

**PROJECT PROPOSAL FROM BRIDGES CONSULTING
TO THE QUINCY SCHOOL DISTRICT
REVISED: DECEMBER 15, 2014**

PURPOSE:

Monte Bridges will assist in developing a strategic plan for the Quincy School District in alignment with District policies. The current work of the district will be used as jumping-off point for discussion about potential future action. A representative team of community and district constituents will be assembled and will serve as a steering committee to consider district/community partnership needs, identify future actions, and draft a strategic plan.

BRIDGES BIO:

Dr. Monte Bridges is an educational consultant and serves as Senior Lecturer for the Leadership for Learning Doctoral Program at the University of Washington. In 2012, he retired as superintendent and chief executive officer of the Puget Sound Educational Service District (PSESD) in Renton, Washington where he provided leadership and support to 35 school districts and other educational communities across the Seattle-Tacoma metropolitan region. Prior to that, he served as Superintendent of the Vashon Island School District in Washington state. A champion of effective leadership, governance, social justice, and quality education for all students, Dr. Bridges' career includes over 35 years in classroom, support service, and administrative leadership positions in Washington State. He has demonstrated success in establishing public-private partnerships to benefit students and school systems. His research and consulting practice interests include the public school superintendency, long-range strategic planning, performance evaluation for school leaders, school district leadership and governance, and equity in education. Most recently, his consulting work has focused on helping school districts and educational organizations in the Northwest to develop strategic Road Maps to guide their continuous improvement efforts.

ABOUT STRATEGIC ROAD-MAPPING:

The Quincy School District will develop a strategic Road Map which will provide direction for its educational improvements over the next three to five years. The District Vision and Mission, focused on student success, are the final destination. The Values and Promises the District holds for the community are the starting point of the journey.

To get from the starting point to the final destination, a Road Map articulates long-term foundational strategies, as well as short-term high-impact strategies for a district. Foundational strategies are enduring, rooted in community values, and core to the district's success over time. High-impact strategies are fluid, usually 18-months in duration, and take advantage of unique opportunities or momentum in the district or community, addressing high-need issues. Specific action plans, with progress measures, are developed to support both foundational and high-impact strategies. Upfront identification of Progress Measures, which set targets for growth and improvement, is critical in the road-mapping process. Frequent progress checking allows for mid-course corrections along the way and assists in goal-attainment.

TIMELINE AND STEPS

NOVEMBER - DECEMBER 2014 (Consultant time: 2 days)

1. Collaborate with Superintendent to:
 - Review existing policies/procedures related to strategic planning.
 - Identify timelines and processes for strategic planning.
 - Establish committee membership and meeting dates.
 - Develop the overall scope of work for the project.
 - Identify challenges and initial ideas for future planning.
2. Meet with District Board of Directors and Administrative Leadership Team to review scope of the project and generate initial ideas for future planning.
3. Create initial project documents in preparation for work with the expanded District Leadership Team. This team will serve as the Steering Committee for the Strategic Road Map development activities.

JANUARY 2015 (Consultant time: 2 days)

4. Plan, implement, and debrief initial committee meeting.
 - Provide an overview of the project.
 - Have a candid conversation about where we are and where we need to go--establishing urgency around the work.
 - Revisit existing work around Mission, Vision, and Beliefs.
 - Discuss high-leverage targeted strategies and pre-determined measurements/metrics.
 - Discuss validation processes.
 - Organize for future meetings.
5. Plan for outreach activities with specific communities, including students, members of the district's Latino communities, and others, as determined. (Outreach activities will be conducted by district staff members, with planning assistance by the consultant.)

FEBRUARY-MAY 2015 (Consultant time: 3 days)

6. Plan, implement, and debrief 3-4 additional Committee meetings.
 - February: Values, Vision, Mission
 - March: Foundational Strategies
 - April: Targeted Strategies
 - May: Revisions and Drafting
7. Work with District Leadership Team to establish initial pre-determined measurements and metrics and establish plans for continued in-house district work on specific action plans.

MAY - JUNE 2015 (Consultant time: 1 day)

8. Assist staff in soliciting feedback and validating the draft strategic planning ideas.
9. Assist staff in presenting the draft plan to the Board of Directors.
10. Organize for future action-planning on high-leverage strategies.
11. Finalize plan and materials.

TOTAL CONSULTANT TIME: 8 days

Strategic Planning Notes 1-7-15 – Administrator Meeting w/Monte Bridges

DLT Meeting - January 20th will launch the Strategic Planning work (conduit for strategic planning process). John is currently adding to this team; looking for 2 additional parents; 2 student School Board representatives; asked Susan Rose to find a student from MECHA; looking for a HTH representative; looking for 2 more community members. Meeting location: Transportation Department Training Room, 3:45-5:30 p.m.

