PROJECT PROPOSAL





TEACHING &
LEARNING ALLIANCE





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EXECUTIVE SUMMARY

Teaching and Learning Alliance, Inc. (TLA) is a 501(c)(3) professional learning organization specializing in the areas of Literacy, Learning, and Leadership. For more than 3 decades, TLA has partnered with schools and districts to improve outcomes for PreK-12 students by investing in the professional growth of the educators who serve them. We have tested, refined, and grown our services from TLA's beginning in 1990 as the Center for Applied Child Development (CACD) within the Eliot-Pearson Department of Child Development at Boston's Tufts University to our current status as an independent nonprofit serving education organizations across New England and the country. Whether the work is at the classroom, district, or state level, TLA's goal remains steadfast: to effect change that yields increased opportunity and positive learning outcomes for all students, irrespective of identity or zip code.

In school districts, TLA plans and facilitates services to maximize coherence, cohesion, and consistency across every level of the system. A comprehensive Strategic Plan is foundational to achieving those outcomes. Within the past 5 years alone, TLA has facilitated the development of more than twenty-five (25) multi-year, district-wide strategic plans, all on time and on budget.

TLA brings first-hand, experiential knowledge of all the component parts of a comprehensive, dynamic, multi-year Strategic Plan, including:

- Academic programs
- Governance
- Finance
- Parent and Community Partnerships
- System Accountability
- Human Resources
- Business Operations

Our team offers not only the technical expertise to effectively execute a project of this scale and import, but also deep understanding of change management and an approach grounded in research, data, relationships, and experience.

TLA is an approved professional learning provider by the Massachusetts Department of Elementary and Secondary Education (DESE) and the Rhode Island Department of Education (RIDE).

OUR APPROACH

TLA partners with systems to deepen coherence and generate outcomes in the areas of literacy, learning, and leadership. Our methodology centers the unique strengths, culture, and context of each client, to engage and build the capacity of PreK-12 teachers, instructional coaches, principals, and district administrators to lead and sustain meaningful change. In our multi-year partnerships, we start with the client's vision, collaboratively align on the *what*, ground in the *why*, and plan the *how*.

Our **Mission** is to catalyze educational change from the inside out.

Our **Vision** is a world in which all children and educators recognize and exercise their agency to effect change in their own classrooms, schools, districts, and communities.

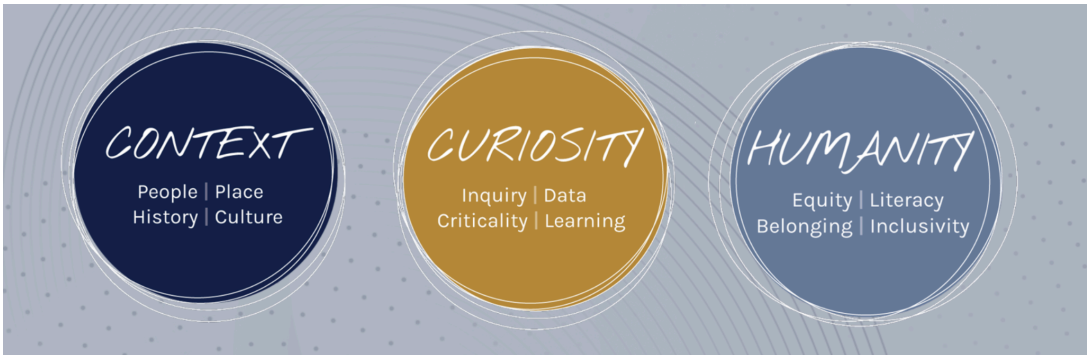
Our **Theory of Action:**



IF we work with stakeholders across every level of a system to deeply understand context, align strategy with vision, facilitate effective professional learning, streamline initiatives, and consistently monitor progress,

THEN leaders' priorities will become clearer, and **educators'** cognitive load will become lighter, leading to increased engagement and sense of self-efficacy and **student** outcomes will improve in qualitative and quantitative metrics year over year.

Our **Values** of Context, Curiosity, and Humanity center the people in the work.



