



READS Collaborative
Regional Educational Assessment and
Diagnostic Services
105 East Grove St., Middleborough, MA 02346

Strategic Plan 2013-2016

Approved by READS Board of Directors
June 6, 2013

Presented by:
Dr. Theresa A. Craig
Executive Director

Strategic Plan

Introduction

READS Collaborative is a non-profit public educational organization comprised of area school districts that specializes in the development of regional educational programs for children with low incidence disabilities. **READS Collaborative** provides diagnostic services, therapeutic services, assistive technology consultation, summer programming and professional development throughout the region. **READS Collaborative** provides comprehensive educational programming for children with emotional and/or social challenges and children who are Deaf or hard-of-hearing. **READS Collaborative** also provides services such as cooperative purchasing and school-based Medicaid billing as determined by district need.

Process

The process for developing the **READS Collaborative** strategic plan was approved by vote of the Board of Directors on June 7, 2012. The plan was drafted based on the Executive Director's entry interviews with stakeholders in the fall of 2011 and subsequent information gathered at leadership team meetings, program director meetings, middle management meetings, classroom walkthroughs, subcommittee meetings and individual discussions. The draft was presented to stakeholders for comment during the winter of 2012-2013. The plan was open for comment from Board members, program directors, teachers, ESPs, parents and students for a period of one month. The comments were considered by the Board and re-presented to stakeholders for final comment. The final version of this strategic plan will be presented to the Board for approval on June 6, 2013.

This strategic plan defines the mission, guiding principles, goals and objectives, which will guide the collaborative during the next three years.

READS Collaborative Board of Directors

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- Marie Grable, East Bridgewater
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- Jeanne Sullivan, Norton (Trial Member)
- Robert Murray, Somerset, Somerset-Berkley Regional (Trial Members)
- Sheilah Reardon, Ph.D., Taunton
- Hope Hanscom, West Bridgewater

READS Collaborative Administration

- Theresa Craig, Ed.D., Executive Director
- Donna Richards, Business Manager
- Deirdre Dowd-Pizzuto, Program Director, READS Academy
- Meredith Foye, Assistant Program Director, READS Academy, East Grove St.
- Mary Clougherty, Assistant Program Director, READS Academy, School Street School
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program
- Suzan Linehan, Coordinator, District Services

READS Collaborative Treasurer – Carol Bower

READS Collaborative Administrative Leadership Team

- Theresa Craig, Ed.D., Executive Director
- Donna Richards, Business Manager
- Deirdre Dowd-Pizzuto, Program Director, READS Academy
- Evelyn Rankin, Director, Deaf and Hard-of-Hearing Program
- Suzan Linehan, Coordinator, District Services
- John Dorn, Psy.D., Neuropsychologist
- Christine Pavao, Technology

- Mary Keeler, Executive Secretary
- Linda Woodcock, Clinic Secretary

Mission

READS Collaborative is focused on the mission to *provide high quality, cost effective educational programs, evaluations and services for all students to prepare them for higher education or a career.*

Vision Statement

READS Collaborative provides individualized, caring, educational settings and services for students with disabilities through the collaboration of member districts. This collaboration results in cost savings to member districts and provides for services, including diagnostic evaluations, which individual districts may not be able to provide on their own.

READS Collaborative strives to facilitate relationships between students, families, school districts and community services. **READS Collaborative** improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and assistants. Students participate in educational experiences at **READS Collaborative** that improve their opportunities for receiving a high school diploma and having options for higher education or employment.

Guiding Beliefs

- ① All students can learn and become contributing members of society.
- ① Students are served well by collaborative programs that maximize the quality of individualized programs and services.
- ① Programs and services must meet the needs of students to succeed in an increasingly diverse, complex, technological, and rapidly changing global society.
- ① Students' continuous improvement will be assured by continual evaluation and assessment of programs and services.
- ① Students and families must take an active part in their education.
- ① Shared decision-making is important to our organizational success.

Strategic Priorities

- ① Ensure comprehensive safety policies and procedures are continually revisited and revised.
- ① Develop a curriculum map of instruction and assessment aligned to the new Massachusetts Frameworks Incorporating the Common Core.

