



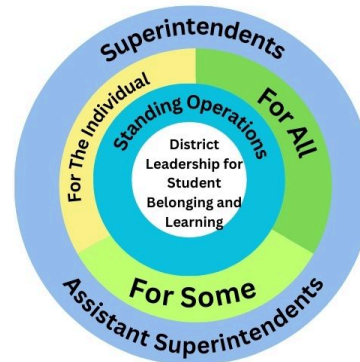
MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS
Massachusetts Association of School Superintendents: A Vision for District Leadership
M.A.S.S. Strategic Plan: July 1, 2024- June 30, 2029

THEORY OF ACTION

***IF** we expand and refine the structures, opportunities, and capacity for leadership at every layer of M.A.S.S. so superintendents and assistant superintendents feel they belong in the association, are supported in their work by M.A.S.S. through a multi-tiered approach, and their leadership skills are developed throughout their career; **THEN**, superintendents and assistant superintendents will be better equipped to lead school districts through a lens of equity, civility, service, and collaboration on behalf of student belonging and learning.*

STRATEGY

Design a multi-tiered framework of support targeted for all, for some, or for the individual superintendent and assistant superintendent.



Informed by members, this Strategic Plan focuses on priorities identified by M.A.S.S. members. The multi-year Strategic Plan is a roadmap providing clear direction to operationalize our work and prioritize our resources. The Strategic Plan is a living and agile document that will be responsive to unexpected events, patterns, and trends impacting district leaders. This Strategic Plan flexibility will allow M.A.S.S. to adapt

when needed, access opportunities, and navigate an ever-changing educational landscape. We will implement an *annual* Strategic Plan review to evaluate and assess M.A.S.S. progress toward the work and make any refinements or additions required.

Strategic Initiative #1

Build superintendent centered tiered wrap-around support systems and programs that include relationships and collaboration with all allies and partners so superintendents are able to confront their challenges and lead their school districts.

Strategic Initiative #2

In all three M.A.S.S. Standing Committees: REDI Standing, Professional Development and Legislative, embed REDI principles and values, and provide more leadership opportunities through current and refined systems and structures that allow for broader voice, ownership, and capacity for the current and future high-quality work.

Strategic Initiative #3

Through a racial equity, diversity, and inclusion lens design an organizational structure that provides capacity for the work and opportunities for leadership.

Key Principles

- All our work will lead to student belonging and learning.
- We will stay the course as education servant leaders; stay constant, but not static.
- We will build the coherent systems needed and the capacity for the work.
- The Strategic Plan will remain agile and flexible in order to be responsive to the needs of our members.
- We will seek to increase leadership opportunities throughout the association; we will assess our association’s organizational structures to increase access and opportunities for superintendent and assistant superintendent leadership and voice in the association; and we will increase opportunities for formal committee membership and micro-volunteerism.
- We will embed our REDI work in all that we do and who we are.
- We will always consider contextual differences among RTs and districts in the action steps of the association.
- We will lead, as the voice for civility, service, and collaboration on behalf of student belonging and learning.
- We will continue to wrap around our members and meet their ever evolving and differentiated needs, because district leadership matters.

Abbreviations/Glossary

EC - Executive Committee ED-Executive Director DMFMS- Director of M.A.S.S. Financials and Member Services DOO- Director of Operations DSN- Director of Support Networks LC - Legislative Committee PD- Professional Development REDI - Racial, Equity, Diversity, and Inclusion	RT- Round Table PM- Program Manager MSSN- M.A.S.S. Superintendent Support Network CST- Crisis Support Team PRSCS-Public Relations and Strategic Communications Specialist GRS- Government Relations Specialist
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Dashboard monitoring status: Conceive: Initiate: Implement: and, Sustain

Conceive - the need is established and the idea is in formation

Initiate - moving from conceptualization to logistic development and launching

Implement - execute, resource allocation, monitoring, and cycle of improvement

Sustain- institutionalized into who we are; ongoing iterative cycle of improvement.

M.A.S.S. Strategic Plan: July 1, 2024- June 30, 2029 Action Steps	Strategic Initiative	For	Date	Who is Responsible
To fill the equivalent of one FTE staff member open position (roles and responsibilities TBD) after completing Report of Entry Findings, Strategy Development, and Strategic Plan to determine where programming and human resource need exists in the association.	1	All	2023 2024	ED and M.A.S.S. staff
Complete all work on Entry Plan, Report of Entry Findings, Strategy Development, and Strategic Plan. See M.A.S.S. Strategy Development and Process Timeline in supporting documents at end of this plan:	1	All	2023 2024	ED and EC
Expand PD and LC membership to add opportunities to serve, provide an increase in voices in key decisions, and build the human capacity for the work. 1) Add 5-At Large Seats; provide opportunities for attendance as non-voting members; design more opportunities for micro-volunteerism on shorter projects or committees.	1	All	2023 2024	ED
<u>Expand Webinar Series</u> 1) Expand Webinar offerings to include more technical skill support and more support with labor relations. Expanded offerings began in 2023-2024 : additional offerings will include school safety, public education’s role in the economy, crisis management, and AI. 2) Mike Long will design and offer a three-part labor relations and negotiations series (including no-confidence votes, difficult contract negotiations, school committee and municipal relationships etc.). 3) Integrate REDI Webinar offerings into the M.A.S.S. series. 4) Design webinars as a central repository to support superintendent learning, skill development, and capacity to deal with the multiple needs found within a complex political environment	1	Some	2023 2024	ED, DOO, and appropriate teams

