



Strategic Plan

South Coast Educational Collaborative 2012-2017

Approved by SCEC Board on December 20, 2012

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VISION

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 inspire, enable, and empower students, educators, families, districts and agencies to meet high standards, lead ethical lives, and demonstrate responsible citizenship.

Doing Exceptional Work with Exceptional People

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

- 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
- South Coast must be a reflective learning community for students and their families, staff, consultants, middle managers, and the Board of Directors.
- 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 continual professional learning and inquiry 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.

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- Staff are crucial partners in achieving and sustaining the Collaborative's ecological goals
- All staff should balance work at SCEC with a fulfilling life outside of work
- Conducting "business as usual" is not an acceptable option for sustaining our work.
- Individual staff members have the capability to implement ecological initiatives and accept the responsibility to transform the organization.

OUR PROCESS

The Leadership Team led the development of the 2006-12 Strategic Plan during 2006-07. Working with Dr. Karl Clauset, a South Coast Consultant, they analyzed data from the annual SCEC surveys, sought input from teacher facilitators and other SCEC staff, Special Education Directors, the Board, parents, and external partners, decided on a template for the Strategic Plan, and created a draft. Dr. Clauset synthesized all the input into this version of the Strategic Plan, which was approved by the Leadership Team and the Board of Directors in February 2007.

During the summer and fall 2010, the Leadership Team conducted a systematic review of the Strategic Plan, focusing on accomplishments to date and implications for future work in the two years remaining in the current plan. Dr. Clauset synthesized all the input into this revised version of the Strategic Plan, which was submitted to the Leadership Team in December 2010, along with their individual comments, a summary of Leadership Team feedback, an overall assessment of each section, and suggestions for next steps. In April, he also included revisions to incorporate the principles and practices of green enterprise. In May, SCEC Consultants Glenn Bachman and Phil Campbell reviewed the revisions and made numerous suggestions for improvement. All members of the Leadership Team reviewed and commented on the revised plan. Their comments were incorporated into a May revision that was shared with facilitators. The August version incorporated the comments from the facilitators and some revisions based on their feedback. In April 2012, the Board approved the August 2011 revised strategic plan for 2006-2012.

This Strategic Plan for 2012-2017 incorporates the recommended revisions in the August 2011 version as the components of the strategic plan for the next five years. It has been reformatted to align with the Massachusetts Department of Elementary and Secondary Education's District Standards and Indicators, the foundation for the department's Framework for District Accountability and Assistance. The language in the DESE standards and indicators has been modified to refer to collaboratives instead of districts. In addition, the Department of Elementary and Secondary Education has released Proposed Regulations Relating to Educational Collaboratives that are expected to be approved by the Board of Elementary and Secondary Education in January 2013. The Leadership has also included key requirements as action steps for South Coast.

STRATEGIC OBJECTIVES

Curriculum and Instruction

The Collaborative provides a comprehensive, accessible, and rigorous instructional program—aligned with state frameworks and the common core—comprised of curricula and instructional practices that are implemented and monitored effectively, and that lead to high levels of achievement for all students.

Align, Consistently Deliver, and Continuously Improve Curriculum

Proposed Action Steps for an aligned, consistently delivered, and continuously improving Curriculum

- 1. Develop curriculum leadership that ensures consistency, standard alignment, and effective delivery*
2. Define sustainable curricula at SCEC and embrace eco-design principles in designing curricula and services
3. Develop criteria for selecting/acquiring/creating curricula and establish a system for regularly monitoring the effective use of curriculum materials
- 4. Create and implement curriculum guides for all content areas at each level (early childhood, elementary, middle school, high school, and transitional) including objectives, resources, instructional strategies, pacing guides, recommended units and measurable outcomes or assessments*
- 5. Align curriculum documents to state frameworks, common core standards, and ADL, Vocational/Technical, and transition requirements horizontally across grade levels within each level and from level to level*
- 6. Align curriculum documents to state frameworks, common core standards, and ADL, Vocational/Technical, and transition requirements vertically between all grade levels and from level to level, especially at transition points (e.g, from early elementary to elementary to middle and middle to high school)*
7. Incorporate into the curricula the use of a wide variety of technologies for learning, teaching, and assessment
8. Integrate the WIDA English Language Development (ELD) standards into the ELD curriculum and content area curricula of classes where ELLs participate
9. Develop curricula and learning opportunities for students which connect learning about the environment and sustainability with academics, social responsibility, community service, and careers
10. Benchmark curriculum development, alignment, and implementation practices against best practices in other collaboratives, school districts, and the research literature

