Central Massachusetts Collaborative Strategic Plan 2022-2027

Introduction

The Central Massachusetts Collaborative Strategic Planning Committee, facilitated by the Center for Leadership and Educational Equity, utilized the collective capacity of stakeholders consisting of 24 school personnel and community partners to provide essential input into the creation of the Strategic Plan 2022-2025. The committee met in May and June of 2022 with the sole purpose of coming together as one community with diverse perspectives to contribute to the development of a comprehensive and measurable strategic plan that has the power to unleash the unlimited potential of every student, fulfill the organization's mission, and guide the Central Massachusetts Collaborative into the future.

The committee analyzed student outcome data from SWIS (behavioral) and Exact Path (academic), enrollment and attendance data, and staffing data, as well as key successes the Central Massachusetts Collaborative has achieved in recent years. In addition, the committee drew upon the ideas and research in the article <u>Mind-Sets and Equitable Education</u> by Carol S. Dweck.

The Central Massachusetts Collaborative's recent successes included, but were not limited to:
- Updating curriculum including Project Read and Touch Math at the elementary level, new textbooks at the high school level, and new online learning tools such as Actively Learn and Courseware for high school students and Exact Path for ALL students.
- Partnering with multiple outside agencies to bring new opportunities to students (the ILCA Community Garden, The Bridge, Youth Work Opportunities).
- Increasing the number of students earning a traditional high school diploma, and increasing the number of seniors moving on to college.
- Expansion of the clinical and BCBA staff to support social emotional development, and expansion of the arts programs to increase opportunities for students to participate in art, music, and physical education.
- Providing SMART technology in every classroom and one to one devices for all students.

Mission of the Central Massachusetts Collaborative

The Central Massachusetts Collaborative's (CMC) mission is to jointly conduct programs and/or services which shall complement and strengthen member districts in a cost effective manner, increase educational opportunities for children ages 5 to 22, and improve educational outcomes for all students.

Key Goal

The key goal of the strategic plan is to unleash the unlimited potential of every student and fulfill the mission of The Central Massachusetts Collaborative.

Strategic Priority Areas

The CMC Strategic Planning team developed six interrelated priorities. These are presented in the Strategic Plan in non-hierarchical order.

Strategic Priority 1: Systems to support mental health, wellness, and safety

Outcomes
- Fully Established tiered system of supports and all staff are fully trained to support a safe learning environment for all to reach their full and unlimited potential
- Increase implementation of tiered interventions to support student mental health and wellness.
- Increase students' independent utilization of self-advocacy and de-escalation techniques
- Strengthened collaborative relationships with community service agencies, emergency mental health, and public safety, to provide expanded supports for all students who may require them, including those with mental health needs

Measured By
- Office discipline referral data (ODR)
- Emergency mental health and police call data
- Student attendance data
- Student academic learning data
- School climate data (e.g., Surveyworks, Vocal Survey or other identified survey tool measuring school climate)

Action Steps
Year 1
- Develop a shared understanding of tiered systems of support
- Provide training to all staff on tiered systems of support
- Create a protocol (time, space, structure) for staff to debrief after a critical incidence occurrence, (e.g. physical intervention, restraint, mental health intervention, etc.)
- Explore integrated services provided by community agencies and/or mental health agencies
- Establish a system for monitoring and analyzing the impact of new services

Year 3
- Provide ongoing trainings, workshops, and professional development opportunities for all staff around de-escalation techniques and mental health awareness

- Fully Implement tiered systems of support in all programs including partnerships with community service agencies and mental health providers to complement on-site clinical staff

Year 5
- Based on progress monitoring data, make adjustments and continuously improve all items above to reach outcomes, with input from staff, students, families, and partner LEAs

Strategic Priority 2: High and equitable student social emotional learning (SEL) and academic achievement

Outcomes
- Implement vertically aligned K-12 curriculum toward college and career readiness goals
- Increase in growth and proficiency scores on benchmark assessments, curriculum-based measurements, and state assessments
- Prioritize equitable, culturally and linguistically responsive, SEL, and challenging academic learning for all students
- Prepare students for successful academic, social, and emotional transitions

Measured By
- SEL screener data
- Benchmark assessment, curriculum-based measurements and state assessment data
- Student attendance data
- Student graduation and transition data (college and career readiness, career attainment, college acceptance)
- School Climate Data (e.g., Surveyworks, Vocal Survey or other identified survey tool measuring school climate)

Action Steps
Year 1
- Engage a multi-stakeholder group, including students and families, in creating Vision of a CMC graduate to set direction
- Initiate process to align K-12 curricula toward college and career readiness goals and explore new curricula as appropriate
- Build capacity of staff to understand and use data to drive instruction
- Formalize strengths-based learning approaches using each student's academic, cultural, linguistic, and social emotional strengths, affinities, and neurodevelopmental profile
- Explore and pilot evidence-based universal SEL screener and explore evidence-based social SEL curricula

Year 3
- Adopt universal social emotional learning screener that best meets the needs of the CMC community
- Build capacity of staff to facilitate student-centered learning including student-driven SEL and academic goal-setting and progress monitoring
- Reorganize systems to establish common planning time for all staff to enhance the curriculum and adapt practices to meet the needs of each and every student
- Teams establish progress monitoring and end-of-year targets that decrease inequities
- Complete alignment of K-12 curricula toward college and career readiness goals and implement new curricula as appropriate

Year 5
- Based on progress monitoring data, make adjustments and continuously improve all items above to reach outcomes, with input from staff, students, families, and partner LEAs

Strategic Priority 3: Real life learning experiences to support post-secondary transition

