



National Network OF SCHOOLS IN PARTNERSHIP

The Power of Partnership: Empowering Girls Together

Well-designed partnerships between public and private schools for girls, linking institutions across the socio-economic divide, are a powerful means of strengthening education for all involved.

Join the National Network of Schools in Partnership, along with five member schools, as we discuss how these partnerships were formed, how they are thriving and what they plan for the future.

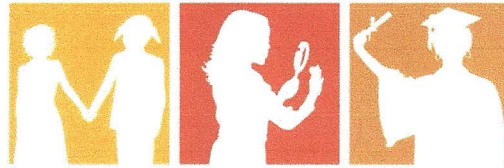
Panelists:

Laura Day, Director of Service Learning, The Hockaday School
Holly Fidler, Director of Center for Research on Girls, North Star Collaborative, Laurel School
Peter Metsopoulos, Faculty, Bryn Mawr School
Carla Spawn-van Berkum, Associate Head of School, Roland Park Country School
Eliza Alexander, Service Learning Director, Maret School
Joe Kitchen, Extended Day Coordinator, Washington Middle School for Girls
Blake Kohn, Program Director, National Network of Schools in Partnership

For additional information and documents, please visit
<http://schoolspartnership.org/NCGEdocs>

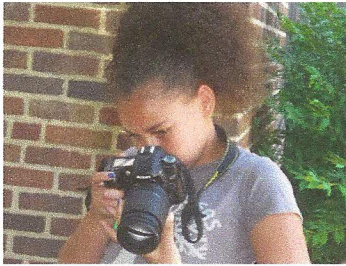
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North Star Collaborative



CENTER FOR RESEARCH ON GIRLS
AT LAUREL SCHOOL

The North Star Collaborative is a one-of-a-kind partnership between Laurel School and Warner Girls Leadership Academy, a single-gender school in the Cleveland Metropolitan School District. Visit the [North Star Collaborative website](#).



Designed to braid Laurel and Warner together in ways that are collaborative and mutually beneficial, this partnership has three strands:

1. The NSC Summer Academy, a six-week summer enrichment program for a cohort of Warner girls in the high school graduating classes of 2018 and 2019,
2. Shared Learning Experiences, which include classroom/grade level exchanges and a tutoring program staffed by Laurel Upper School students, and
3. Professional Development opportunities for faculty and staff members at both schools.

"Both Warner and Laurel students will benefit by coming to know one another over many years. Laurel girls will learn more about the complexities of urban life; Warner girls will gain skills and will have the incomparable advantage of time spent in the natural world," says Ann V. Klotz, Head of School. "At Laurel, we know girls—how they learn, think and feel. For over a century we have taught girls to claim their voices and develop as leaders. A program of North Star's ambition can transform lives— at Warner and at Laurel."

NSC Director, Holly Moten Fidler, adds "The North Star Collaborative exists to expand the mission of Laurel School, inspiring and empowering all girls, to better the world through socially conscious, action-oriented behavior. Furthermore, through the collaboration between the two school communities and our wide range of Greater Cleveland partners, we have established a model for revitalizing our region through partnership and educational access."



NORTH STAR COLLABORATIVE DEFINITION

The North Star Collaborative is an innovative partnership between Laurel School, an independent day school for girls K–Grade 12 with a coed Pre-Primary, and Warner Girls Leadership Academy (WGLA), a public Pre-K–Grade 8 single-gender school in the Cleveland Metropolitan School District (CMSD).

NORTH STAR COLLABORATIVE MISSION STATEMENT

The mission of the North Star Collaborative is to inspire each girl to fulfill her promise—intellectually, socially, emotionally and physically—and to better the world through socially conscious, action-oriented behavior.

NORTH STAR COLLABORATIVE VISION

- ★ ★ To assist in **breaking the cycle of poverty** by providing the long-term access to resources and academic support necessary for the North Stars, a cohort of Warner girls in the Classes of 2018 and 2019, **to obtain a four-year college degree.**
- ★ ★ To develop a cadre of Laurel girls who are collaborative, well informed (especially about urban education and the intersections of gender, race and social class), and **culturally competent.**
- ★ ★ To braid together the WGLA and Laurel school communities in meaningful ways as an example of public-private partnerships working to **revitalize Northeast Ohio.**

NORTH STAR COLLABORATIVE STRATEGIC GOALS

En route to high school graduation a four-year college degree, our goals are:

- ★ North Stars will perform at or above grade level each year.
- ★ North Stars will maintain a positive attitude towards education.
- ★ North Stars will make good life choices in nutrition, physical activity and social relationships.