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11. *Implement a curriculum review and revision process that is comprehensive, with teacher, paraprofessional, and related service provider input and valid research, includes regular assessment results reviews, and addresses identified needs*
12. *Ensure that curricula in each subject matter and at all grade levels are aligned with components of the state curriculum frameworks and revised to promote higher levels of student achievement*

Deliver Strong Instructional Leadership and Effective Instruction

Proposed Action Steps for strong Instructional Leadership

1. *Ensure that leadership and support are in place to support effective instruction*
2. *Provide clear communication of expectations from the Collaborative Leadership Team to teachers and paraprofessionals to teach the written curriculum, differentiate instruction, and create personalized learning opportunities for each student*
3. *Identify instructional needs and strengths through monitoring and student assessment data*
4. *Ensure that instructional practices that are based on research and evidence of their effectiveness and maintain high expectations for students and staff*
5. *Provide appropriate instructional resources for effective implementation*
6. *Ensure teachers, paraprofessionals, and related service providers have timely access to assessment results to drive instruction*
7. *Allot sufficient instructional time, based on analysis of student achievement and other data, to enable all students to reach proficiency in core content areas*
8. 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
9. Strengthen and deepen blending across classrooms at the same level (which includes defining expectations for learning environments, teaching and learning at each level)
10. Strengthen and systemize the transition process from level to level within SCEC, and the intake/transition process between SCEC and outside organizations

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Proposed Action Steps for effective Instruction

- 1. Provide for all instruction clear objectives, appropriate instructional materials, and a range of strategies*
- 2. Differentiate instruction to align with each student's interests, development levels, and learning needs*
- 3. Engage in instructional planning that is consistently monitored and revised for future instruction based on regular assessment*
- 4. Maximize learning time*
- 5. Establish and maintain a respectful climate that promotes high levels of student engagement and responsibility*
- 6. Provide verbal and written evidence in students' work of their use of higher order thinking skills*
- 7. Implement curricula and instructional practices across the collaborative to attain high levels of achievement for students in each subgroup*

Implement Tiered Systems of Support

Proposed Action Steps for Academic Support for high achievement of all students

- 1. Establish policies and practices that promote student achievement, support course completion, reduce grade retention, and encourage on-time graduation or transition to the student's home district*
- 2. Implement a clear process to identify students below grade level at each level*
- 3. Provide additional support to students performing below grade level in ELA or math and other students who experience learning or behavioral challenges*
- 4. Implement tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration*
- 5. Provide quality programs for all students that are comprehensive, accessible, and rigorous*
- 6. Provide sufficient additional time and support for individualized tiered instruction for students not yet on track to proficiency in core subjects*
- 7. Implement a data-driven, flexible approach to prevention, early detection, and support for students who experience learning or behavioral challenges*

Assessment

Collaborative leadership uses student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

Data Collection and Dissemination

Proposed Action Steps for Data Collection and Dissemination

1. Identify or develop a set of indicators of education service success (including profitability and sustainability) and related assessment tools at each level (early childhood, elementary, middle school, high school, and transitional)
2. *Identify and implement a purposeful, formalized range of methods to assess and communicate student growth*
3. *Establish Collaborative assessment policies and practices that ensure regular collection and distribution of data*
4. Collect data on the progress and impact of realignment of programs and levels on students and use these data to make improvements
5. *Make available organized, user-friendly data and reports to all staff in a timely manner to measure progress, accompanied by training and support needed to use this data to improve performance*
6. *Disseminate and discuss internal reports and external review findings with staff and local stakeholders as appropriate*

Data- Based Decision- Making

Proposed Action Steps for Data-based Decision Making

1. *Prioritize goals after annual reviews of student assessment results and external/internal reviews*
2. *Initiate, modify, or discontinue the allocation of human and financial resources based on multiple measures of data*
3. *Monitor student achievement data regularly to ascertain goal progress and needed adjustments*
4. *Provide ongoing and effective staff training and support to regularly use student achievement data to improve performance*
5. 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
6. *Use data analyses regularly across the collaborative and levels to inform policy development, instructional program improvements, assessment practices, professional development, and supervision*