Outcomes
- Real-life learning experiences are integrated purposefully into curricula and part of daily instruction for all students
- Students have robust career and technical opportunities and are well-prepared to enter the workforce and/or postsecondary career and technical training
- Standards-aligned career and technical learning opportunities exist in all of CMC's secondary programs
- Transportation for students engaged in off-site experiential and career and technical learning opportunities is established

Measured By
- Student graduation and transition data (college and career readiness, career attainment, college acceptance)
- Student attainment based on state career and technical standards
- Post-graduation employment data
- Student and family survey feedback

Action Steps
Year 1
- Form a multi stakeholder team, which includes families and students, to design and integrate real life and career and technical opportunities at CMC
- Develop action plan and timelines for structure and implementation of real life and career and technical opportunities (e.g. study of standards, visits to successful programs, partnering with community stakeholders, etc.)
- Explore the feasibility of expanding or repurposing spaces to support student career and technical and enrichment opportunities (e.g., a Centralized School Store staffed by students and supported by CMC staff, etc.)
- Explore the feasibility of transportation for CMC students to sending districts or accredited career and technical education (CTE) programs
- Establish partnerships with community organizations and businesses to support experiential and career and technical learning opportunities

Year 3
- Develop action plan and timelines for K-12 vertically aligned implementation of real-life learning experiences and career and technical opportunities
- Partner with local community organizations to provide secondary students with real-life learning opportunities and career and technical opportunities
- Establish, as feasible, transportation systems to support student participation in community based real-life learning opportunities and career and technical training opportunities
- Repurpose, as feasible, CMC space to support student participation in real-life learning opportunities and career and technical training opportunities

Year 5
- Based on progress monitoring data, make adjustments and continuously improve all items above to reach outcomes, with input from staff, students, families, and partner LEAs

Strategic Priority 4: Educator excellence and growth

Outcomes
- Professional development aligned to the school's priority areas to achieve high and equitable outcomes for each and every student
- Increase knowledge and implementation of evidence-based practices across all staff
- Build upon and develop an adult culture of learning, growth, inquiry, collaboration, and leadership

Measured By
- Student learning data including various forms of student learning assessments given at targeted intervals that measure learning outcomes and identify underperforming groups of students
- Program audit data pertaining to use of evidence-based practices and interventions
- Teacher evaluation data

Action Steps
Year 1
- Leaders and administrators set direction and provide clear expectations for equitable, culturally and linguistically responsive, and challenging instructional practices with all staff
- Leaders and administrators identify and share high-leverage, evidence-based practices to implement across CMC programs and provide professional learning opportunities for all staff around these practices
- Strategically partner with colleges and universities, community agencies, and other educational organizations to provide a breadth and depth of professional learning opportunities
- Develop a plan for professional learning communities to meet regularly to engage in cycles of continuous improvement led by leaders and administrators

Year 3
- Leaders and administrators build the capacity of educator teams to collaborate and facilitate common planning time and professional learning opportunities for colleagues
- Teams of educators lead and enact cycles of continuous improvement and leaders and administrators participate on teams in a distributed leadership approach
- Instructional leadership team facilitates staff to use multiple sources of data to determine impact of professional learning efforts on students and educators (e.g., student learning data, educator survey data, program audit data, continuous improvement data, partner feedback, etc.)

Year 5
- Instructional leadership team renews and resets vision for professional learning as part of new round of strategic planning
- Based on progress monitoring data, make adjustments and continuously improve all items above to reach outcomes, with input from staff, students, families, and partner LEAs

Strategic Priority 5: Recruitment, hiring, and training to support staff retention

Outcomes
- High-quality onboarding and training process at CMC for all new hires
- Increased retention of staff at CMC

Measured By
- Increased staff retention
- Feedback on onboarding and post-orientation process and training
- Longitudinal staffing and perception data

Action Steps
Year 1
- Develop targeted recruitment strategies
- Develop onboarding process at CMC using evidence-based practices
- Allocate funding for monthly onboarding meetings and training materials
- Create onboarding videos/materials
- Develop mentoring program for new staff

Year 3
- Identify, train, and launch an onboarding team
- Identify mentors, train, and launch mentoring program
- Implement feedback structures and cycles for staff

Year 5
- Based on progress monitoring data assess next steps and make adjustments and continuously improve all items above to reach outcomes

Strategic Priority 6: Strong communication and collaborative structures that support consistent and evidence based practices across the organization

Outcomes
- Implement calibrated communication and collaboration practices across the CMC organization
- Establish a coherent, learning-centered organizational culture

Measured By
- Learning Walks and classroom observation data
- School climate data (e.g., Surveyworks, Vocal Survey or other identified survey tool measuring school climate)
- Teacher evaluation data
- Program audit data pertaining to use of evidence-based practices and interventions
- Adult perceptions of efficacy (e.g. the CLEE Learning Community Survey, Panorama survey)

Action Steps
Year 1
- Develop a multi-disciplinary instructional leadership team
- Create Standard Operating Guidance for communication and operations
- Train staff to use Standard Operating Guidance for communication and operations (a universal system for consistent expectations, roles and responsibilities of staff and students) through structured protocols
- Build capacity of all staff to give and receive productive feedback
- Build capacity of all staff to use agendas with outcomes, collaborative structures, and clear action steps
- Design a common walkthrough tool (CWT) and consider indicator categories that yield high growth for student learning outcomes

Year 3
- Tune Standard Operating Guidance
- Build capacity of all staff to engage productively in difficult conversations
- Build capacity of all staff to facilitate agendas with outcomes, collaborative structures, and clear action steps
- Create and establish a schedule for instructional walks and feedback utilizing the developed common walkthrough tool (CWT) with indicator categories that yield high growth for student learning outcomes
- Use data gathered from instructional walks to measure instructional growth

Year 5
- Based on progress monitoring data, make adjustments and continuously improve all items above to reach outcomes, with input from staff, students, families, and partner LEAs