Monte - Purpose of this time together today

- Meeting targets for DLT meeting
- Understand the purpose of the Strategic Plan
- What it will take to create clear vision/road map; create synergy around the work and what it will take; clarify priority of district work currently in place so we can begin to work on them/prioritize them.
- Draft and agenda to include time for administrators to share priorities that are going on right now in the district. This time together is time to share these priorities to set the stage for the DLT meeting.

Open Ended Conversation: Identify key priority projects and initiatives in the district: Where are we right now? Where we want to be eventually?

Key initiatives/priorities right now:

1. Established Collaboration Process

- a. Where are we now?
 - i. We have an articulate process/guidelines to guide Monday morning late starts; district website has guidelines/process under staff tab, including resource to use to guide the work.
- b. Where do you want to see it go?
 - i. Continued focus on student achievement
 - ii. Independently/highly effective working teams
 - iii. Focus on student data/student work on a consistent basis

2. GLAD/AVID/Marzano research based instructional strategies (frameworks for strategies that the district has invested in)

- a. Where are we now?
 - i. Beginning schoolwide implementation 7-12 for AVID; move toward demonstration site status
 - ii. Majority of district staff trained on GLAD/AVID; all given foundation alignment to TPEP
 - iii. TAP supports new teachers with mentors/TPEP training
- b. Where do we want to see it go?
 - i. Continued training focus as new staff come on board
 - ii. Ongoing acculturation of new staff (what is the district about?), including continuous learning for new/current staff

3. Early Learning

- a. Where are we now?
 - i. Parent Engagement Coordinator (PEC) in place.
 - ii. Beginning level of support for parents/families/community (Love and Logic, Reading 4 Kinder!)

- b. Where do we want to go?
 - i. Ensure early learning experience for all Quincy students!
- 4. Parent Involvement**
 - a. Where are you now?
 - i. Attempting the development of Parent Academies (beyond kindergarten entry as well) that support student achievement; increased parent partnership
 - b. Where do we want to go?
 - i. Increased parent voice/empowerment to impact the system
 - ii. Increased partnership parent need driven
- 5. Staff recruitment**
 - a. Where are we now?
 - i. Attended job fairs, at least one, each year
 - b. Where do we want to go?
 - i. Attend job fairs as a competitive force in the hiring market – Why Would Teachers WANT to come to Quincy must be promoted effectively!
 - ii. Offer jobs to highly qualified applicants with on the spot interviews
- 6. Response to Intervention (RTI)**
 - a. Where are we now?
 - i. Care Teams, PBIS
 - b. Where do we want to go?
 - i. Clear development of multi-tiered system of support districtwide
- 7. District Office – Reshaping of culture**
 - a. Where are we now?
 - i. Exploring how the central office/district directors can support teaching and learning
 - b. Where do we want to go?
 - i. District staff that effectively supports sites in teaching and learning efforts in order to increase student achievement
- 8. Facilities**
 - a. Where are we now?
 - i. Exploring facilities needs
 - b. Where do we want to go?
 - i. Facilities that meet district needs
- 9. Communication**
 - a. Where are we now?
 - i. Connecting with the data server farm (developing community partnerships)
 - ii. District published “Communicator” 3 times per year
 - b. Where do we want to go?
 - i. Effective communication at all levels

Monte needs Administrators to provide the following at the DLT Strategic Planning Meeting:

1. A few voices from the group to get these initiatives out on the table so that they can be the foundational work that needs to be ongoing
2. Also identify a few other initiatives that need to be put in place if they were not articulated during the ADM brainstorming meeting today.
3. Reimage, revision, fully articulate and organize the work so that it is compelling for everyone.

Drafted Agenda items for the DLT meeting:

- a. Get to know each other
- b. Frame the work
- c. Meeting targets
- d. Monte's observations of district/team; strategic planning process/roadmap
- e. Conversation – problems/opportunities we are presented with right now in the district; include concepts of engagement of everyone in the process; validate the work; how will we judge our work; concepts of urgency and momentum
- f. Small group/large group conversations
- g. Will share what it looks like in other districts to get an idea of what the produce might look like.
- h. Identify current initiatives
- i. Conclude with opportunity about how it might look over the next few months (sequence/process) – Small/large group discussion – generating questions
- j. 60 Second summaries to pull it all together and establish next steps (enables us to develop talking points to come from the room to share with other district/community members)

What is the role of the ADM team in this process?

Be present, fully engaged and an active member in the process!

Listen to the “spirit” of the conversations w/o judgment

Share realities and possibilities of implementation

John – sometimes participants don't talk and leave that up to principals...how we balance input from leadership and all participants involved/valued. Monte will monitor to ensure engagement by all, but wants administrators to not hold back....FULLY participate.

John/Monte to debrief next week (already on the calendar).