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Student Assessment

Proposed Action Steps for Systems of Student Assessment

1. Identify or develop a set of indicators of student success and related assessment tools at each level (early childhood, elementary, middle school, high school, and transition to adulthood)
2. Align the identification of indicators of student success and related assessment tools at each level with the implementation of the differentiated curriculum and with the implementation of the Massachusetts Curriculum Frameworks, MCAS assessments, the Common Core Standards and assessments, and the ADL, Vocational/Technical, and transition requirements
3. *Implement balanced formative and benchmark systems of assessment that guide instruction*
4. *Base remedial and enrichment initiatives on results of balanced system of student assessments*
5. *Administer assessments 4 – 8 times per academic year to benchmark students' progress toward achievement goals and guide planning and instruction at each level and at each grade levels*

Professional Development

The Collaborative promotes ongoing growth and opportunity for all staff, consultants, middle managers, and Board of Directors (DESE had “educators”) through professional development that is embedded in practice and links directly to needs identified through analysis of educator evaluation and student performance results. The Collaborative effectively supports an educator evaluation process that meets state regulations.

Proposed Action Steps for Quality Professional Development

1. *Establish and maintain a cohesive professional development program that builds the capacity of staff at all levels, consultants, middle managers, and the Board of Directors to implement the Collaborative’s plan for attaining high levels of achievement for all students*
2. Define sustainable professional development at SCEC and embrace eco-design principles in designing and delivering professional development products and services
3. Benchmark the SCEC professional development program against the 2011 Standards for Professional Learning from Learning Forward, the requirements of the Massachusetts Department of Elementary and Secondary Education, and best practices in other collaboratives, school districts, and the research literature
4. *Determine Collaborative priorities for professional development by staff needs process, student achievement data, and assessment of instructional practices*

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5. *Promote adult learning that builds effective professional learning communities and ongoing professional improvement*
6. Provide ongoing professional development opportunities for all staff to develop and enhance skill levels for implementing the differentiated curricula, common core standards, and personalized learning opportunities for each student
7. *Invest in new staff by providing orientation, coaching, mentoring, and support*
8. Enable every staff member to develop and implement personal professional learning plans and *provide programs that support educators at all levels of expertise and stages in their careers to build teaching, technology, and leadership skills*
9. *Provide focused, job-embedded learning (e.g., peer observation, action research and coaching) that is responsive to results of educator evaluation and their student work and outcomes and department/grade-level collaboration*
10. *Develop teacher leadership and growth by providing opportunities for instructional leadership and mentoring peers*
11. Review and evaluate regularly all professional development programs and develop specific action plans to maintain, strengthen, expand, or eliminate specific programs
12. Increase the number of staff at all levels with understanding of sustainability topics, their relevance for the Collaborative, and the ability to integrate sustainability into problem-solving and the pursuit of opportunities
13. Ensure that teachers and administrators currently working with English Language Learners take up to 46 hours (3 graduate credits) of training to secure Sheltered English Instruction (SEI) endorsements to their current licenses on or before July 1, 2016
14. Provide professional development in second language acquisition techniques for the re-certification of teachers and administrators working with English Language Learners
15. Develop and implement professional development opportunities for middle managers to enhance their effectiveness
16. Assist our clients in building local expertise in best practices and creating model professional development programs
17. Establish a process for anticipating and evaluating professional development opportunities in the marketplace and develop a marketing plan for professional development

Student Supports

The Collaborative provides quality programs for all students that are comprehensive, accessible and rigorous. Student academic support services and collaborative discipline and behavior practices address the needs of all students. The Collaborative maintains high rates of attendance for students and staff and retains the participation of students through graduation.

Access and Equity

Proposed Action Steps for Student Access and Equity

- 1. Adjust policies and practices to close proficiency gaps using student participation and achievement data*
- 2. Use integrated services to include inclusive classrooms, differentiated supports, and “wraparound” services*
- 3. Increase the proportion of underrepresented subgroups in advanced and accelerated programs*
- 4. Foster family engagement that is respectful of language and culture and focused on supporting student learning*
- 5. Create and use post-secondary and career pathways for all high school graduates*
- 6. Provide student academic support services and collaborative-wide discipline and behavior practices that address the social emotional needs of all students*
- 7. Develop consistent Collaborative-wide processes, procedures and protocols, e.g., include: orientation, intake documentation, behavioral intervention plan documentation, disciplinary action plans*

