



# North Bridge Academy Strategic Plan 2021-2025

## Build on Our Foundation

OVERVIEW & TASK FORCE TEAM RESEARCH REPORTS

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**Facilitation Services Provided by Living Strategy, Inc.**

Kawai Lai, Project Lead | Supported by Lana Guernsey & Gilbert Wai





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## INTRODUCTION & OVERVIEW

During the 2020-2021 school year, North Bridge Academy embarked on a journey to envision the next strategic chapter of the school's history. It was an opportunity to pause, reflect and take stock of how we build on our foundation of excellence while clarifying our priorities for the next three years. Our 11-person volunteer Task Force met with us throughout the school year to review community input, brainstorm ideas, conduct research and make recommendations.



Please join us in thanking everyone who contributed to this important process and to our amazing volunteer Task Force members for their unwavering support of our school and the strategic planning process: Christine Schoen, Daisley Kramer, Dave Klemas, Drew O'Donnell, Felicia McDonnell, Jessica Nenner, Julia Myers, Kit Harris and Warren Cockrell.

With excitement and energy as we begin our next chapter,



Annie Crowder  
Head of School



Karen Rosenquist  
Founder & Executive Director

*Vision 2025 Strategic Plan Attached | Adopted by the Board of Trustees June 2021*

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**MISSION & VISION** North Bridge Academy empowers and equips students with dyslexia to embrace their strengths, realize their potential, and fulfill their aspirations. Our vision is to be a center of educational excellence and advocacy for dyslexic students, empowering them to achieve their intellectual and creative capabilities.

**APPROACH** We provide individualized instruction grounded in evidence-based structured literacy programs in an intimate and caring community.

### GUIDING BELIEFS

- Dyslexic learners have many talents and unique abilities.
- Students with dyslexia learn best when teachers use multi-sensory, sequential, phonics-based instruction.
- Small class sizes are vital.
- A responsible learning community provides strong social-emotional instructional support and teaches organizational skills throughout the day.
- Consistent assessment of each child informs every child's learning plan.

## ORGANIZATIONAL HISTORY

Since its founding in 2015, North Bridge Academy has provided transformative educational experiences for students with dyslexia and their families.

NBA is dedicated to teaching our students the way they learn best in an environment that celebrates their strengths as well as remediates their differences.

Over the last six years, North Bridge Academy has continued to grow steadily and mindfully.

- 2017 – North Bridge Academy expanded to 30 students and added a 7th-grade cohort.
- 2018 – North Bridge Academy enrollment grew to 46 students and expanded to 8th grade. Full-time faculty grew from four to eight. Its first cohort of 8th-grade students graduated.
- 2019 – North Bridge Academy secured a new location in the bucolic, charming community of Mill Valley. Annie Crowder was hired as Head of School.
- 2020 – Amidst the Covid 19 pandemic, North Bridge Academy provided a full academic year of core curriculum in both hybrid and in-person modalities. Our solid fiscal position affords us the opportunity to embrace what's next.
- Today – Our vision is to build on our school's foundation of excellence and serve as a pillar for the community of students with dyslexia and their families residing in Marin & beyond.

## STRATEGIC PLAN 2021-2025 | SUMMARY

As we continue to focus on our core mission, vision, and guiding beliefs, we have adopted a three-year strategic vision and have identified three strategic priorities.

In order to:

Build on our school's foundation of excellence and serve as a pillar for the dyslexic community in Marin and beyond.

Over the next three years, we will:

### A) Invest in our people and program.

- Attract, retain, develop quality faculty and staff.
- Expand our offerings by incorporating project-based, hands-on learning and developing a robust social-emotional learning (SEL) program that can meet the needs of dyslexic learners.
- Further develop our knowledge and commitment towards diversity, equity, and inclusion as a community.

### B) Evaluate facilities options.

- Invest in and optimize our current facilities and outdoor space.
- Explore options for a larger campus in Marin County.
- Evaluate our capacity for increased enrollment; its impact on stakeholders, school culture and processes.

### C) Serve as a resource for the community.

- Increase our visibility and serve as a resource to the dyslexic community throughout the Bay Area.
- Increase accessibility to our school for dyslexic learners of all identities, especially students from underserved communities.
- Be a center of excellence for training educators.



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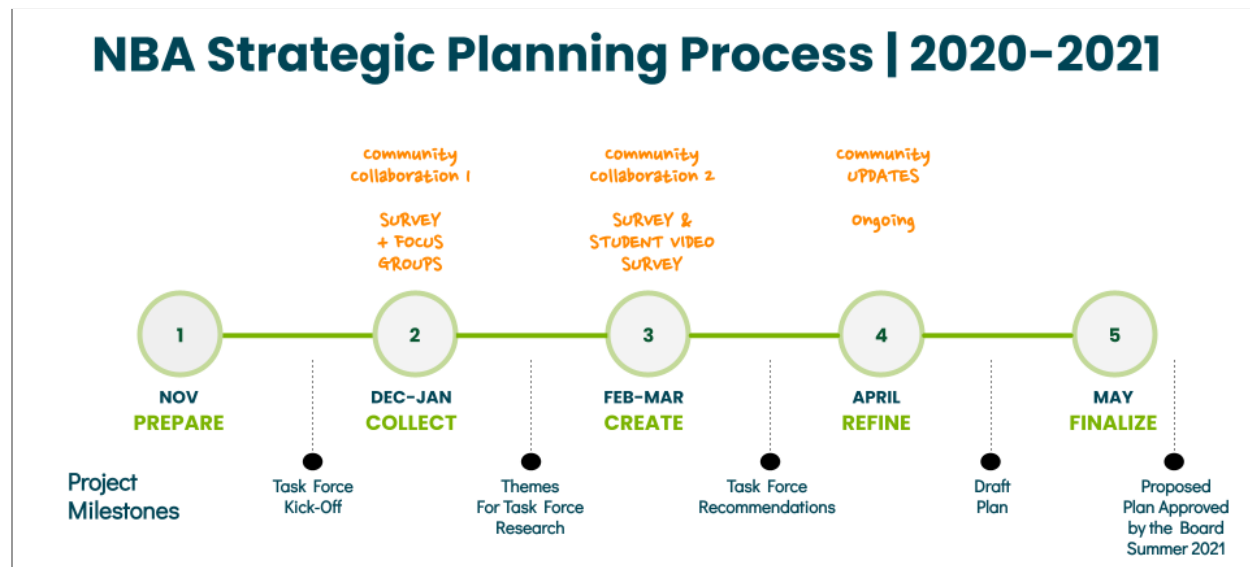
## IMPLEMENTATION TRACKING GRID | SAMPLE

Critical questions to ask during annual or quarterly reviews of the strategic plan might include:

- What first steps / next actions can we take toward this goal as part of our annual goals?
- How did we do against our plan? If we did not make progress as planned, why not?
- What action items still need to be completed to be successful in this area of focus?
- Has anything changed in the larger context for us to re-evaluate or adjust our plan?