TECHNICAL PROPOSAL

Philosophy

The development of a Strategic Plan represents an opportunity for a school district to identify its guiding principles, develop initiatives, map the trajectory, and create a plan of action to support the community in accomplishing its (re)defined mission, core values, and vision. TLA recognizes that an effective process follows a sequence of events and timelines for meeting the objectives, and ensures alignment of priority initiatives, mandates, and resources. The strategic planning process may precede or build on the existing NY State Portrait of a Graduate, to guide development of key areas of the Strategic Plan.

TLA staff and consultants, who represent a team of recently retired or current building and district-level leaders, have decades of experience as participants in and facilitators of strategic planning. Two hallmarks of TLA's distinctive approach to facilitating the Strategic Plan process are:

1) **A Facilitation Team:** To ensure an individualized process that specifically meets the district's needs and those of its constituents, TLA draws on deep and nuanced expertise of a team of expert facilitators.
2) **An Inclusive Process:** At the outset of the process, TLA implements a series of public forums and administers a survey to ensure all constituent voices are heard and represented throughout.

While TLA will provide recommendations to the District in a consultative capacity, we believe that it is the role of the facilitator to bring to the surface the attributes, elements, and outcomes the District holds as essential to its own growth. Using a series of facilitation protocols, the completed strategic plan reflects the community's expressed ideas rather than those of the facilitators.

Process & Deliverables

TLA utilizes a **Two-Phase Framework** to guide the strategic planning process, which is tailored to meet the specific needs of the district. Each phase has several steps that lead to the work to be completed in the next step, including setting goals, identifying actions to achieve them, and mobilizing resources to take those actions. TLA will work with the District to plan specific dates and times within the engagement term of the 2025-2026 school year.

Phase I: Building the Foundation

Phase I focuses on preparation. In this phase, the TLA team and district leaders meet to outline the steps and timeline for the strategic planning process and gather data. .

Step 1: Initial meeting between TLA and district leaders to:

- Shape the strategic planning process
- Schedule dates
- Launch the formation of an effective Strategic Planning Committee that includes students, staff, school committee, parents, building leaders, community / municipal representatives, district administrators, etc.

Step 2: District prepares for strategic planning by:

- Launching the formation of an effective Strategic Planning Committee that includes students, staff, school committee, parents, building leaders, community / municipal representatives, district administrators, etc.
- Plan for public reporting of the process and progress
- Identifying and collecting internal and external information (e.g., mission, vision, last strategic plan) and data (historical, achievement, etc.) to be used in developing the strategic plan

Step 3: TLA collects organization feedback and insights through forums and surveys with internal and external stakeholders including students, teachers, building leaders, district staff, parents, and community members.

Phase II: Developing the Strategic Plan

Phase II, facilitated with the Strategic Planning Committee, holds the creation of the full strategic plan. Although the sequence of meetings is intentional and scaffolded, TLA facilitates the process to allow for reflection and recursivity.

Strategic Planning Committee Meeting #1

- Introductions
- Norms
- Overview of the strategic planning process
- Review of the current strategic plan
- Review of mission, core values, and input from Committee work

Strategic Planning Committee Meeting #2

- Subcommittee analyses of all data to identify areas in need of enhancement
- Use of data-mining protocol

Strategic Planning Committee Meeting #3

- Review preliminary findings (e.g., strengths, opportunities, challenges, areas of growth) and recommendations
- Revisit the mission statement
- Develop core values / beliefs
- Based on the analysis of data completed in Meeting #2, develop common themes (to become or inform strategic objectives)

Strategic Planning Committee Meeting #4

- Review final mission statement and core values / beliefs
- Identify pillars and develop strategic objectives
- Begin planning strategic initiatives, including multi-year goals for each

Strategic Planning Committee Meeting #5

- Continue the work of developing strategic objectives and strategic initiatives
- Outline a process to ensure implementation and evaluation of the plan
- Develop outcomes and measurable key performance-based indicators / goal-attainment metrics for each initiative
- Develop the district vision

Strategic Planning Committee Meeting #6

- Final review of strategic objectives, strategic initiatives, and outcomes
- Review final mission statement
- Articulate the theory of action
- Discuss school board presentation
- Discuss how the district strategic objectives, initiatives and outcomes relate to organizational goals, district-level practices, and Improvement Plans
- Review the working draft of the plan for feedback and final development

The capstone deliverable of the strategic planning process is a professionally designed version of the 5-year Strategic Plan that highlights and builds upon the existing strengths of the District; is precise yet dynamic and adaptable; includes structures for assessing ongoing implementation and a process that will facilitate continued review and improvement of the plan by future committees.