Educational Continuity and Student Participation

Proposed Action Steps for Education Continuity and Student Participation

- 1. Maintain high rates of attendance for students and staff and retain the participation of students through graduation*
- 2. Implement a user-friendly attendance process that ensures accurate daily updates and reporting to enable regular and timely response where needed (daily, weekly, etc.)*
- 3. Provide regular reporting and response on staff attendance and participation*
- 4. Ensure continuity for students when teachers are absent*
- 5. Provide systemic support for students transitioning from one school, grade level, or program to another*

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- 6. Ensure prompt assessment and placement of entering and mobile students*
- 7. Provide prompt and equitable access to quality programs for transient and homeless students and support for their needs*
- 8. Implement fair and equitable policies, procedures, and practices that target the reduction of suspensions, exclusions, or other discipline referrals*
- 9. Achieve a targeted reduction of the dropout rate through active use of collaborative and level policies*
- 10. Develop and implement Collaborative practices to recover dropouts and return them to an educationally appropriate placement*

Services and Partnerships to Support Learning

Proposed Action Steps for Quality Services and Partnerships

- 1. Provide regular communication between levels and families regarding students' academic, social, and emotional development*
- 2. Ensure that family engagement strategies are respectful of language and culture*
- 3. Identify and use strategies to ensure that student and parent voices are part of the planning, implementation, and evaluation of changes in education services at each level*
- 4. Provide supportive learning (DESE used "school") environments that have coordinated support services, universal breakfast (if eligible), positive behavior interventions, attendance and discipline practices, and effective classroom management*
- 5. Establish and maintain external partnerships that provide students and families with access to behavioral health, social, recreational, and supplemental educational services such as college and career readiness*
- 6. Implement practices to enable students to actively assume responsibility for appropriate behavior and learning*

Proposed Action Steps for Life-Span Services

- 1. Define sustainable life-span services at SCEC and embrace eco-design principles in designing and delivering products and services*
- 2. Establish criteria for evaluating life-span services and a process for conducting regular reviews*
- 3. Explore partnerships with districts to evolve and support the early-childhood programs*
- 4. Continue research on adult programs and explore/develop pilot partnerships with other collaboratives to serve the adult population*

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5. Benchmark life-span service development and implementation practices against best practices in other collaboratives, school districts, and the research literature

Proposed Action Steps for Consulting/Clinical/Assistive Technology Services

1. Define sustainable consulting/clinical/assistive technology services at SCEC and embrace eco-design principles in designing and delivering products and services
2. Review and evaluate all existing services and develop specific action plans to maintain, strengthen, expand, or phase them out
3. Streamline clinical referral procedures internally, using technology to reduce redundancy and support green enterprise
4. Benchmark consulting/clinical/assistive technology service development and implementation practices against best practices in other collaboratives, school districts, and the research literature
5. Establish a program for anticipating and evaluating consulting/clinical/assistive technology service opportunities in the marketplace and develop a marketing plan for consulting/clinical/assistive technology services

Safety

Proposed Action Steps for Collaborative Safety

1. *Maintain a safe environment within collaborative buildings and partnership sites that host students*
2. *Align level and program practices to a comprehensive collaborative safety plan*
3. *Conduct annual safety plan reviews in conjunction with local police and fire departments*
4. *Provide ongoing staff training and opportunities to practice dealing with crises and emergencies*

Leadership

The Board of Directors and Collaborative leaders establish, implement, and continuously evaluate the effectiveness of policies and procedures that are standards-based, driven by student achievement data, and designed to promote continuous improvement of instructional practice and high achievement for all students. 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.

Provide Focused Board of Directors Leadership

Proposed Action Steps for the Board of Directors Leadership

- 1. Understand and actively accept its leadership role, providing collaborative oversight*
- 2. Delegate to the Executive Director educational and operational leadership of the collaborative, foregoing direct involvement in the administration of the collaborative*
- 3. Make decisions based on student performance data and collaborative improvement plans*
4. Establish, implement, and continuously evaluate the effectiveness of Collaborative policies and procedures that are standards-based, driven by student achievement data, and designed to promote continuous improvement of instructional practice and high achievement for all students
- 5. Create a culture of collaboration among local officials, the education community, union leadership, and the public to meet collaborative goals*
- 6. Advocate for the Collaborative in the community in order to meet student needs*
- 7. Effectively communicate and build a strong positive working relationship with the Executive Director*
- 8. Approve educationally sound budgets and develop contracts and agreements that support collaborative operations*
9. 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
- 10. Complete an annual evaluation of the Executive Director based on mutually agreed goals for the Collaborative, and current state laws and regulations*
11. Develop a risk management and succession plan for the Executive Director position
12. Amend the SCEC collaborative agreement to comply with the provisions of M.G.L. c. 40, § 4E and 603 CMR 50.00 and have it approved by member districts