VISION 2025 STRATEGIC AREAS OF FOCUS	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25
<b>Invest in People &amp; Program</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attract, retain, develop quality faculty / staff</li> <li><input type="checkbox"/> Expand our offerings by incorporating project and inquiry-based learning and developing a robust social-emotional learning (SEL) program to meet the needs of learners with dyslexia</li> <li><input type="checkbox"/> Further develop our knowledge and commitment towards diversity, equity, and inclusion as a community</li> </ul>				
<b>Evaluate Facilities Options</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Invest in and optimize our current facilities and outdoor space</li> <li><input type="checkbox"/> Explore options for a larger campus in Marin County</li> <li><input type="checkbox"/> Evaluate our capacity for increased enrollment; its impact on stakeholders, school culture and processes</li> </ul>				
<b>Serve as a Community Resource</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase our visibility and serve as a resource to the dyslexic community throughout the Bay Area</li> <li><input type="checkbox"/> Increase accessibility to our school for students with dyslexia of all identities, especially students from underserved communities</li> <li><input type="checkbox"/> Be a center of excellence for training educators of students with dyslexia</li> </ul>				

## METHODOLOGY & TASK FORCE OVERVIEW



To support and inform the strategic planning process, our volunteer task force solicited input from community stakeholders throughout the year and formed research teams to inform the recommendations in this report. We thank and appreciate the Task Force team for their valuable research and everyone in our community who contributed ideas through live (online) discussions, input sessions and online surveys.



### Thank You to Our Volunteer Task Force

#### 2020–2021 Strategic Planning Team



Annie Crowder  
Head of School



Christine Schoen  
Parent



Daisley Kramer  
MS Faculty



Dave Klemas  
MS Faculty & Dean of Students



Drew O'Donnell  
Trustee



Felicia McDonnell  
LS Head Teacher



Jessica Nenner  
Parent



Julia Myers  
Asst. Admission Director and Learning Specialist



Karen Rosenquist  
Executive Director Trustee



Kit Harris  
Alumni Parent



Warren Cockrel  
Parent

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## Task Force Team Report #1 | Team Excellence



North Bridge Academy  
Strategic Planning Task Force Working Group Team Recommendations  
Short-Term & Long-Term Ideas to Consider

### Research Team #1 | TEAM EXCELLENCE

Respectfully Submitted,  
April 2021

#### Task Force Working Group Team Members:

Daisley Krammer, MS Faculty  
Felicia McDonnell, LS Head Teacher  
Jessica Nenner, Parent  
Karen Rosenquist, Executive Director / Founder



Facilitation Provided by Living Strategy, Inc.  
Kawai Lai, Project Lead

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021

## Team #1 | Objectives to Achieve

To improve North Bridge Academy's ability to serve the whole child and continue to meet student's individual support needs.

1. Attract, retain and develop **quality faculty and staff**
2. Expand our expertise and offering **beyond remediation:**
  - a. Incorporate **project-based learning** into the curriculum
  - b. Develop a robust **SEL** program to meet the needs of dyslexic learners
3. Further develop our knowledge and commitment toward **diversity, equity, and inclusion**.

Through our recommendations, we hope to help North Bridge Academy:

Objective to Achieve	How do we know? How are we going to measure this?
<b>Quality faculty &amp; staff</b> - attract, retain and develop quality faculty and staff	<ul style="list-style-type: none"> <li>• We have no shortage of high quality teachers</li> <li>• Teachers tenure increases</li> <li>• Teacher love NBA and satisfaction is high</li> <li>• Feedback from transition schools</li> </ul>
<b>Beyond Remediation: Help Children to Thrive -</b> <ul style="list-style-type: none"> <li>• Incorporate <b>project-based learning</b> into the curriculum in a meaningful way</li> <li>• Develop a robust <b>SEL</b> program to meet the needs of dyslexic learners</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are trained and confident bringing SEL and PBL into their lessons</li> <li>• Students take more academic risks and are more open for learning</li> <li>• Students are academically confident</li> <li>• Student engagement in projects, parent response about student engagement, testing</li> <li>• There are artifacts of student learning about which students are proud</li> <li>• Students use age-appropriate conflict resolution language</li> </ul>
<b>Diversity, equity, and inclusion -</b> Further develop our knowledge and commitment to diversity, equity, and inclusion	<ul style="list-style-type: none"> <li>• We have shared language and definitions for DEI</li> <li>• We can confidently articulate why this work is critical and what it could look like at NBA</li> <li>• We have explored our own identities and how identities and biases impact our work in schools</li> <li>• We continually strive to create an environment where people of color feel seen and experience a sense of belonging in the community.</li> </ul>

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021

## Team #1 | Initiatives to Consider

In order to attract, retain and develop **high quality faculty and staff**, our team recommends the following initiatives be considered.

Initiative to Consider <i>What might NBA do over the next 3-5 years in this area?</i>	Next Steps & Action Items <i>What are the first next steps? How might we get there?</i>
Train all ELA and Lead Teachers in Slingerland  Provide all teachers with: <ul style="list-style-type: none"> <li>• Structured Word Inquiry (modified for enrichment teachers)</li> <li>• SEL</li> <li>• EF</li> <li>• MMR nine lines (all Lower School teachers)</li> <li>• PBL training</li> </ul> IMSLEC accreditation  CAIS or NAIS accreditation	NBA will host Nancy-Cushen White's summer school and train 1-3 teachers annually.  → Identify preferred trainings and provide budget for teachers trainings (example: IFSEL, Sarah Ward, Making Math Real). → Current staff - all SEL and EF training in 2021-22 → Slingerland/SWI - 2021-2024 → Set aside budget to send three teachers to IDA each year  This accreditation can begin with Nancy's summer school program  Establish accreditation committee to research and propose timeline
Formalize Curriculum and Whole Child Framework	1) Establish teacher work days between April and August to create a framework. <ul style="list-style-type: none"> <li>• Christian -science (1-2 school years starting with MS)</li> <li>• James - STEM (tied to NGSS standards)</li> <li>• Lower School ELA (exists in pieces and needs to be consolidated and shared in central location)</li> <li>• Lower School Math (exists in pieces and needs to be consolidated and shared in central location)</li> <li>• MS - ELA (needs to be revised and in central location)</li> <li>• MS - Math (needs articulation - Consider consultant like <a href="#">Dr. Paul Riccommini</a>)</li> </ul>
Transition Identification process clarification	Map out the current process for Transition Identification and identify areas of improvement and clarification

## Team #1 | Initiatives to Consider

In order to incorporate project and inquiry based learning and Social-Emotional Learning (SEL) into the curriculum,, our team recommends the following initiatives be considered.