100% of active North Stars will attain a 4-year college degree by the year 2025.



LILLIE MAY CARROLL JACKSON SCHOOL – VISION and STATEMENT OF PURPOSE

The Lillie May Carroll Jackson School envisions a world where all young women, regardless of their background, have the skills, tools, and qualities to succeed in college and to develop as leaders in their communities and the world.

LMCJS will offer a unique single-sex educational model in the middle school years to allow girls the opportunity to develop their skills and discover their passions at a particularly vulnerable stage of adolescent development. Created by Roland Park Country School in association with Bryn Mawr School, two independent K-12 schools for girls, the Lillie May Carroll Jackson School will operate in partnership with Kennedy Krieger Institute and Expeditionary Learning. LMCJS represents a new era where independent schools become integrally involved in the task of educating urban students. By actively engaging in public education through the charter school movement, we seek to add a high quality charter school to the local and national landscape and to provide compelling data on what can be accomplished within the public sector, in partnership with independent schools.

MISSION: The mission of the Lillie May Carroll Jackson School, named for the “mother of civil rights” in Baltimore and Maryland, is to create an experiential learning community for Baltimore City middle school girls grades 5 – 8. Our core belief is that changing girls’ lives changes the world. Our aim is to develop 21st century learners with a strong sense of community through rigorous academic course work, high quality adventure experiences, character development and leadership opportunities. Our girls will graduate from school prepared for the most rigorous college preparatory high schools.

EDUCATIONAL PHILOSOPHY: At the Lillie May Carroll Jackson School, we believe learning is an active process that engages students with content in ways that develop competencies and build skills rather than the simple transfer of knowledge. We believe in the importance of students actively participating in the process of constructing their knowledge by valuing their own experiences and the insight they are able to acquire by building on those experiences. With the teacher acting as a guide, this student-centered pedagogy yields a level of rigor that challenges and motivates students to acquire foundational skills and the habits of mind necessary to propel them to high school and beyond. We have anchored our educational philosophy on Expeditionary Learning because we believe it best matches our approach to teaching and learning and will help us translate what we do in our schools to the public realm.

EXECUTIVE SUMMARY (excerpts)

*Submitted to the Baltimore City Board of School Commissioners
as part of the LMCJS charter application, March 2013*

The Lillie May Carroll Jackson School envisions a world where all young women, regardless of their background, have the skills, tools and qualities to succeed in college and to develop as leaders in their communities and the world. This school is an outgrowth of years of reflection and action at Roland Park Country School and Bryn Mawr School. The foundational question--“What is the role of an independent school in the broader educational life of the city in which it is located”--has motivated us to respond to the challenge Dr. Andres Alonso put to Baltimore City independent school heads: to be “part of the solution.” Our efforts began before that challenge was issued when we opened our campus to summer public school enrichment camps and designed and began to run the successful Middle Grades Partnership program, Growing Girls and Gardens at RPCS, which now extends support and educational opportunities to the girls who attended during middle school through their high school years, and now into college. Now, working with the support of the Association of Independent Maryland Schools, we see the Lillie May Carroll Jackson School, named for the pioneer of the civil rights movement in Baltimore, as the harbinger of a new era where educators in all sectors work together to bring the very best that we can to the lives of all of our children.

Roland Park Country School and Bryn Mawr School each have over 100 years of experience in managing schools, including experience with Board recruitment and development, sound fiscal management practices and vast fund raising experience. Partnering with Expeditionary Learning and Kennedy Krieger (for special education services) offers us structures to bring our educational practices to students who may face circumstances beyond what we ordinarily experience in the independent school arena.

We are working to find a facility in near proximity to RPCS and BMS so that a true collaborative relationship can emerge between our faculties and our students, enriching the experience for all involved. We are confident that, with the support of the community organization, community leaders and political representatives in the neighborhood in which we will locate, the Lillie May Carroll Jackson School will be a treasured asset to the community.