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and submitted to the Department of Elementary and Secondary Education for approval no later than March 4, 2013 *

13. Provide copies of Collaborative documents, quarterly information and updates, and reports on significant changes in programs, services, budgets, and property as they arise to the representative's member district in accordance with the provisions of M.G.L. c. 40, § 4E and 603 CMR 50.04(2) *
14. Complete, by every member, required Board of Directors training provided or approved by the Department of Elementary and Secondary Education within 60 days of the initial appointment and every six years thereafter, but all existing appointed representatives to the board of directors as of March 2, 2012 shall complete the training set forth in 603 CMR 50.05 by June 30, 2013 *
15. Establish a process to provide to member districts, students, parents/guardians, the Board, and the public all information required by law and regulation *
16. Establish policies to support the operation of the collaborative, including policies relative to personnel, students, finance and internal controls, and health and nursing, and review the effectiveness of such policies to ensure currency and appropriateness *
17. Assume collective responsibility for *
 - ensuring adherence to the collaborative agreement and progress toward achieving the purposes set forth in the agreement;
 - determining the cost effectiveness of programs and services offered by the collaborative;
 - ensuring that any borrowing, loan, or mortgage is cost-effective, is necessary to carry out the purposes for which the collaborative is established, is in the best interest of the collaborative and its member districts and is consistent with the terms of the collaborative agreement;
 - voting to approve all expenditures, including contracts, borrowing, and the purchase and sale of real estate; and
 - ensuring compliance with the provisions of applicable state and federal laws and regulations
18. Establish and manage a collaborative fund for all monies paid by the member districts and non-member districts and all grants or gifts from the federal government, state government, charitable foundations, private corporations, or any other source *
19. Ensure the continual alignment of the Collaborative's mission, core values, and strategic plan with the attributes of green enterprise and accept responsibility to minimize the ecological impact of the organization
20. Engage in ongoing professional learning to build capacity for focused leadership

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Provide Effective Collaborative Leadership

Proposed Action Steps for the Collaborative Leadership

1. *Communicate a consistent clear vision for the Collaborative to all stakeholders*
2. *Define the expectations for all level leaders, teacher leaders, and other members of the Leadership Team*
3. *Exercise educational and operational leadership over Collaborative programs and services and use their authority to implement practices to improve student achievement*
4. *Evaluate leadership team members annually based on collaborative goals and current state laws and regulations*
5. Establish and maintain an annual evaluation process for the Business Manager and the Collaborative Treasurer *
6. *Facilitate teacher leadership, collaboration, supervision as well as an annual evaluation of Collaborative practices*
7. Define sustainable distributive leadership at South Coast, including the Board of Directors and the Leadership Team
8. Develop metrics or assessment tools to assess at each level, including the Board of Directors and the Leadership Team, the extent, consistency, and quality of distributive leadership and the use of data-informed decision making
9. Assess at each level the extent, consistency, and quality of distributive leadership and the use of data-informed decision making
10. Benchmark distributive leadership development and implementation practices against best practices in other collaboratives, school districts, and the research literature

Strengthen Collaborative Improvement Planning

Proposed Action Steps for the Collaborative Improvement Planning

1. *Articulate a clear vision and data-based determination of priorities within the annual Collaborative Improvement Plan*
2. *Designate administrators and/or staff with primary responsibility for conducting a continuous improvement planning cycle in the collaborative, including monitoring progress with implementation and tracking effectiveness of planned initiatives*
3. *Establish specific, measurable, rigorous and time-bound student performance goals based on analysis of current and relevant performance data, and identify the assessment/measurement tools that will be used to gauge progress*
4. *Communicate effectively the key priorities in the Collaborative Improvement Plan across the collaborative—in ways accessible and appropriate for specific stakeholders or audiences*