Initiative to Consider	Next Steps & Action Items
<p><i>Weave project based and inquiry based learning into the curriculum to support NBA's commitment to environmental and social justice initiatives, and SEL (as PBL supports group interaction/support and a sense of purpose for students).</i></p>	<p>Over the course of 2021/2022:</p> <p>Create a team of PBL teachers Identify the themes we would like our PBL to involve (examples: housing shortage issues, water contamination in underserved communities, climate change)</p> <p>Summer of 2022: Enroll teachers (incl. Art and steam) in: PBL 101: An Intro to PBL Project Design</p> <p>Slowly implement 1 PBL project per semester (year?) as teachers get comfortable with process. STEM and art teachers to be referred to for artistic and tech/science support</p>
<p><b>Strategic Issues to Research &amp; Consider for Implementation of PBL:</b></p> <ul style="list-style-type: none"> <li>• Who will be in charge of NBA's PBL program?</li> <li>• How will those staff members' time be allocated and how will they be compensated?</li> <li>• Are there exceptional ways to introduce PBL projects to dyslexic learners?</li> <li>• What academic subjects are most suited to PBL and are those teachers supportive of this idea?</li> <li>• How can PBL projects support our current learning targets and not add to them?</li> <li>• How can we work together to have PBL projects support our SEL and DEI initiatives? (hint: MANY WAYS!!!)</li> <li>• Do NBA teachers WANT to collaborate?</li> <li>• How do we give children 'Choice and Voice' in PBL - maybe a menu of choices that they vote on for 1 to 2 PBL projects a year?</li> <li>• How do we incorporate Design thinking into PBL projects?</li> </ul>	
<p>Develop a robust <b>SEL program</b> that can meet the needs of dyslexic learners.</p> <p><i>SEL supports academic learning and helps students take more academic risks, be more open for learning and is directly connected to academic success. Additionally, dyslexia is associated with a higher occurrence of feelings of unhappiness and uncertainty connected to academic ability. Therefore a robust SEL program is an essential component of a school dedicated to dyslexic learners.</i></p>	<p>Meet with/interview faculty and admin to gather information about what SEL is currently happening. What do people want more of? What do teachers want training on?</p> <p>Gather feedback from parents. What do they see as the needs around SEL at North Bridge?</p> <p>Compare RULER program and IFSEL, specifically how they address SEL in middle school.</p> <p>Re-connect with IFSEL point person, choose an NBA point person (faculty/admin) to assess where IFSEL left off and what next steps are. Re-train teachers (or a few point people) in Responsive Classroom.</p>

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021



## Team #1 | Initiatives to Consider

In order to further develop our knowledge and commitment toward **diversity, equity, and inclusion**, our team recommends the following initiatives be considered:

Initiative to Consider <i>What might NBA do over the next 3-5 years in this area?</i>	Next Steps & Action Items <i>What are the first next steps? How might we get there?</i>
Form a DEI task force	<p>Short-term: Form a task force to spearhead DEI work - task force should include stakeholders from community (board, parents, faculty/staff, etc.)</p> <p>The task force could be charged with:</p> <ul style="list-style-type: none"> <li>• Hiring a consultant to help the board and faculty/staff understand what DEI work in schools looks like (interview, online search, consultant)</li> <li>• Putting forth definitions of DEI for NBA so we have shared language and understanding</li> <li>• Provide training opportunities for board, faculty/staff, parents</li> </ul> <p>Long-term: Develop a concrete plan for DEI work at NBA</p> <p>Once there is basic fluency in the community for this work, the task force could:</p> <ul style="list-style-type: none"> <li>• Research plans created by other schools</li> <li>• Make recommendations on a plan for NBA</li> <li>• Gather feedback on plan from community</li> </ul>
Research what other schools are doing	Reach out to schools that are beginning this journey as well as schools that have foundations rooted in this work. (See appendix for list of schools)

## Team #1 | Requirements for Success

As a team, we offer the following requirements for success as consideration:

### Success in 1 year would look like:

**Project-Based Learning:** Humanities and homeroom teachers would be engaged in at least one multi-week project a semester that incorporates principles of PBL. (A Challenging Problem or Question, Sustained Inquiry, Authenticity, Student Voice & Choice, Reflection, Critique & Revision, Public Product!!!!)

- Requirement 1...A budget for two teachers to attend the Buck Institute Trainings (*Trainings are \$750 per teacher for an online course*)
- Requirement 2...Buy-in from faculty to collaborate with PBL trained teachers
- Requirement 3...Flexibility within the rigorous dyslexia remediation curriculum to incorporate this learning style

**Diversity, Equity, and Inclusion:** A committee of teachers is formed and develops a timeline and vision and shared definitions for DEI work.

- Requirement: **\$5K budget** is set aside to hire DEI consultant to facilitate discussion among staff, parents and board trustees.

**Social-Emotional Learning:** A school-wide adoption/commitment to an SEL program. periodic training for all staff.

**Teacher Training:** Core training is identified (ex: Slingerland, Making Math Real, Structured Word Inquiry, IFSEL, etc, Buck Institute PBL), Teacher PD money is allocated for each teacher.

- Requirement 1...Staff planning **time** is calendared
- Requirement 2...Teachers identify the **training** they want to attend

Accreditation: **IMSLEC accreditation** is secured



## Team #1 | Requirements for Success (continued)

**Success in 2 years would look like :**

**Project-Based Learning:** Lower and middle school teachers are committed to (and are excited about!!) PBL training by the Buck Institute. Following completion of their training, teachers plan 1-2 PBL projects a year that rigorously adhere to the principles of PBL. Students present their research and ideas to fellow students, parents and potentially the public.

Sidebar: There is an opportunity for through research and presentation for NBA to engage with the broader community.

- Requirement 1...A budget for teachers to attend the Buck Institute Trainings
- Requirement 2...BUY in from teachers to full adopt the PBL model and develop 1-2 PBL projects a year

**Diversity, Equity, and Inclusion:** The North Bridge Academy community including board of trustees, administrators, teachers, parents, and other community members have basic fluency in DEI work and the confidence to engage in courageous conversations about race, power, and differences.

**Social-Emotional Learning:** SEL is integrated in every classroom and teachers have fluency around SEL competencies.

**Teacher Excellence:** Two teachers attend Nancy Cushen White teacher training NAIS or CAIS accreditation process begins

- Requirement: Accreditation committee identified
- Requirement: Budget is allocated

We would also like to add that the opportunity for outreach in this authentic way could be another good way for NBA to reach out to a broader community - through research and presentation.

## Team #1 | Conclusion

The recommendations of Team Excellence were informed by community feedback, academic research, and research into schools across the nation, both mainstream and those serving students with dyslexia.

Team Excellence's primary focus is the continued development of NBA's ability to attract, retain, and develop high-quality faculty and staff. The expansion of Nancy Cushen White's Slingerland summer school will support our goal in addition to reaching out to students beyond the NBA community. As well, targeted professional development and a focus on accreditation will help to support this goal.

It is our belief that in the next three to five years, North Bridge Academy should build upon its foundation of excellent remediation and expand its focus to formally address the whole child within the academic setting. In doing so, NBA should grow practices and approaches that nurture students' imaginations, real-world knowledge, and non-linear inquiry while also enhancing their cross-cultural awareness and social emotional intelligence.

In focusing on these areas, in addition to remediation, students will leave our school better prepared for success in their next academic settings, equipped with self-awareness, resilience, and the ability to navigate challenges and advocate for themselves and others. By building up these practices to equal the quality of specialized remediation currently provided, NBA will support the whole child and serve as an example to the larger community that students with dyslexia, given the appropriate tools, can succeed.

