Systemness.

Progress on Social Intelligence 2017-22 (examples)

Proposed Action Steps on Social Intelligence 2022-23 to support and accelerate Deep Learning
- Launch the internal SCEC Deep Learning Hub to share sites' Deep Learning goals, learning experiences, and resources
- Explore the use of Professional Learning Communities (PLCs) to enhance collaboration and

communication in all four drivers.
- Learn about the NPDL Global Moderation process for using social intelligence.
- Participate in and present at the 2023 Global Deep Learning Lab in Anaheim.

Using Driver 3 Equality Investments at SCEC - Key Ideas, Progress, Action Steps

Key ideas about Equality Investments[2]

- This is a new driver for SCEC. It coordinates the first two right drivers, Driver 1, Wellbeing and Deep Learning, and Driver 2, Social Intelligence, in the service of Driver 3, Equality Investments.

- Equality Investments are essential for the future of society. Equality Investments are new investments that should be targeted to the infrastructure, and in relation to resources and capacity of people at the middle and lower levels within organizations.

  o Invest in the profession with respect to all schools and age levels with 'social intelligence' (teachers collaborating for better results) at the center.

  o Invest in parent–community school partnerships for improved Deep Learning.

  o Connect to broader networks locally, statewide, nationally, and globally.

  o Generate ideas from all levels of the organization.

  o Exercise leadership beyond our borders. Global partnerships will be essential.

- Have an explicit commitment to serve all students underscoring anti-discrimination, anti-oppression, and the elimination of systemic inequities in all forms.

  Duncan-Andrade quote on equality investments for education vs schooling

Progress on Equality Investments 2017-22

Proposed Action Steps on Equality Investments for 2022-23

- Use Social Intelligence to examine current SCEC policies and practices, and staff perceptions of these, regarding bias, discrimination. and systemic inequities.

- Revise our current plans for recruitment, on-boarding, and mentoring to shift to an Apprenticeship model that invests in the long-term success of all staff.

- Examine current policies and practices to ensure that all staff members are valued and supported as Educational Leaders.

- Develop action steps for 2023-24 to create more equitable outcomes for leaders, staff, and students.

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[2] from Fullan's Right Drivers and from Duncan-Andrade's 2022 book *Equality or equity: Toward a model of community-responsive education*

● Create new partnerships to engage funders, decision-makers, the media, like-minded schools, districts, collaboratives, and communities to eliminate inequities and shift the system from schooling that maintains inequalities to educating that liberates us all.

Using Driver 4 Systemness at SCEC - Key Ideas

Key ideas about Systemness from Fullan's Right Drivers

'Systemness' is defined as the sense that people have at all levels of the system that they are indeed *the system*. They have a responsibility to interact with, learn from, contribute to and be a living member of the system as it evolves. The four sets of drivers in combination are intended to help establish this mindset.

● Right Driver 4, Systemness, is a *metadriver*. It is above the other three – intended to coordinate and learn from the interaction between and among all 4 drivers.

● The system consists of three levels: micro (classrooms and teams), meso (programs and schools), macro (SCEC, our districts, DESE, funders).

● Those at each level in total *are* the system. As such, they are *equally* autonomous, interdependent and responsible for what happens. They have responsibilities within their subsystem, and across the system.

● Learning about our system within and across levels teaches us how the system's constituent parts interrelate and work over time, and how they can be improved.

● To inspire people to move toward the right drivers we need to point them in the right direction … The system cannot be changed without 'the system' layers all having ownership of the change.

● Cultivating the 6 global competencies produces graduates and citizens with this very profile.

Our Components of Systemness at SCEC are:
● Spirit Work
● High Quality Instructional Materials
● Strengthening our Culture of Evidence
● Environmental Stewardship

Spirit Work and the Science of Collaboration - Key Ideas, Goals Progress, Action Steps

Key Ideas

● Spirit work (Fullan and Edwards, 2022) focuses on what it truly means to be human, the art of caring for ourselves (well-being), for others, and for the world. We want ourselves and others to prosper and thrive especially in our complex world. Spirit work is embracing how to relate to and help others be the best version of themselves.

- It is only when the two forces - spirit and collaboration - feed on each other that they can grow (or put another way, they can grow in tandem) (p. 24)

- SCEC is dedicated to ensuring that educators and students are developing into the best version of themselves to cope, develop skills and thrive under complex and adverse conditions of contemporary schooling and society. (p. 14).

- Deep Learning and Well-being are conduits to the development of spirit.