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5. *Regularly track and refine the Collaborative Improvement Plan via stakeholder input as part of an ongoing cycle of improvement that is duplicated in level improvement planning*
6. *Strengthen the culture of regular analysis of relevant performance data in relation to goals to inform decision making within the collaborative*
7. *Create Level Improvement Plans that are aligned to the Collaborative Improvement Plan*
8. *Establish an educator evaluation process in keeping with current laws and regulations, including team and individual educator performance and practice goals (for both teachers and administrators) aligned with level-wide and collaborative goals*
9. *Communicate frequently on the progress and achievement of goals to the faculty, Board of Directors, and community*
10. *Effectively implement the Collaborative Improvement Plan and all Level Improvement Plans and use them to further student learning*

Develop Educationally Sound Budgets

Proposed Action Steps for Budget Development

1. *Incorporate into the budget Collaborative priorities to improve achievement in all levels and for all subgroups across the Collaborative*
2. *Base annual budget recommendations by the Executive Director on data analysis and improvement plans*
3. *Implement a clear process for the Leadership Team and relevant stakeholders to provide input regarding the Collaborative's budget*
4. *Allocate funds to create equity and address the needs of student subgroups*
5. *Allocate resource based on an ongoing analysis of student assessment data*
6. *Explore shifting to budgets and tuitions based on the needs of students (student-based budgeting)*

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Implement Effective Systems for Level Support and Intervention

Proposed Action Steps for Implementing Systems for Level Support and Intervention

1. *Respond quickly and effectively to staffing, instructional, and operational needs of the levels and associated programs and ensure that they are being well-served*
2. *Identify levels or associated programs in need of support through a transparent process*
3. *Develop a collaborative support role that includes proactive assistance with staffing changes, schedule, governance, to support implementation of a Level Improvement Plan that is ambitious, realistic, and includes goals, timelines, and benchmarks*
4. *Provide additional monitoring and support for the lowest achieving and struggling levels or associated programs*

Human Resource Management, Communications, and Technology

The Collaborative identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional and paraprofessional staff members who have shown success in advancing achievement for all students. To effectively support implementation of the strategic plan objectives, the Collaborative increases transparency, quality, ease of use, and timeliness of communications, both internally and externally, and strengthens and enhances its technology capacity.

Staff Recruitment, Selection, Assignment

Proposed Action Steps for Purposeful staff recruitment, selection, and assignment

1. Define sustainable HR practices at SCEC
2. Define the desired characteristics of an SCEC culture that support the organization's vision, mission, and core values and use a variety of tools to assess the current state of the SCEC culture
3. *Establish and maintain hiring procedures and trained HR staff to guide timely and effective recruitment, selection, and assignment of qualified educators, including the inclusion of appropriate staff and stakeholder input in executing these processes*
4. *Design and implement staff retention practices that include appropriate compensation, incentives, and other strategies*
5. *Assess administrator, teacher, related service provider, and paraprofessional capacity in the hiring process based on the Standards for Effective Administrative Leadership and Teaching Practice articulated in the Massachusetts Educator Evaluation Framework*

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6. *Ensure that Massachusetts state licensure requirements are met by all professional and paraprofessional staff*
7. *Reduce the use of waivers to hire staff for vacant positions*
8. *Hire staff with current licensure in the areas in which they will be teaching for professional positions*
9. *Extend new roles and opportunities to effective professional staff as identified through the evaluation process and create career pathways for staff linked to opportunities for growth and professional development*
10. *Base hiring decisions on level improvement plans and current student needs*
11. *Audit the efficient and effective use of Collaborative human and instructional resources and implement strategies to improve their utilization and benchmark performance of SCEC HR practices relative to other MOEC Collaborative members, school districts, and the research literature*
12. *Review compensation practices at regular intervals to ensure that staff are compensated fairly*
13. *Review working conditions and practices to ensure the safety and health of staff*
14. *Engage in research and market analysis around providing HR services to districts or other collaboratives and building partnerships with MOEC*
15. *Demonstrate that the Collaborative identifies, attracts, and recruits qualified and effective personnel*

Supervision and Evaluation

Proposed Action Steps for Quality Supervision and Evaluation of all personnel

1. *Demonstrate that the collaborative supports, develops, improves, promotes, and retains qualified and effective personnel*