<p><u>Offer Skill Development PD in Strategic Communication:</u></p> <ol style="list-style-type: none"> 1) Provide learning, understanding, and navigation skills for the complex educational landscape; Roundtable access to experts and peer learning through Learning Now. 2) Provide more proactive strategic communication strategies for superintendents including use of Leading Now in January and May M.A.S.S. conferences and Keynote Amanda Ripley at the July Conference on her book, “High Conflict.” 3) Design, develop, and staff a full public relations and strategic communication plan that includes the following pieces: Framework for Public Relations and Strategic Communications - Google Docs <ol style="list-style-type: none"> a) MASS Communications Project - Horan - April 2024 (mmb).docx - Google Docs 	1	All	2023 2024 2025	ED, PD, and PRSCS
<p><u>Design the M.A.S.S. Superintendent Support Network (MSSN)</u></p> <ol style="list-style-type: none"> 1) Enlist a cadre of veteran superintendents from across the RTs and USN to train and serve as MSSN Mentors and Thought Partners for RT colleagues; meet monthly with superintendents; provide thought partner and consultancy model feedback on issues and concerns brought to the Network by superintendents; serve as Crisis Support team (CST) for superintendents when needed; and, at times individual career counseling. 2) In addition, the cadre of MSSN superintendents serving as MSSN Mentors and Thought Partners for their colleagues will meet each month for support and thought-partnering with the one-two Superintendent Support Network Coordinators. 	1	Some and One	2024 2025	ED, DMFMS, and appropriate teams
<p><u>Superintendent Boot Camp Series</u> Begin planning for a technical orientation PD for new superintendents - the two-day new superintendent boot camp or incorporate the skill development into Webinar series; Convene a committee to plan and lead while aligning and including NSIP in the planning.</p>	1	Some	2024 2025	ED, DMFMS, and appropriate teams
<p><u>Review M.A.S.S. By-Laws</u> for membership on the Executive Committee through a racial, equity, diversity, and inclusion lens ensuring representation: BIPOC, regional, urban, collaborative, and vocational superintendents.</p>	3	All	2023	ED, EC team, and REDI team
<p><u>Resurrect</u> formal networks such as MassPartners; engage with MTA/AFT; establish a working relationship and voice with the new Commissioner.</p>	1	All	2024- 2028	ED, EC, and teams
<p>Build upon the current PD webinar series to provide superintendents with a larger repository of year-long technical and operational learning and support webinars; include formats where colleagues share experiential learning, leadership stories and case studies; tape presentations to build the M.A.S.S. Leadership Skills Library.</p> <ol style="list-style-type: none"> 1) Establish a subcommittee of the PD Committee to survey members each year - through RT structure and collect from members’ topics for skill development webinars. <ol style="list-style-type: none"> a) The subcommittee will work to design and publish webinars. b) Identify other support resources needed to do this work each year 	1 & 2	All & Some	2024 2025 2026	ED, PD, DOO and appropriate teams