The demand for a school such as the Lillie May Carroll Jackson School is clear by the size of the waiting lists at progressive charter schools in Baltimore City and the number of applicants to the independent schools. Parents are embracing school choice. The value of an all-girls experience, especially during the vulnerable middle school years, is well recognized; however, the number of seats at all-girls schools at the middle school level does not meet the demand. We have been pleasantly surprised and, indeed, humbled by the positive reception our work has had in the public sector. We look forward to becoming an active voice in promoting educational opportunities for all Baltimore City girls and to bringing the independent schools to the proverbial table.

*For more information: www.lilliemay.org
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**Maret School and Washington Middle School for Girls
Service Learning Partnership at SOME (So Others May Eat)
Washington, DC**

A good partnership is based on the 6 R's

Reciprocity

- Identify organizations that have a need that matches our academic program, deepening, not widening the focus of the class.
- Need to plan for significant up-front vetting of potential partnering organizations.

The Right Person

- Identify a responsive, creative person as the point person for the collaboration.
- Especially important in the initial phases of a partnership.

Relationships

- Long term relationships among our students and adults key to in-depth emotional and intellectual development for both interested parties.
- Ideally personal relationships build to trusting institutional partnerships.

Rigor

- Hard work during engagements.
- Deepening of curriculum (not broadening) through meaningful academic connections.
- Important to collaborate with academic department chairs and administration, not let the program become isolated.

Repeat, Repeat, Repeat

- Deepen and strengthen institutional connections, look for new projects to grow.
- Move away from person-dependent relationships to long-lasting, trusting institutional partnerships

Regularly scheduled interactions

- Wednesdays
- Community Building Events
- Shadow Day
- NYLC Trip Planning

Specifics for the SOME partnership

100% Participation

- All 6th graders required to work at SOME 4x a year
- All 6th graders required for Community Building Days
- Co-Developed Poetry Curriculum taught in each 6th grade

Communication/Technologies

- Good old fashioned phone calls and text messages ☺
- Weekly emails pre and post service to families with follow up reflection questions for families to use at home with their children
- Bulletin boards in hallways
- Shared Photos and Videos with WMSG
- Haiku Posting
- Skype Video conferencing

Integration Strategies

- Connection to Advising Curriculum (coordination with advisors and deans)
- Connection to other service experiences at Maret and WMSG
- Academic curriculum integration in English 6

Simple, Consistent Guidelines for Participation

- Binder with classroom, reflection and extracurricular resources
- Service Learning Coordinators act as liaisons between schools and with SOME
- Point person at SOME meets with the two schools each week to ensure consistent experience
- Service rituals- warm-ups, name tags, service pairs and reflection and snack each visit

Low Maintenance Record Keeping

- SL coordinators set tentative schedule in June and finalize in September
- SL coordinators keep blogs, handle budgets, manage logistics

Teacher Involvement

- All 6th grade advisors required to accompany their advisees from Maret
- Americorps volunteers from WMSG accompany groups each week, along with parent volunteers, and SL coordinator

Administrative Time/Financial Support

- SL coordinators organize macro-structure for program (lightening the logistical load for the teachers)
- Funds available to support continued relationship building between the two schools The first year of the program had minimal expenses (transportation costs and snacks).
- Emphasis on minimal expenditures- keep the focus on simplicity and service

What happens at SOME

- 8 Maret students take a bus to SOME
- 8 WSMG students take the metro
- The two schools meet at SOME in the volunteer room
- Students are paired with another student from the other school
- Mr. Greg tells explains the work for the day and divides the group (usually half and half)
- Most visits, half of the students work in the food pantry and the other half works in the 5 star boutique

What Happens Continued...

- Then while we work with our partners we're given lottery tickets for bonding with each other and working hard
- After an hour, we return to the volunteer room and reflect on our work with our partners and have a lottery for prizes.
- We also eat snacks!!

Examples of reflection questions

- What is the kindest thing someone has done for you?
- What is the kindest thing you have done for someone else?
- What would you like to know about homelessness in Washington DC?
- Find someone that you don't know
- Ask your partner these three questions and then answer them for your partner.
- When you are ready to report back, raise your hand.