Proposed Action Steps for Quality Supervision and Evaluation of Administrators

1. *Provide regular formal and informal supervision of administrators that is informative, instructive, and promotes effective professional growth for teachers and academic growth for students based on the Standards for Effective Administrative Leadership and Teaching Practice articulated in the Massachusetts Educator Evaluation Framework*
2. *Demonstrate a direct correlation between compensation of administrators and evidence of effectiveness using clear, measurable data*
3. *Provide regular support to enable administrators to meet expectations and goals aligned to the Standards for Effective Administrative Leadership and Teaching Practice articulated in the Massachusetts Educator Evaluation Framework*

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Proposed Action Steps for Quality Supervision and Evaluation of Teachers, Related Service Providers, and Paraprofessionals

- 1. Use reflective supervision practices that identify next steps for professional development, and addressing the needs of struggling staff based on the Standards for Effective Administrative Leadership and Teaching Practice articulated in the Massachusetts Educator Evaluation Framework*
- 2. Engage teachers, related service providers, and paraprofessionals as active participants in an evaluation that uses multiple criteria and is regular, formative, and summative*
- 3. Implement an educator evaluation system that is aligned to the Standards for Effective Administrative Leadership and Teaching Practice articulated in the Massachusetts Educator Evaluation Framework and is conducted by trained administrators*
- 4. Provide regular support to enable teachers, related service providers, and paraprofessionals to meet expectations and goals aligned to the four Standards of Educator Practice for teachers articulated in the Massachusetts Educator Evaluation Framework*
- 5. Dismiss or demote staff who do not meet evaluation criteria after intensive supports*

Communications

Proposed Action Steps for improving Communications

1. Define sustainable communication practices at SCEC.
2. Develop metrics or assessment tools to assess the extent, consistency, efficiency, and quality of one-way and two-way communication within and across levels, and with students, parents, and partners
3. Assess the extent, consistency, and quality of one-way and two-way communication within and across levels and with students, parents, and partners
4. Benchmark communications practices against best practices in other collaboratives, school districts, and the research literature
5. Develop and implement an annual communication plan for engaging staff in understanding their connections to, and involvement with, the strategic plan
6. Explore using the SCEC web site and new technologies, such as Blackboard/Moodle and social networking, to enhance communication
7. Establish procedures to ensure that the Collaborative understands the needs of the people and organizations it serves

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8. Establish procedures to ensure that the Collaborative makes accurate claims about the nature and quality of its services, prices services fairly, and honors its relationships with the people and organizations it serves
9. Encourage and support all staff to serve as South Coast ambassadors to districts, families, communities, and other organizations – both about our work and about sustainability by modeling eco-responsibility, transferring knowledge, and supporting others to become more sustainable
10. Provide a visual “dashboard” that conveys a current assessment of progress toward achieving Strategic Plan objectives and other SCEC goals
11. Ensure suitable staff proficiency levels in all aspects of communications by creating standards of excellence, assessing gaps, and providing training to elevate performance

Technology

Proposed Action Steps for Technology

1. Define sustainable technology practices at SCEC.
2. Establish criteria for evaluating technology services and a process for conducting technology service reviews
3. Explore using and improving the SCEC web site and using new technologies, such as Blackboard/Moodle and social networking, to enhance communication
4. Plan and implement strategies to enable students' participation in one-on-one computing and use of mobile devices
5. Benchmark technology planning, development and implementation practices against best practices in other collaboratives, school districts, and the research literature
6. Establish and maintain an Internet website with information about the Board of Directors and the Collaborative in accordance with M.G.L. c. 40, § 4E and 603 CMR 50.04(3) *

Financial and Asset Management

The collaborative engages in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. The collaborative acquires and uses financial, physical, and competitive capital resources to provide for and sustain the advancement of achievement for all students enrolled in the collaborative. The collaborative regularly assesses the effectiveness and efficiency of its financial and capital assets and has the ability to meet reasonable changes and unanticipated events. The Collaborative creates a sustainable 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.

Comprehensive and Transparent Budget Process

Proposed Action Steps for a Comprehensive and Transparent Budget Process

- 1. Prepare Collaborative budget presentations and/or budget documents to include goals to be met, the impact of proposed changes, and the methods used to assign resources to levels*
- 2. Engage in well-documented, and transparent Collaborative budget development through an open, participatory process by all stakeholders*
- 3. Prepare a clear, current, and complete budget document that includes detailed line items for each level and the central office, all funding sources clearly accounted for, and summary of trends over several years*

Adequate Budget

Proposed Action Steps for an Adequate Budget

- 1. Sufficient local appropriations from communities to maintain and improve educational programs and facilities*
- 2. Appropriate allocation of available resources to support effective instructional practices and collaborative operations*