A key aspect to this programmatic expansion is the adoption of project-based learning as a teaching strategy within the core curriculum. We believe that students with dyslexia have strengths that lie in creative thinking, in problem solving and in finding 'work-arounds.' These strengths can be further developed beginning in lower and middle school, by incorporating projects into the curriculum that support team building, deeper engagement with subjects, design thinking, real-world interaction and public presentation, and a sense of purpose. Fluency with these strategies will fortify the foundations for these students as they move forward through life.

## Team #1 | Conclusion (continued)

North Bridge is also dedicated to providing a program that supports its students' social emotional wellness. The seven tenets of thriving kids - SELF-CONFIDENCE, EMPATHY, SELF-CONTROL, INTEGRITY, CURIOSITY, PERSEVERANCE, and OPTIMISM - are teachable and will be naturally supported by a consistent school-wide SEL curriculum.

Our community will continue to thrive as long as all students feel a positive sense of identity and belonging. In creating a robust DEI program, NBA will foster inclusion and awareness around multicultural education and take a culturally responsive approach to teaching that benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, it also encourages acceptance and helps prepare students to thrive in an exponentially diverse world.

In conclusion, Team Excellence proposes to create a framework to formally educate the whole child. In addition to its foundation of excellent remediation, NBA will strengthen students' social and emotional skills. Just as they learn reading, math, and science to achieve success in school, career, and life, students will learn the tools of creative problem solving and inquiry (PBL), social emotional wellness (SEL), and community (DEI) through instruction and practice.

## Team #1 | Appendix

The following pages are resources and information we pulled during our research phase of the strategic planning journey.

### Potential Exemplar Schools to Explore - pulled from responses in community survey (March 2021):

The following schools were recommended by the community as potential exemplar schools to explore:

- Bruern Abbey School (England)
- Charles Armstrong School (Belmont, CA)
- Athena Academy (Palo Alto, CA)
- Groves Academy (St. Louis Park, MN)
- Sterne School (San Francisco, CA)
- Woodlynde School (Strafford, PA)
- May Center For Learning (Santa Fe, NM)
- GATE Academy (San Rafael, CA)
- The Nueva School (San Mateo, CA)
- Marin Montessori School (Corte Madera, CA)
- Sandhill School (Palo Alto, CA)
- The Jemicy School (Owings Mills, MD)
- These schools are all registered with the Slingerland® Institute and would be great resources to us: Assets School, Honolulu, HI; Hope Academy, Concord, CA; Los Altos Christian Schools, Los Altos, CA; Our Lady of the Lake Parish School, Seattle, WA; Prentice School, Tustin, CA; Raskob Day School, Oakland, CA; St. Benedict Catholic School, Seattle, WA; St. Luke School, Shoreline, WA; Stellar Academy for Dyslexics, Newark, CA; Trinity Classical Academy, Valencia, CA; Valley Christian School, San Jose, CA.

## How the NBA Community Described the “NBA Way” pulled from responses in community survey (March 2021):

In reviewing the survey responses from the community in March 2021, here are some of the ways the community describe the “NBA Way.”

- As we heard in one student survey response, “NBA was designed for me.”
- “Meeting the student where they are... empowering them.”
- “The NBA way encompasses personalized and intensive structured literacy to address dyslexia, combined with patience and relentless commitment to the potential of all learners. The NBA way values individual strengths that may be unrecognized in some academic environments.”
- “Thoughtful, personalized, well-planned, strategic.”
- “The NBA Way is kind, structured, and clear”
- “methodical, research- based, empowering, student focused, whole child”
- “Intentional, methodical, and transformative.”
- “Highly structured, explicit, developmentally appropriate, metacognitive, holistic, reasonably evidence-based”
- “Hands-on, supportive, positive”
- “structured, sequential, scaffolded, and multimodal”
- “Dyslexic pride, teaching kids the way they can learn best.”
- “Explicit, direct instruction that provides ample practice and hands-on manipulation of concepts for students to build the practice and accuracy required to gain academic confidence.”

## Project-Based Learning Resources

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

With its population of dyslexic students for whom creativity, problem-solving, and creative thinking is their SUPERPOWER, NBA should capitalize and build on the existing strengths of these kids. PBL is a NATURAL fit for this population. PBL is also an excellent way to meaningfully engage with the environment, social justice, and outreach beyond the walls of our school.

'Quality Project Based Learning deepens learning and helps students achieve success in college, career, and life.' - paraphrased from Buck Institute.

Studies (noted below) support that pupils with learning difficulties can benefit through project based learning in academic performance, motivation (self-efficacy and task value in terms of environmental studies) and group work (acceptance in the group and engagement in the learning process). The students also preferred experiential learning to traditional teaching.

- A reflective statement or visual on the current state of the theme:  
<https://www.pblworks.org/video-march-through-nashville>
- <https://www.pblworks.org/>
- <https://www.teachhub.com/classroom-activities/2020/09/using-pbl-to-explore-social-justice-issues/>
- <https://tiie.w3.uvm.edu/blog/measuring-success-project-based-learning/#.YFKovJNKiUo>
- <https://www.pblworks.org/video-march-through-nashville>
- <https://eric.ed.gov/?id=EJ890562>
- <https://www.understood.org/en/community-events/blogs/the-inside-track/2017/08/14/project-based-learning-and-adhd>
- <https://www.additudemag.com/project-based-learning-at-school/>

## Social-Emotional Learning Resources

- Institute for Social and Emotional Learning - <https://www.instituteforsel.net>
- Yale Center for SEL (RULER Program) - <https://www.ycei.org/ruler>
- <https://www.micheleborba.com/speaking-topics/raising-thrivers-building-resilience/>
- <https://characterlab.org/playbooks/grit/>



# Diversity, Equity, and Inclusion Resources

Curated definitions from [Kawai Lai Consulting](#):



Potential consultants to work with:

- Rosetta Lee (Outreach Specialist at Seattle Girls School - great for faculty/staff and parents)
- Alison Park (Blink Consulting - Board level work)
- Tamisha Williams (Tamisha Williams Consults - curriculum, community level)
- Lori Cohen (Lori Cohen Consulting - curriculum, pedagogy)
- Courageous Conversations (Glenn Singleton's team - specifically anti-racist work)
- Kawai Lai (Kawai Lai Consulting - in partnership with Tesha Poe Joy-Raising - Board level work)
- California Teacher Development Collaborative - lots of E&I training

Lower Schools that have strong DEI in its core:

- The Berkeley School (Berkeley, CA)
- Park Day School (Oakland, CA)
- Prospect Sierra (El Cerrito, CA)

Schools that are potentially finding their way through DEI work:

- Marin Country Day School (Marin, CA)
- Saint Andrew's Episcopal School (Saratoga, CA)





## Task Force Team Report #2 | Narwhal Magic



North Bridge Academy  
Strategic Planning Task Force Working Group Team Recommendations  
Short-Term & Long-Term Ideas to Consider

### Research Team #2 | NARWHAL MAGIC

Respectfully Submitted,  
April 2021

#### Task Force Working Group Team Members:

Christine Schoen, Parent  
Drew O'Donnell, Trustee, Parent  
Julia Myers, Learning Specialist, Asst. Director of Admissions  
Kit Harris, Alumni Parent



Facilitation Provided by Living Strategy, Inc.  
Kawai Lai, Project Lead

## TEAM #2 | Introduction & Overview

Based on community & Task Force input, the “Narwhal Magic” working group planned to:

research outreach and accessibility opportunities in order to **promote NBA’s programs throughout the Bay Area and the dyslexic community while ensuring our community serves learners with dyslexia inclusive of all identities.**

To complete our work, we focused primarily on three areas:

1. Visibility and outreach to the dyslexic community throughout the Bay Area
2. Accessibility of NBA to underserved communities
3. Potential partnerships to support visibility and accessibility efforts

North Bridge Academy has a strong reputation in the community.