Beyond the Strategic Planning process, TLA offers wraparound services (outlined below) that support implementation and ongoing assessment of progress of the plan and discrete initiatives.

TLA Professional Services

Service	Description
Needs Assessment	Stakeholder focus groups and classroom visits with findings report, root cause analysis, and debrief
Partnership Planning	Planning, goal-setting, and ongoing strategic consultation with partnership lead; includes regular virtual check-ins for partnership maintenance
Portrait of a Learner / Graduate	District or State vision for skills and attributes of all Learners or Graduates, and priorities required to realize the vision
Literacy Curriculum Adoption & Implementation	End-to-end support for the planning, evaluation, and selection, and implementation of evidence-based literacy HQIM and instructional practices
Institute or Workshop	Large-scale foundational knowledge-building and shared learning experience for any stakeholder group
Coaching	1:1 or cohort-based support for educators including PreK-12 teachers, instructional coaches, leaders, and district administrators
Learning Walks	Protocol-based progress monitoring for any change or improvement initiative

Strategic Planning Services

Phase	Service	Detail	Cost
Phase I	Step 1		$1,000.00
	Step 2		$1,000.00
	Step 3	Up to 5 forums (focus group meetings) with Utica City School District constituents (community, business leaders / municipal, staff / leadership, school committee, students, etc.). Development and implementation of a quantitative survey	$2,350.00
		Additional Forums	*$750 per*
	Overview presentation of the Strategic Planning process to the School Committee (by request)		Gratis
Phase II *Meetings are approx. 3 hours	Strategic Planning Committee Meeting #1		$2,400.00
	Strategic Planning Committee Meeting #2		$2,400.00
	Strategic Planning Committee Meeting #3		$2,400.00
	Strategic Planning Committee Meeting #4		$2,400.00
	Strategic Planning Committee Meeting #5		$2,400.00
	Strategic Planning Committee Meeting #6		$2,400.00
	Professional layout and design of the strategic plan.		Gratis
	Planning time between meetings to review and analyze data, collaborate		Included in Phase I & II Costs

General Partnership Management	with district leadership to coordinate each step of the strategic planning process, to develop draft of content for each meeting, and to develop the strategic plan and one-page dashboard.		
Total (all-inclusive lump sum for services)			$18,750.00

Additional Services

Category	**Rate**	**Detail**
General Consultation	$400 / hour	
Needs Assessment	$3,600 / 1 day	Additional days: $2,600 / day
Partnership Planning	$2,400 / day	Facilitated virtually in 60-90 minute increments with partnership lead(s)
Portrait of a Graduate	$20,000	Flat rate
Literacy Curriculum Adoption & Implementation	Varies by district need	Typically includes series of Needs Assessments, Partnership Planning, Workshops, Coaching, and Learning Walks
Institute or Workshop	$4,500 / day up to 25 participants	$9,000 / day up to 50 participants; $13,500 / day up to 75 participants, etc.
Coaching	$2,600 / day	Any stakeholder group; up to 10 people / day
Learning Walks	$2,600 / day	Per TLA facilitator; up to 6 participants per walk

Select TLA Staff Bios

Pam Gould, Ed.D.

Dr. Pamela Gould has spent over thirty years in public education. She began her career teaching technology integration at the middle school level and business courses at the high school level, all at her alma mater, Whitman-Hanson Regional High School. She then became an Assistant Principal at Whitman-Hanson and then Principal at Whitman-Hanson and Franklin High School. Following that she became an Assistant Superintendent for Human Resources for the Plymouth Public Schools. She retired after six years as Superintendent for the Sandwich Public Schools. Throughout her career she has participated in many NEASC accreditation visits, as a team member, assistant chair, and chair. She is currently a Board Member of Cape Kid Meals, which helps feed food insecure children on Cape Cod during the weekends. Dr Gould also is a part time professor at Curry College and Bridgewater State University, teaching in their administrative licensure and CAGS programs, as well as acting as a Program Practitioner for a number of candidates.