<p><u>Assistant Superintendents:</u></p> <ol style="list-style-type: none"> 1) Expand opportunities for leadership; expand PD targeted to their role and district responsibilities 2) Design and establish the Assistant Superintendent Working Group (governance structure, roles and responsibilities)- <ol style="list-style-type: none"> a) M.A.S.S. to direct issues, concerns, and work that is assistant superintendent specific to this working committee b) Structure micro-opportunities for volunteerism, voice, and leadership 3) Formal structures specific to assistant superintendents <ol style="list-style-type: none"> a) Strand at PJA-EI b) Mentor Program c) ASLS I, II, III, d) Welcome lunch at PJA- EI for new assistant superintendents 	2	Some	2023 2024 2025	ED, DSN, Program Managers
<p><u>REDI</u></p> <ol style="list-style-type: none"> 1) The REDI work must show itself in every aspect of the work we do as the association and as district leaders while continuing to offer distinct REDI related PD courses <ol style="list-style-type: none"> a) Assessment: how will we know if our REDI work is succeeding? REDI Committee will convene a cross-section of Association members to join an advisory group to design a plan to assess the REDI work that is outlined in the Strategic Plan (e.g. surveys, focus groups) <ol style="list-style-type: none"> i) Track 1: Impacts on the Association itself - what is changing within the Association? How is the membership experiencing the support, relevance, and sense of belonging, etc.? ii) Track 2: Impacts on District Leaders - what is changing for district leaders in their practice of leading for equity? iii) Tracks 2 and 3: Impacts on District and School practice - what is changing in governance, leadership, structures, and processes? What is happening with student learning and opportunities to learn? b) REDI committee members to join a larger committee to review M.A.S.S. vision, mission, beliefs, and core values (see below) c) REDI committee members to join a larger committee to review all M.A.S.S. operational practices (see below) 2) REDI and PD committees to support district leaders to move REDI work to district schools and classrooms to ultimately impact teaching and learning (“Equity is academics”- Darnisa Amante-Jackson). 3) REDI and M.A.S.S. to support MASC in promoting racial equity, diversity, and inclusion work at the annual joint conference. 4) Work with MSAA to build a school and district leadership pipeline that mirrors all our students. 5) REDI Committee will urge and support DESE to take the lead in developing a statewide framework for assessing impacts of district and school racial equity, diversity, and inclusion work. 	3	All & Some	2024 2025 2026	ED, Program Manager, DSN, and appropriate teams

<p><u>Organization and Processes through racial equity, diversity, and inclusion lens</u></p> <ol style="list-style-type: none"> 1) Establish Working Committees with REDI Standing Committee representation to design a process to: <ol style="list-style-type: none"> a) Review M.A.S.S. vision, mission, beliefs, and core values b) Review all M.A.S.S. operational practices, manuals, and website through a racial, equity, diversity, and inclusion lens including use of vendors and consultants. 2) Establish a small working committee to: <ol style="list-style-type: none"> a) Document, draft, and post all M.A.S.S. policies and processes. b) Design and draft HR employee handbook alongside consultant contracts. 	1,2,3 and O	All	2023 2024 2025 2026	ED, Program Manager, REDI subgroup, EC
<p><u>Legislative and Advocacy</u></p> <ol style="list-style-type: none"> 1) Provide more communication around federal legislation and policies. <ol style="list-style-type: none"> a) Add a federal advocacy section to each monthly LC agenda. 2) Provide an education component to superintendents on the legislative process – how it works, what to expect to see, etc. <ol style="list-style-type: none"> a) Segment the learning module to include how do you research a bill, how do you build relationships with legislators, and how do you prepare “testimony” in addition to other learning components. b) Provide more opportunities for voices to testify on Bills. 3) Prioritize the following legislative sessions the advocacy and equity work for special education funding, rural schools, and funding of non-SOA districts. 4) Assess current lobbying and advocacy staffing capacity at M.A.S.S. 	2	All	2023 2024 2025 2026	ED, LC, GRS
<p><u>Use of RT structures</u></p> <ol style="list-style-type: none"> 1) Examine RT structures in order to provide more opportunities for leadership at the regional level and to provide more coherence for the work of the association. 2) Leverage networks and RTs for deeper and refined work; provide opportunities for multiple networks to develop including opportunities for smaller districts to come together. <ol style="list-style-type: none"> a) Support from Leading Now b) Legislative Briefings c) Targeted small group PD 	3	Some	2023 2024 2025 2026	ED, EC, RT Presidents, and teams. LC
<p><u>Social Media and Artificial Intelligence (AI) (added 08/01/2024)</u> Build awareness, knowledge, best practices, and policies of both the dangers and benefits of social media and AI in the future vision of public education.</p>	1,2,3	All	2024 2025 2026 2027	ED and EC and appropriate teams
<p><u>Educator Pipeline (added 08/01/2024)</u> Partner with appropriate organizations and associations (MASC, DESE, SCOPE, MASBO, MSAA) on reimagining and reenergizing the educator pipeline at all layers.</p>	1,2,3	All	2024 2025 2026 2027	ED and EC and appropriate teams