As one parent said in our community survey: North Bridge Academy is “the school to attend in Marin if your child is diagnosed with dyslexia.”

There are also many testimonials of the positive and life-changing experiences for students and for families who are part of the NBA community.

There is a general consensus, however, that NBA is unknown to the masses and remains a “hidden gem.”

NBA has an opportunity to increase its visibility in Marin and beyond. In addition, families, teachers, and members of the NBA community care about accessibility and want more students, especially from low income communities, to have access to an NBA education.

This report provides an overview and summary of our conversations and research along with a list of ideas to consider.

## Team #2 | Initiatives to Consider

In order to achieve the **objectives** outlined in the previous section, our team recommends the following initiatives be considered:

<b>Initiative to Consider</b> <i>What might NBA do over the next 3-5 years in this area?</i>	<b>Next Steps &amp; Action Items</b> <i>What are the first next steps? How might we get there?</i>	<b>Strategic Issues to Research &amp; Consider for Implementation</b> <i>What questions still need to be answered?</i>
Increase our community visibility through communications and serving as a resource for the community	<ul style="list-style-type: none"> <li>• Create a community newsletter</li> <li>• Establish a stronger presence on social media</li> <li>• Reinstate our speaker series</li> <li>• Local community events (Marin)</li> <li>• Alumni</li> <li>• Influencers</li> <li>• Local schools</li> <li>• It Takes a Village</li> <li>• Decoding Dyslexia</li> <li>• Educational Therapists/Advocates</li> <li>• Host an Eye To Eye chapter</li> <li>• Offer tutoring based on Slingerland to underserved communities</li> </ul>	<p>How can we utilize our parent community, alumni to organize/ facilitate participation in community events?</p> <p>Can we access influencers, connections to community groups via parents /alumni?</p> <p>Who will be responsible for maintaining social media presence? Newsletter?</p>
Increase our fundraising, grants, and scholarships	<ul style="list-style-type: none"> <li>• IDA scholarships</li> <li>• Marin Community Foundation</li> <li>• Explore grants</li> </ul>	What are the most sustainable, reliable sources of funding for scholarships and grants?
Ensure we serve learners with dyslexia inclusive of all identities	<ul style="list-style-type: none"> <li>• Research organizations who serve students from underserved communities</li> <li>• Clearly define "identities"</li> </ul>	What is our baseline? How do we track this? How do we reach these students?
Become a certified school (Slingerland, IDA, NAIS)	<ul style="list-style-type: none"> <li>• Continue communication with the Slingerland Institute</li> <li>• contact the IDA</li> <li>• research NAIS, etc.</li> </ul>	<p>What are the benefits vs. costs (effort, monetary, time) of these certifications to obtain and maintain for NBA?</p> <p>Do they align with our mission and vision?</p>
Become a center for Slingerland teacher training / Slingerland Institute partner school	<ul style="list-style-type: none"> <li>• Formalize a relationship with Nancy Cushen White or Slingerland institute as teacher training program</li> <li>• Research the requirements for becoming a Slingerland Institute partner school</li> <li>• Continue to research schools that</li> </ul>	<p>Are there other established entities that we could partner with to increase visibility and credibility if we can't get Slingerland or Nancy Cushion White relationship?</p> <p>UCSF Dyslexia Center?</p> <p>Stanford? Challenge Success?</p>

## Team #2 | Requirements for Success

To be successful in this area, we believe the following resources and support will be required to take action on / move forward / explore / pilot ideas in this report:

- Secured, sustained funding for scholarships to support a more diverse student population.
- Data to inform plan to increase diversity of student / teacher diversity: a) baseline information on current stats, community need, b) continued data to assess progress and continued need.
- Funding/committee/ plan to support speaker series for teacher, parents, community
- Funding/ committee/staff support to seek certification and maintain it to facilitate building NBA as a center of excellence.
- Space/committee to fund, obtain resources and create reference library for faculty and parents. Could utilize Alumni (students and parents), student projects to fundraise, obtain and manage library.
- Staff/ volunteer to improve and maintain social media presence, engage in community activities to increase visibility in Mill Valley, Marin/SF and the larger Bay Area.

## Team #2 | Conclusion

In summary, we believe that NBA offers a unique, life changing educational opportunity for students with dyslexia and their families. Our findings suggest many opportunities to build upon and expand the successes of NBA to reach more diverse students with dyslexia, improve visibility of NBA in the local and Bay Area community and to continue to grow into a center of excellence in the area of dyslexia for families and educators in the Bay area.

Our research suggests that through securing sustained funding, we can increase scholarships to target increasing student and faculty diversity, work to establish specialty certification to enhance legitimacy as a center of excellence and engaging the NBA community, past and present, can facilitate improved visibility on social media, in the local and regional community of learners with dyslexia and those who can refer them to NBA.

## Team #2 | Appendix

The following pages are resources and information we pulled during our research phase of the strategic planning journey.

As part of the research, we looked into similar schools like Hamlin Robinson School and others noted. We also utilized general information of Mill Valley and surrounding districts, and searched the Marin County Office of Education site.

Some general thoughts about increasing local visibility:

- Connect with It Takes A Village in Mill Valley, a Special Education PTA that is supported by all schools in the Mill Valley School District. The group seeks to support all children in the district with learning differences via parent education and weekly support meetings.
- Consider organizing an Alumni Parent Group to support NBA. Many parents are truly grateful to NBA and would like to stay connected and supportive of the school and would be glad to help in whatever way they can.
- Consider an Alumni Student Group to help older students mentor current students, provide talks about transitioning, and possibly provide community service hours to middle and HS student alumni via fundraising projects, speaking opportunities, tutoring opportunities and mentoring. Possibly managed by alumni parents to support staff, not drain staff time.
- Local events (in normal times) that NBA may participate in to generally engage with local community:
  - Memorial Day Parade float
  - Fundraising Booth at the Mill Valley Community Center after the parade - booths sell food to raise money for their group
  - Volunteer at the Mill Valley Fall Arts Festival - wearing NBA shirt
  - Sponsor a Little League baseball team
  - Corte Madera 4th of July Parade (re-use your float)
  - Host a Community Open House
  - Get a write up in Marin Magazine near their Private School Issue
  - Sign up with Mill Valley Market donation program for bringing your own bag

# Inventory of Potential Partners

The following are potential partners for NBA. Once we identify the TYPES of partners and some example orgs/schools, we could identify a few to connect with as part of our research in the next few weeks in order to validate if this TYPE of partner is one we should invest time in pursuing.