Spirit Work Details - Goals, Key Ideas, Progress 2017-22

Proposed Priority Goal on Spirit Work 2022-23

- Leaders at all levels will lead the way to engage in the work of educating versus schooling students and provide clarity around the WHAT and the WHY. (See Duncan-Andrade quote on equality investments for education vs schooling)

Proposed Action Steps for Spirit Work for 2022-23

- The Leadership Teams will define the characteristics for being effective leaders required by the new Strategic Plan and implement professional learning for leaders about these characteristics.
- All leaders will self-assess themselves against the characteristics and develop self-improvement plans for 2023-24.
- Leaders and their staff recommit to therapeutic classrooms with a focus on student regulation as a means to access the curriculum.
- Leaders effectively engage their staff to understand educating children versus schooling them.
- Leaders engage with their staff to co-construct the HOW for shifting from schooling children to educating children.

High Quality Instructional Materials – Key Ideas, Progress, Action Steps

Key Ideas

- "High-quality instructional or curriculum materials (HQIM) offer units and courses that are integrated, coherent, and sequenced. They include specific learning goals and lessons aligned to content standards, student-centered approaches to learning, research-based teaching strategies, teacher support materials, embedded formative assessments, and teacher guidance to support implementation, . . . including essential guidance for scaffolding learning so students can do grade-level work. 2022 NASSP article on HQIM

- HQIM materials for SCEC students need to be examined through the Deep Learning lens to ensure that they are engaging, make real-world connections, and promote educators and students as changemakers.

Progress on High Quality Instructional Materials 2017-22

Proposed Action Steps for HQIM for 2022-23 and 2023-24

- Accelerating Literacy Learning with HQIM
  - Continue in 2022-23 training and support for use of the new HQIM Literacy materials.
  - Broaden support in 2023-24 for infusing Deep Learning pedagogy into the use of HQIM materials across all content areas, including exploring the use of Professional Learning Communities (PLCs).
- Develop site-specific Deep Learning goals with timeline, action steps and review process - continue work in progress for the 2022-23 year and shift in 2023-24 to work on the goals developed.
- Develop Deep Learning lessons and units in each program using the SCEC Trauma-Informed Learning Design Planning Template and viewing the world and their communities as classrooms - work beginning in 2022-23 and continuing into 2023-24.
- Create a SCEC Deep Learning Hub where staff share Deep Learning lessons/units - launch Deep Learning Hub in 2022-23 and refine and build out in 2023-24.

Strengthening our Culture of Evidence - Key Ideas, Progress, Action Steps

Key Ideas

There are two threads to our work on using evidence-based approaches to guide our practice:

1. Evidence relevant to the foundational work of educators with students in special education.
2. Evidence relevant to special initiatives, including Deep Learning and wellness.

The first thread includes data systems that speak to federal or state mandates such as the Incidents, Restraints, and Offences data (IROs), IEPs, and program coordination with districts.

The second thread focuses on using the 6 Cs Learning Progressions to monitor student progress (including creating learning progressions for our 220-day students), measuring differential progress for groups of students under the Influence 100 initiative, and defining competencies for staff that link to wellness.

Both fit under Systemness, though the Deep Learning and Wellness piece specifically fits under the Deep Learning/Wellness driver.

Progress on Strengthening Our Culture of Evidence 2017-22

Proposed Action Steps for Strengthening our Culture of Evidence for 2022-23 and 2023-24

The evidence-based plan for 2022-23 and beyond is to focus on data for special initiatives - to use the data collected in a more thoughtful and functional fashion, to guide instruction, including Deep Learning, as well as to form the design and assessment of interventions around mental health. More narrowly, it is to develop and implement evidence-based approaches to assessing growth on specific elements or dimensions of the 6Cs.

Environmental Stewardship - Key Ideas, Progress, Action Steps

Key Ideas

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We are using the Three Pillars framework developed for the state and federal Green Ribbon Schools program to guide our thinking about environmental stewardship and our proposed action steps. This program has continued with new award winners in 2022. See <u>Green Ribbon Schools program</u> for details. The program has three priorities:

1. Reduced Environmental Impact and Costs
2. Improved Health and Wellness
3. Effective Environmental and Sustainability Education

Progress on Environmental Stewardship 2017-22

Proposed Action Steps on Environmental Stewardship 2022-23 and 2023-24

- Reduced Environmental Impact and Costs
    - Study the <u>MA Green Ribbon Schools Scoring Rubric</u> to self-assess our compliance with MA and US requirements
- Improved Health and Wellness
    - Compare our current work with standards of <u>Whole School Whole Community, Whole Child health,</u> and the requirements for <u>integrated school environmental health program</u>
    - Continue working in 2022-23 with LearnLaunch to create a sense of belongingness at all levels
- Effective Environmental and Sustainability Education
    - Study the Green Ribbon Schools application to self-assess our compliance with MA and US requirements