Standing Operations Action Steps	Standing Operations	For	Date	Comments
Continue with strengthened communications systems: listserv, notes from committee work, weekly newsletter, notes after calls with Commissioner, legislative and advocacy notes and updates; legal briefs and guidance; One-Click for advocacy. Rethink website content and ease of use.	O	All	2023 and ongoing	
Continue legal counseling and support for the individual superintendent.	O	One	2024 and ongoing	
<p>Programs - Every two years, each program manager will present to the Executive Director a program review which will minimally include: self-assessment, review of structure, systems, staffing, established practices, and how the principles of REDI have been integrated within the program. Recommendations for growth and improvement of the program will be added.</p> <p>Program managers to convene and design the review process and components.</p> <p>1) Program managers will convene a small committee to implement the assessment.</p>	3 and O	Some	2024 2026 2028	ED, REDI team, and Program Managers
<p>Legislative and Advocacy</p> <p>1) Continue to develop and deepen relationships with legislators and DESE to have a stronger voice and gain their support on issues; push DESE to promote REDI work.</p> <p>2) Build upon communication and partnerships with other organizations to strengthen voice at state level.- MARS, MAVA, MOEC, NEASS, MASC, MASBO, MIAA, and MSAA for all needs (DEI, pipeline, etc.)</p> <p>3) Legal support for all three tiers: all, some, and the one.</p>	O	All	2024 and ongoing	ED, LC, GRS, Legal
<p>M.A.S.S. Review</p> <p>1) M.A.S.S. to review itself deeply every ten years: review and update By-laws, Vision, Mission, Core Beliefs beginning in 2024 and every ten years after.</p> <p>2) Review needs of M.A.S.S. members and staffing structures at the association to meet the needs of members; annually.</p> <p>3) Practice succession planning as a foundational practice for strength and continuity of leadership.</p>	O	All	2024 and ongoing	ED, Program Managers, EC, appropriate teams
<p>Ensure rural, suburban, urban, vocational, regional and collaborative voices are involved in M.A.S.S. new member welcoming activities;</p>	1 and O	All	2024 2025	ED, LC
<p>Executive Committee</p> <p>1) Document Roles and Responsibilities of Executive Committee members : Pending</p> <p>2) Document Roles and Responsibilities of Officers : M.A.S.S. President and Officers Roles and Responsibilities - Google Docs</p>	3	Some	2024	ED

<u>Metrics and Dashboard</u> 1) <u>Create metrics to report on each year - Concept/Initiate/Implement/Sustain</u> a) <u>Create user friendly Dashboard on Metrics</u>	3	All	2024	ED and appropriate teams
<u>Financials</u> 1) Create easy to read Financial Dashboard organized by Revenue generating and Expenses; link to Organizational Chart and Roles and Responsibilities	3	All	2025	ED, DMFMS
<u>Technology Platform</u> 1) Migrate M.A.S.S. email, listserve, and all documents to gmail and google docs.	0	All	2025 2026	ED, DOO, Technology Specialist

ANNUAL REPORTS

[\(Website\) Annual Report \(2024-2025\)- M.A.S.S. STRATEGIC PLAN \(July 1, 2024\) V3.docx - Google Docs](#)

STRATEGIC PLAN SUPPORTING DOCUMENTS

M.A.S.S. Organization Chart and Roles and Responsibilities

[M.A.S.S. Organization Structure and Roles and Responsibilities \(March 14, 2024\)-.docx - Google Docs](#)

M.A.S.S. Executive Committee, Legislative Committee, Professional Development Committee, and REDI Standing Committee

[EC, RT, LC, REDI, WELN Committee Members .docx - Google Docs \(2024-2025\)](#)

[Strategic Plan Development - Timeline - Google Docs](#)

MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS
Leadership Succession and Transition Plan
Supporting Documents

Executive Committee March 9, 2023

[Transition Letter 2023 \(3\) - Google Docs](#)

Transition Plan - 2023

[Scope of M.A.S.S. -Transition Plan.docx - Google Docs](#)

May 24, 2023

EC approved Entry Plan

[MASS Entry Plan - MB-final.docx - Google Docs](#)

September 16, 2023

Presented draft Report of Entry Findings to EC

[Report of Entry Findings - MASS 2023 - FINAL.pptx - Google Slides](#)

October 12, 2023

Submit to EC FINAL Report of Entry Findings

[Report of Entry Findings \(10-01-2023\).docx - Google Docs](#)

Preview *Theory of Action, Strategy, and Strategic Initiatives*

[Transition Plan update - Strategy Development MASS OCT 2023 pptx.pptx - Google Slides](#)

November 8, 2023

Business Meeting - verbal update

December 7, 2023

Present Draft Strategic Plan to EC for feedback

[M.A.S.S. STRATEGIC PLAN \(Dec 3, 2023\) - Google Docs](#)

Present Proposed Organizational Structure

[M.A.S.S. Organization Structure and Roles and Responsibilities 2024 \(Dec 3, 2023\)-.docx - Google Docs](#)

January 24, 2024

Present refined Strategic Plan to EC with feedback edits and Dashboard included

[M.A.S.S. STRATEGIC PLAN \(Jan 24, 2024\) - Google Docs](#)

January 25, 2024

Present Draft Strategic Plan to membership - feedback process

[M.A.S.S. STRATEGIC PLAN \(Jan 24, 2024\) - Google Docs](#)

February - March 2024

Draft Strategic Plan circulated to M.A.S.S. members and small groups for feedback

April 4, 2024

Submit final Strategic Plan to EC for approval

July 1, 2024

Implementation of final Strategic Plan