TYPE OF PARTNER (including short description to clarify if needed)	What <b>ORGANIZATIONS / SCHOOLS</b> come to mind for this type of partner?	How might this type of partner help with raising NBA's <b>VISIBILITY</b> and <b>BRAND</b> ?	How might this type of partner help with <b>REACHING</b> or increasing <b>ACCESS</b> for underrepresented students in our community?
Feeder Schools (schools who cannot serve & elementary schools)	Marin: Mark Day, MPMS, MCDS, Marin Horizon SF: Burke, Town, SF Friends School  Mill Valley - It Takes a Village PTA (host an education event with PTA)	These schools might refer more qualified students to us if they knew more about us  Help increase our community outreach and promote us as a community resource .	Generally increase awareness of NBA in larger community,
Similar Schools to NBA	Chartwell, Compass High school Hamlin Robinson School	Establishing a network of like schools could strengthen our reputation in the LD education community.	
High Schools	San Domenico, Marin Catholic, The Bay School, Drew, Novato School for the Performing Arts	Students who transition out of NBA would benefit from these relationships.	
Educational Consultants/Advocates	Diane Provo		
Therapists & Specialists	Kathleen Jermaine Rachel Kelly (Slingerland) Diana Kennedy  Top Referrals from: Barbara Easterlin	They could give us insight into our perceived reputation and brand. This would provide us with an opportunity to clearly articulate who we serve to increase awareness of the students we best serve in the ed therapist community.	
Psycho-educational Evaluators	Morrissey-Compton	They could give us insight into our perceived reputation and brand. This would provide us with an opportunity to clearly articulate who we serve to increase awareness of the students we best serve in the ed therapist community.	
Dyslexia Influencers	Nancy Cushen White Decoding Dyslexia	These people/organizations have a vast network of people and they can help spread the word about NBA. Social media	
Financial Partners	Marin Community Foundation?		
Accrediting Organizations	The Slingerland Institute IMSLEC	The Slingerland Institute publishes a list of schools which are "registered" with them on their website. Becoming a registered school would give NBA greater visibility and improve our brand.	Slingerland Institute or IDA wants to fund scholarship for 4 students from Marin City for summer program
Dyslexia Screeners - Shaywitz DyslexiaScreen? (there are many choices) Dyslexia Simulation - public service			

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021



# Slingerland Institute for Literacy Resources

In considering next steps with the Slingerland Institute for Literacy, we've curated 2 resources for consideration:

[https://slingerland.org/Administrators/Strategic\\_Partners](https://slingerland.org/Administrators/Strategic_Partners)

<https://slingerland.org/Maps/School/2>



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## Strategic Partners

The Institute is proud to partner with schools and educational organizations that demonstrate a strong commitment to the Slingerland® Approach to Language Arts and its implementation in their educational program.

Below is a list of current Strategic Partners:

- Hamlin Robinson School, Seattle, WA

### How to become a Strategic Partner:

**MAPS**  
Courses, Resources  
Find a Resource/Tutor

**UPCOMING EVENTS**  
Courses, Conferences  
and more!

4/15/2021 to 4/30/2021 -  
**Techniques for Teaching  
Reading Skills Short Class -  
ONLINE! (Pacific Time)**

5/8/2021 to 5/8/2021 -  
**Sustaining Slingerland  
Skills/Saturday Followup - May  
8 2021**

**School:** Hamlin Robinson School

1701 20th Avenue South  
Seattle, WA 98144  
Email: [sturner@hamlinrobinson.org](mailto:sturner@hamlinrobinson.org)  
Phone: 206-763-1167  
Fax: 206-763-7149  
Website: <http://www.hamlinrobinson.org/>

**Grade Levels:**  
Category of Slingerland programs: Full Slingerland Program, Strategic Partner  
Number of teachers with Slingerland Training: 13  
Date Slingerland program was established: August 1980

**School Statement**

**Hamlin Robinson School** where learning has no limits

The Hamlin Robinson School is an independent school in Seattle offering a specialized program specifically for students with dyslexia and other language-based learning differences. We understand the interdependence of the educational, social, and emotional needs of dyslexic students. These children have a common need for a great education and to be taught in a way in which they can learn.



**SLINGERLAND News**

11/6/2020 - **Job Opportunity in South Carolina**  
Position available at Gates School.  
[Learn more...](#)

3/6/2020 - **Coronavirus Update**  
It is our sincere hope that you, your family and community stay safe and healthy during this challenging situation. We strongly recommend that you follow the protocols published by the Centers for Disease Prevention. [Please visit our website for more.](#)

tted April 2021

**ST. ANDREW'S**  
EPISCOPAL SCHOOL

"Become the destination school for research-informed teaching, learning, and leadership."

**Center for Transformative Teaching & Learning (CTTL)**

**Timeline:**

- 2007:** Training in AKOM begins
- 2009:** TFA (DC) partnership forms
- 2011:** CTTL launches
- 2011:** PD/Research Association with JHU School of Ed. faculty
- 2011:** CTTL/Omidyar Faculty and CTTL/ Finn Student Fellows launches
- 2012:** Think Differently and Deeply v.1 released
- 2013:** CTTL/RSI partnership forms, led by HGSE researchers and faculty
- 2013:** EE Ford Foundation issues \$250,000 grant
- 2015:** Think Differently and Deeply v.2 released
- 2016:** Neurotech published
- 2016:** IMBES Mission Award Winner
- 2017:** Science of Teaching and School Leadership Academy launches
- 2017:** Partnership forms with Johns Hopkins Science & Learning Institute
- 2017:** Digital Promise
- 2017:** iDiscovery Learning Alliance
- 2017-19:** Neurotech Global pilot made possible by Chan Zuckerberg Initiative

**CTTL/Crimsonbridge Foundation Research Center opens**

**CTTL/Crimsonbridge Partnership launches**

**CTTL/Omidyar Faculty and CTTL/ Finn Student Fellows launches**

**CTTL/RSI partnership forms, led by HGSE researchers and faculty**

**Think Differently and Deeply v.3 released**

**Think Differently and Deeply v.1 released**

**Think Differently and Deeply v.2 released**

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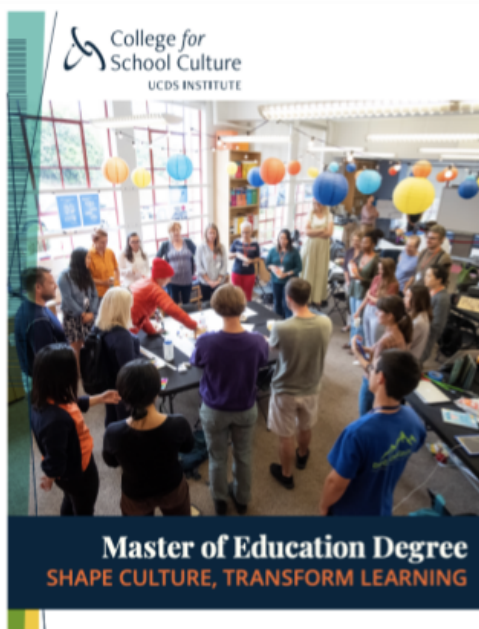
CTTL has the goal of bridging the practice of teaching with science of learning and the brain. It offers teacher workshops, consulting, and other services.