- ④ Align educator evaluation practices to new regulations for all educators and administrators.
- ④ Develop a system of data collection that drives instruction, improvements and expansion.
- ④ Improve communication and efficiency within the collaborative through utilization of current technologies.
- ④ Expand programs and services in a manner that reflects current trends and needs identified by member districts.
- ④ Expand facilities to provide more effective and productive learning environments.

Action Steps

- ④ **Priority 1** Ensure comprehensive safety policies and procedures are continually revisited and revised.
 - Publish a safety protocol handbook for each program and staff member.
 - Establish specific timelines for practice drills and trainings for staff and students.
 - Annually review facility safety measures and building security.
- ④ **Priority 2** Develop a curriculum map of instruction and assessment aligned to the new Massachusetts Frameworks Incorporating the Common Core.
 - Provide ongoing professional development on the common core, district-based assessment measures and lesson planning.
 - Budget for the purchase of curriculum materials, resources and professional development to support the alignment to the common core and the development of assessments.
 - Add at least 3 units each year from each teacher to the curriculum map.
 - Identify and/or develop benchmark assessments that reflect student growth for the specialized population of students served by READS Collaborative.
- ④ **Priority 3** Align educator evaluation practices to new regulations for all educators and administrators.
 - Adopt a technology tool that will help to streamline the evaluation process for administrators.
 - Continually review the process for evaluation to identify areas of improvement as well as to explore patterns and trends in instruction and student learning.
 - Develop and implement a protocol for providing effective feedback for teachers.
 - Expand leadership opportunities for teachers who are identified as proficient and exemplary.
 - Structure a mentoring program as well as administrative protocols for interventions with teachers who need improvement.

- ⚙️ **Priority 4** Develop a system of data collection that drives instruction, improvements and expansion
 - Conduct a gap analysis and inventory of the available data and the use of that data within the collaborative.
 - Develop and implement a process for using assessment data (including MCAS/PARCC) to inform instructional practices in the classroom.
 - Implement a student information management system.
 - Access the Data Warehouse as it becomes available to collaboratives.
 - Develop and implement a process to evaluate program effectiveness and to identify areas of potential expansion or reduction.

- ⚙️ **Priority 5** Improve communication and efficiency within the collaborative through utilization of current technologies.
 - Ensure equal access to communication for all staff regardless of location or communication mode.
 - Increase daily use of technology for instruction and learning to 50% for the majority of the teaching staff.
 - Provide a current, interactive and informative website that includes all notifications that are required by law.
 - Develop a presence in social networking to keep families, staff and students informed.
 - Provide a platform for online submission of payroll documentation, timesheets, absences and substitute forms.
 - Expand technology improvements to include efficient access for all students in all locations.

- ⚙️ **Priority 6** Expand programs and services in a manner that reflects current trends and needs identified by member districts.
 - Implement a new teacher induction program by training mentors and developing a 10-month mentor-protégé program.
 - Expand transitional assessments and services to programs and districts (consider a vocational rehabilitation counselor affiliation).
 - Facilitate additional job-alike groups.
 - Acquire the necessary tools to become a virtual learning site to support districts in the implementation of the discipline law and/or to build a tutoring or credit recovery program.
 - Partner through SCRO to bring a RETELL trainer to the region.
 - Prepare for any partnership with the DESE that may result in an increased role in providing professional development and implementation of state initiatives.
 - Partner with health service providers or individuals to expand the capacity of the clinic to provide specialized assessments (developmental pediatrician, testing in primary language).

- Develop active partnerships with organizations providing support for individuals who are Deaf and Hard-of-Hearing in order to become a center of resources and support for students and families.
- Plan for ongoing assessment of the quality services of both the visual and the auditory programs within DHH.
- Build capacity within the collaborative to more actively pursue grants that support program expansion or enhancement.
- Continue to function with the flexibility to provide additional services needed by districts (such as cooperative purchasing and school-based Medicaid billing).

🔗 Priority 7 Expand facilities to provide more effective and productive learning environments.

- Develop a 'bring your own device' function in the conference room to expand professional development opportunities.
- Expand the capacity of READS Academy to provide onsite physical education classes and more appropriate pre-vocational learning spaces.
- Develop a plan for the continuation of services for children in the newly developed Early Childhood Classroom for Auditory and Spoken Language Development in the Deaf and Hard-of-Hearing Program.
- Explore the potential for a dedicated program for Assistive Technology Assessments and supports.

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