Ed Lee, M.Ed.

Mr. Lee has over thirty years of service in various educational settings. He has experience as an educator, middle school and high school building leader, and district leader, including most recently serving as Operational Superintendent in the Boston Public Schools. Ed's consulting experiences include facilitating strategic planning, leadership coaching of building and district-level leaders, facilitating learning walks to improve the teaching, learning, and leading and time redesign at the secondary level. As a strategic planner, Mr. Lee has both participated in and facilitated strategic planning using the Massachusetts Department of Elementary and Secondary Education Planning for Success Model and the adapted model employed by TLA.

Gary Maestas, Ed.D.

Dr. Maestas' 30-year career in Massachusetts includes serving as a teacher at the secondary level, assistant principal, coordinator of technology, assistant superintendent and superintendent. For twelve years he successfully led Plymouth, Massachusetts Public Schools as superintendent where his vision and leadership, coupled with the respect and collaboration from those he has worked with at local, state, national, and international levels, has resulted in innovative programming for all children, driven by a strategic framework ensuring long-term sustainability. Dr. Maestas has taught at Bridgewater State University, Endicott College, and American International College focusing on school law and school finance. He currently serves as Commissioner of the New England Association of Schools and Colleges and has led accreditation teams across the globe. Gary has also engaged in strategic planning using the Planning for Success Model as a superintendent and as a consulting facilitator.

Zeff Genetti, M.Ed.

Mr. Gianetti has over 35 years of experience in public education, serving as a teacher at all grade levels, K-12 Department Director, assistant principal, middle school principal and superintendent of schools. With experience in seven different and diverse school systems, the unique leadership skills required to expand and strengthen arts program and staffing, and deep experience in building capacity to change and innovate with staff, Zeff offers a versatile set of leadership skills and coaching abilities coupled with a down-to-earth collaborative style. Zeff has over twenty years of experience as a building based middle school administrator. Hired as a change agent in three different districts tasked with major restructuring of middle schools, including implementation of new schedules, Zeff has led five different middle schools through successful transitions. He concluded his career as Superintendent of Schools in Mansfield, Massachusetts where he worked as leadership coach to numerous principals and staff leaders and was and remains sought after by other superintendents for strategic planning and organizational management coaching. Since retiring from the superintendency, Zeff has continued in interim middle school leadership positions and mentoring of new principals, and helping districts and buildings assess and organize their priorities for the hiring of new leaders.

Rebecca Gosselin, Ed.D.

Rebecca brings over two decades of experience in the K-12 education sector, including curriculum design and implementation, strategic planning, change management, and nonprofit leadership. As Managing Director, Growth with the national nonprofit EL Education Rebecca led diverse partnership portfolios of nonprofits, corporations, philanthropic foundations, regional education entities, and districts across the country including Detroit Public Schools Community District (MI) and Oakland Unified School District (CA). As a consultant with Public Consulting Group, Rebecca worked alongside the New York State Education Department and Regents Research Fund to lead development of the 9-12 Language Arts EngageNY Curriculum, the first standards-aligned, Open Education Resource of its kind. A former classroom teacher in Pennsylvania and Brooklyn, NY and instructional coach in Boston Public Schools, Rebecca's diverse experiences across the K-12 education landscape inform her inquiry-driven approach to facilitating learning and leading change.

References

Dartmouth Public Schools (MA)	June Saba-Maguire, Superintendent 8 Bush Street Dartmouth, MA 02748 junesabamaguire@dartmouthschools.org Phone: (508) 997-3391
Plymouth Public Schools (MA)	Christopher Campbell, Superintendent 11 Lincoln Street Plymouth, MA 02360 ccampbell@plymouth.k12.ma.us Phone: (508) 830-4300
Woonsocket Education Department (RI)	Angela Holt, Assistant Superintendent 108 High Street, Woonsocket, RI 02895 aholt@woonsocketschools.com Phone: (401) 767-4600

SAMPLE STRATEGIC PLANS FACILITATED BY TLA

Dartmouth Public Schools (MA)	Medfield Public Schools (MA)	Plymouth Public Schools (MA)