- Trained all St. Andrew's teachers on MBE first as prototype
- 2011 Launched Center - raised \$\$\$
- Published book & magazine - speaking engagements/book tour
- Developed diagnostic for educator to understand their "MBE IQ"
- Workshops - allow schools to host / "school partners"
- Academy - 4-day bootcamp - sample agenda
- "Neuroteach Global" - virtual course with "MBE" credential
- Podcast & Newsletter
- Teacher & Student Fellowship - partnership with Harvard and sponsored by foundations/orgs.

The Center for Transformative Teaching & Learning (the CTTL) is the leading pre-collegiate, school-based research center in the United States designing and delivering Mind Brain Education (MBE) science research-informed professional development programming around the world.



## Example: School that started a Center of Excellence



### UCDS College for School Culture At-A-Glance

#### Overview

Whether new to education or an experienced professional, the UCDS College for School Culture will help you to elevate your practice. The program lends itself to full-time study while you work in a classroom. The goal is to have graduate students experience schools in action. A practicum focus means Master of Education candidates will spend quality time interfacing with their cohort, with program faculty, and in classrooms working with students.

#### Campus

The UCDS College for School Culture is located in Seattle, WA. Master's degree students attend courses in-person. The UCDS College for School Culture building is one mile from the University of Washington in Seattle's University District neighborhood - a fast-growing urban neighborhood just a little north of downtown.

#### Program length and credits required

The M.Ed. program is designed as a two-year long experience. 55 credits are required to earn a degree. Courses are offered only once per year, and students progress through the course of study as a cohort.

#### Calendar

The 2021-2022 academic calendar extends from August 9, 2021 - June 10, 2022.

#### Schedule

Summer quarter classes and practicum are scheduled during the day in August from approximately 9:00 am to 3:00 pm. All other quarters are taught Tuesday and Thursday afternoons from 4:00 pm to 8:30 pm. Practicum hours are scheduled during the day. Students should expect to spend approximately 12 hours per week in a practicum setting. UCDS will work with each student to find appropriate practicum placement or schedule. Graduate students who are currently teaching may use their work to meet the requirements of the practicum experience.

#### Tuition

For enrollment in the 2021-2022 school year, tuition will be \$13,675

#### Advising

The UCDS College for School Culture is small by design. Advising and student support services are highly personalized. The faculty dedicates significant time and attention to every student in the program. Advising and guidance are built into the course of study through Cohort during year one and Capstone during year two. Weekly Cohort and Capstone meetings focus on practicum experiences, program synthesis across courses, project planning, and goal setting.

What is the program? What are the learning **OUTCOMES**?

The Institute is designed to advance our innovative educational model. We're dedicated to transforming the face of education through a range of professional development programs and partnerships. We're committed to helping educators grow in their careers and to inspire future teacher leaders.

HOW has the center grown/developed their educational model/programs over the years?

- Established in 1911 as part of U of Washington
- Early 2000's Published first Spark magazine - thought leadership
- Early 2000's Resident Teacher Program
- 2010 Began developing Master's program
- 2019 UCDS College of School Culture officially launched & degree granting
- 2020 Second cohort of graduate students

UCDS exerts its leadership in innovative PreK-5 pedagogy by publishing, convening, and developing amazing teaching cohorts.

<https://www.ucds.org/wp-content/uploads/2020/12/UCDS-MEd-Recruitment-Pamphlet-20-21-WEB.pdf>



## Task Force Team Report #3 | Should We Stay or Should We Grow?



North Bridge Academy  
Strategic Planning Task Force Working Group Team Recommendations  
Short-Term & Long-Term Ideas to Consider

### Research Team #3 SHOULD WE STAY OR SHOULD WE GROW?

Respectfully Submitted,  
April 2021

**Task Force Working Group Team Members:**  
Annie Crowder, Head of School  
Dave Klemas, MS Faculty & Dean of Students  
Warren Cockrell, Parent



Facilitation Provided by Living Strategy, Inc.  
Kawai Lai, Project Lead

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021

## Team #3 | Introduction & Overview

Based on community & Task Force input, the “Should We Stay or Should We Grow?” Team planned to research **growth and facilities** in order **to have measured and sustainable growth and to determine the best course of action with our facilities and location.**

As part of our work, we focused primarily on three critical questions:

1. Should we grow? If so, what might growth look like for NBA?
2. Should we stay in our current facilities?  
If so, what can we do to improve our current facilities?
3. What considerations should we keep in mind when making facilities and growth decisions?

During our strategic planning process, we consistently heard from families and faculty/staff that considerations regarding the growth of North Bridge Academy should be done in a thoughtful and cautious manner. The school has a strong community and is serving the students it currently has very well. From our second round of surveys, we heard loud and clear that we should “grow into our shoes before buying a new pair.” Given the community feedback and considering where the school is today in its growth journey, we are recommending some short-term facilities initiatives before the longer-term exploration of growth in enrollment or grades.

In the short-term, we can grow our impact in underserved communities, while prioritizing a focus on retaining quality teachers. In the long-term, we also have an opportunity to explore options for a permanent home.

Short-term: Focus on retaining quality teachers & increase impact on underserved communities

Long-term: Explore growth in enrollment and/or grades

Short-term: Determine if we stay in current facilities and if so, consider improvements

Long-term: Explore options for a permanent home

This report provides an overview and summary of our conversations and research along with a list of ideas to consider.

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021

## Team #3 | Objectives to Achieve

To help North Bridge Academy **have measured and sustainable growth and to determine the best course of action with our facilities and location**, our team recommends the following:

1. As one response from our community survey put it, we should “grow into our shoes before buying a new pair.” With that, we recommend that in the short-term, we:
  - a. Focus on retaining quality teachers before considering growth in enrollment\*
  - b. Increase our impact on underserved communities\*
2. Also in the short-term, determine if we stay in our current location, and if so, optimize our current facilities with a focus on outdoor spaces.
3. In the long-term, begin to explore options for a permanent home.
4. As we prepare for and consider growth in grades or enrollment, connect with other schools that have experienced growth to understand factors that lead to expansion.

\* Please see **Team Excellence’s report** for recommendations on retaining quality teachers and **Narwhal Magic’s report** for recommendations around increasing our impact on underserved communities.

Through our recommendations, we hope to help North Bridge Academy:

Objective to Achieve	How do we know? How are we going to measure this?
<b>Grow our impact</b> - retain quality teachers and increase our impact on underserved communities	<ul style="list-style-type: none"> <li>• We have no shortage of high quality teachers.</li> <li>• Teachers tenure increases.</li> <li>• Our student body is more socioeconomically diverse.</li> </ul>
<b>Invest in current facilities</b> - optimize our current facilities (if we stay)	<ul style="list-style-type: none"> <li>• We have determined if we stay or not.</li> <li>• We know our ability to invest in our current facilities and have a plan to do so.</li> </ul>
<b>Explore our capacity for increased enrollment.</b>	<ul style="list-style-type: none"> <li>• We’ve found a larger campus and know that it’s feasible to obtain.</li> </ul>
<b>Expand thoughtfully</b> - examine expected impact of expanded enrollment and what the impact would be on stakeholders, school culture and processes.	<ul style="list-style-type: none"> <li>• We can clearly articulate WHY and HOW we want to expand.</li> <li>• We have connected with other schools that have expanded to learn their lessons.</li> <li>• We have a thoughtful plan to expand grades/enrollment.</li> </ul>

North Bridge Academy | Strategic Planning Task Force | Team Report | Submitted April 2021

## Team #3 | Initiatives to Consider

In order to achieve the **objectives** outlined in the previous section, our team recommends the following initiatives be considered.