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Cost- Effective Resource Management

Proposed Action Steps for Cost Effective Resource Management

- 1. Maintain an annual budget development review process that considers student performance data, need, and cost-effectiveness of programs, initiatives, and activities*
- 2. Support school and level leaders to strategically and effectively use all available resources*
- 3. Establish and maintain a collaborative grants management system to pursue, acquire, monitor, and coordinate state, federal, and private competitive grants*
- 4. Establish an effective system to monitor special revenues and revolving accounts to contribute to the advancement of the Collaborative Improvement Plan*
- 5. Collaborate with external partners including districts, other collaboratives, local businesses, colleges/universities, and community agencies to leverage additional resources*
- 6. Make student achievement a primary factor in creating the overall budget*
- 7. Acquire and use financial, physical, and competitive capital resources to provide for and sustain achievement for all students*
- 8. Examine current and proposed future practices in all areas to increase productivity and operational efficiency, enhance value to people served, and increase organizational agility and resilience to external conditions and trends*

Financial Tracking, Forecasting, Controls, and Audits

Proposed Action Steps for Quality Collaborative Financial Tracking, Forecasting, Controls and Audits

- 1. Provide regular and accurate tracking of spending, revenues, assets, and other financial transactions by collaborative staff*
- 2. Use forecasting and control procedures that ensure spending remains within budget limits*
- 3. Utilize adequate accounting technology with capabilities needed for tracking and managing funds, integrating program and level or program financial information into collaborative level budgeting, monitoring and forecasting, and providing useful reports to collaborative leaders, the Board of Directors, and the municipal governments*
- 4. Operate the procurement system in compliance with state procurement laws, and effective management of purchasing and accounts payable*
- 5. Retain qualified staff who manage their fiscal responsibilities in an accurate and timely fashion*

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6. Prepare, at least once every six years, for the review by the Department of Elementary and Secondary Education of Collaborative's programs and services with a focus on compliance with special education and other programmatic requirements, civil rights requirements, and financial systems and controls *
7. Submit an annual independent audit, including audited financial statements and an independent auditor's report and in accordance with 603 CMR 50.08(2), to the collaborative board of directors for discussion and approval *
8. Adopt and maintain a financial accounting system in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements as described 603 CMR 50.07 and 50.08(2), or prescribed jointly by the Commissioner and the Commissioner of Revenue, in consultation with the State Auditor *
9. *Assess regularly the effectiveness and efficiency of its financial and capital assets*
10. *Ensure that the Collaborative has the ability to meet reasonable changes and unanticipated events*

Capital Planning and Facility Maintenance

Proposed Action Steps for Collaborative Capital Planning and Facility Maintenance

1. *Establish a documented preventative maintenance program that protects the Collaborative's capital assets*
2. *Maintain alarmed and secured buildings with clear evidence of comprehensive safety policies and procedures*
3. *Provide buildings and classrooms in district buildings that are clean, safe, well lit, maintained, and adequately staffed and provide appropriate learning environments*
4. *Create and implement a long term Collaborative capital plan, aligned with the municipal long term capital plan, that reflects future capital development and improvement needs and is reviewed and revised as needed with stakeholder input*
5. Define the desired attributes of buildings and grounds in terms of performance goals and best practices for improvements, operations and maintenance
6. Complete facility energy and natural resource audits on all SCEC facilities and establish baselines for energy and resource use
7. Examine the current functional use of existing spaces vis-à-vis lease and local stakeholder interests

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8. Establish criteria for evaluating all buildings and grounds for their effective ecological performance – including such areas as energy, water, materials use, noise, dark sky, and food and waste generation – and a process for conducting annual reviews
9. 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
10. Benchmark buildings and grounds planning, inspection, construction, and maintenance practices against best practices in other collaboratives, school districts, and the research literature

Sustainability

Proposed Action Steps for Sustainability

1. Define the attributes of a sustainable organization and the means by which its community of learners contributes to the Collaborative's long-term stability intellectually, ecologically, and financially
2. Create metrics and a data collection system for documenting and measuring progress in sustainability
3. Strengthen relationship building with past/current/future clients and systematize the process so that we can better communicate with and learn from our clients
4. Seek Association of Education Service Agencies (AESAs) accreditation
5. Investigate the suitability of sustainable certification for the Collaborative
6. 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