Initiative to Consider <i>What might NBA do over the next 3-5 years in this area?</i>	Next Steps & Action Items <i>What are the first next steps? How might we get there?</i>
Approach Archdiocese to determine our lease extension options	Add as agenda item in next Board meeting; Board President and HOS approach Archdiocese with requested extension length
Research desired facility features for LS vs. MS	Focus Group with parents and students in LS and MS  Tour school campuses to get a sense of priorities in designing new spaces  What are the shared features vs. different ones? Can we support shared features on two separate campuses, if the plan is to move MS to separate space
Once determination to stay at current site is made, create vision for remodelling outdoor space for who will stay  Fundraising feasibility study  Explore options of Slingerland vs Non-Slingerland tracks, especially for MS students who were at NBA for LS	Contract with landscape designer and/or playground designer to design outdoor space options.  Determine costs and timeline for proposals  Conduct feasibility study for fundraising capacity at lower level (remodel current outdoor space) and higher level (buy/build new facility)  Survey regarding interest in non-Slingerland tract
Determine pros and cons for LS/MS being on same site or different sites	Focus Group (could be the same as one above)
Retain real estate agent and/or form committee to explore options in Marin	Add to Board meeting agenda; designate Board member who is liaison with real estate agent  Determine if we need to establish a committee.

## Team #3 | Initiatives to Consider (continued)

In order to achieve the **objectives** outlined in the previous section, our team recommends the following initiatives be considered:

Initiative to Consider <i>What might NBA do over the next 3-5 years in this area?</i>	Next Steps & Action Items <i>What are the first next steps? How might we get there?</i>
Create scenarios with growth projections based on demand and market factors	<p>Identify a list of schools in the Bay Area and beyond that have grown significantly in enrollment or have added grades (e.g., high school)</p> <p>Contact schools and conduct discovery interviews to determine:</p> <ol style="list-style-type: none"><li>1. What drove their growth? What was their imperative to grow?</li><li>2. What gave them pause in making the decision?</li><li>3. How did they determine the demand/market size for potential growth?</li><li>4. How long did the process take from inception of the idea to actually enrolling students?</li><li>5. What micro-experiments or prototypes did they do to test the market?</li><li>6. What were their biggest lessons learned in the process?</li></ol>



## Team #3 | Requirements for Success

To be successful in this area, we believe the following resources and support will be required to take action on / move forward / explore / pilot ideas in this report:

- Requirement 1 = extension to current lease
- Requirement 2 = feasibility study to determine capacity for capital campaign
- Requirement 3 = hire real estate agent

## Team #3 | Conclusion

In summary, our committee discourages growth at this time. The hallmarks of the North Bridge Academy program — small classrooms, daily Slingerland instruction, engaging and experiential learning — could be compromised by further growth.

Additionally, there are areas in the program where improvements should be made prior to growth. Increased access to hands-on, project-based instruction and the expansion of clubs and enrichment courses will add to the richness of the program, without requiring an increase in enrollment.

The current building is excellently suited for a program of 72 students and supports all current program needs. The geographic location is ideal for both Marin and SF families.

Before seeking an alternate site, the Board and administration will need to do further research to determine how/if the program size will change. While these decisions are being made, there are cost-effective ways to enhance our current building - improve the outdoor space, remodel potential office space, improve student bathrooms.

The committee strongly suggests that NBA retain the current building for the length of time needed to make more thoughtful growth decisions.

One possible additional area of research would be in relation to a geographic survey of the current student body. With the  $\frac{1}{3}$  Mill Valley,  $\frac{1}{3}$  SF, and  $\frac{1}{3}$  other Marin makeup of NBA's current cohort, conducting a survey to understand how far families are willing to travel would help determine what longer-term expansion locations might be feasible and/or desirable.



# Images of Resources from CDE and Wired Magazine:

To assist in this effort, then State Superintendent of Public Instruction, Roy E. Simpson, in 1947 convened a group of school district superintendents as the *Committee on Defining School Plant Adequacy*. This group realized that a square footage standard was more effective in meeting the need for school facilities than a per student dollar amount for two reasons:

1. Square footage standards, unlike a per-student dollar amount, are not subject to inflation. A square foot in 1947 remains a square foot in 2007;
2. An adequate square foot allowance tied to a cost factor would allow districts to respond to local needs more effectively. That is, one district may need, for program reasons, more specialized or more expensive spaces than another district. A per student dollar amount cannot adjust to these differences.

The Committee's recommended ranges of space per student are summarized below (Bursch, 1955):

- Elementary - 55-70 square feet per student
- Middle - 75-100 square feet per student
- High - 86-110 square feet per student

The low end of these ranges was adopted by the Legislature in creating the State School Building Aid Law of 1949 (*Education Code Section 15700, et seq.*).

DAVID SMITH 10:43 AM 09.18.2020 00:00 AM

## 44 Square Feet: A School-Reopening Detective Story

Schools—but not public health officials—across the US are making it a rule: Every student needs to have 44 sq. ft. of space. I tried to find out why.

WHEN MY CHILDREN'S school district finally released its reopening plan at the end of July, it left me both distraught and baffled. My son, aged 9, and my daughter, aged 11, would be going back to class, but only for two days per week.

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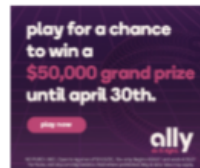
I couldn't understand the reasoning. I know the "hybrid education" model, where groups of students rotate on and off school grounds, is meant to help maintain proper social-distancing, with fewer kids in class, everyone has more room to stay apart. From a public health perspective, this logic is questionable at best, but the plan seemed especially inappropriate for where I live. In a suburb north of New York City, my children are privileged to be at schools that don't suffer from the gross overcrowding of some of their inner city counterparts. So would my kids' schools really need to cut back their populations by half each day to ensure that everyone could have their own 6 feet of space?



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Just as a matter of geometry, it didn't make much sense.

In pre-pandemic times, many of our district's classrooms held up to about 22 students plus a teacher each, in roughly 770 square feet. That meant everyone already had about 33 square feet for themselves. Wasn't that nearly enough to keep them separated by 6 feet? Desk-chair tilings and tessellations filled my mind. To meet the standard social-distancing requirements, it seemed like every student would either need a 6-foot square of space (with an area of 36 square feet), or else a circle with a 6-foot diameter (and an area of 28 square feet). Yet my school was thinning out the classes by 50 percent with its hybrid plan. Now each one would hold around 11 students every day, plus a teacher—each of whom would get a total of 64 square feet of space.



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