

kid-FRIENDLy, Race to the Top



MID - PROJECT REPORT





Key Drivers

kid-FRIENDLy has identified five drivers that guide their work. Each driver is primarily aligned to one project but contributes to multiple performance measures and goals throughout all of the projects.

PROJECTS

STUDENTS AS LEADERS

LEADERS DEVELOPING LEADERSHIP

COMPETENCY BASED INSTRUCTION

PERSONALIZED LEARNING

PRESCHOOL PALS

DRIVERS

COLLEGE AND CAREER READINESS SERVICES

COMMUNITIES OF LEARNERS

COMMUNITIES OF PRACTICE

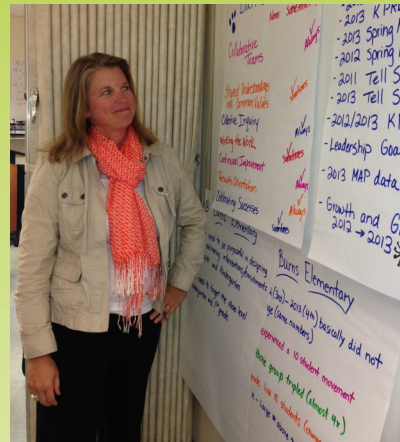
STUDENT EMPOWERMENT

COMMUNITY-BASED CHILDCARE

College and Career Readiness Services



Communities of Learners



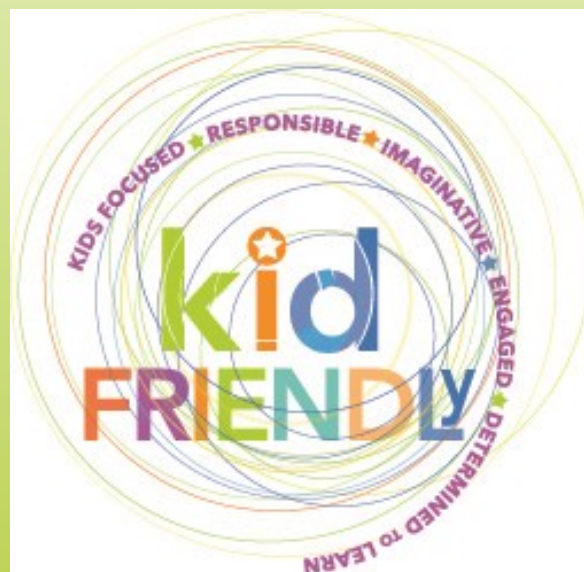
Communities of Practice



Student Empowerment



Community-Based Childcare



“From the school tours, I learned that innovative practices are doable.”

-Community of Learner Panel

The Circle of Influence

Discover: Students discover their talents and interests and know their academic data.

Dream: Students work with CCRCs to articulate their dreams for high school and post-secondary life.

Design: Students design a plan for post-secondary success through goal-setting and academic advising, that guides their course work and experiences in high school.

- kid-FRIENDLY, *More Than a Benchmark*

The 7 Habits of Highly Effective People

Be Proactive

Begin with the End in Mind

Put First Things First

Think Win-Win

Seek First to Understand, Then to be Understood

Synergize

Sharpen the Saw

- Stephen R. Covey

“ I learned to take risks, and that I have the support of other teacher leaders.”

- Teacher Leader

The BRIGANCE Early Childhood Kindergarten Screen III provides a quick and accurate assessment of a child's development in five areas:

- Academic/Cognitive Development
- Language
- Physical Development
- Self-Help
- Social-Emotional Development

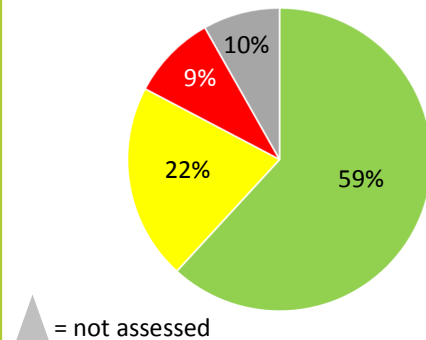


Driver: Student Empowerment

Theory of Action:

If students are given the opportunities and support to develop self and social awareness, ethical leadership, initiative, resilience, tenacity and self-management, *then* students will (1) seek and solve problems, (2) plan, prioritize and track goals, (3) innovate using creative and critical thinking strategies, (4) be empowered to act for self and others, and (5) possess a future mindset.

TLIM/GRIT engagement in all kid-FRIENDLY schools



Leading Indicators

| | |
|-----------|--|
| 2014-2015 | <ul style="list-style-type: none"> 60% of schools will be “implementing with fidelity” the LiM or GRIT process. |
| 2015-2016 | <ul style="list-style-type: none"> 75% of schools will be “implementing with fidelity” the LiM or GRIT process. 60% of schools will show progress toward establishing school environments that support student agency. |
| 2016-2017 | <ul style="list-style-type: none"> 90% of schools will show progress toward establishing school environments that support student agency. |

Strategies/Activities

| 2014-2015 | 2015-2016 | 2016-2017 |
|--|--|---|
| <ul style="list-style-type: none"> 7 Habits Trainings Implementation Trainings Student and Faculty Lighthouse Trainings Learning Forums (CoP) Achieving School wide Goals & Empowerment Trainings Coaching and Support Faculty and Student GRIT Team Meetings & Faculty GRIT Synergy Sessions | <ul style="list-style-type: none"> Student GRIT Synergy Sessions Continued Achieving Schoolwide Goals Trainings Continued Empowerment Trainings Learning Forums (CoP) Coaching and Supports | <ul style="list-style-type: none"> Intentional Strategies for Developing Student Empowerment Student Agency—Voice/Choice Coaching and Supports Learning Forums (CoP) Networking for Sustainability Instructional Rounds |

Driver: College and Career Readiness Center Services

Theory of Action:

If the College and Career Readiness Centers Services support a comprehensive system of college and career readiness developed by invested stakeholders, *then* students will graduate Life-Ready.

Leading Indicators

| | |
|-----------|---|
| 2014-2015 | <ul style="list-style-type: none"> There will be a 10% increase in the number of verified FAFSA applications. 100% of the CCRCs will personalize CCR Center services in their high school by developing Innovation Plans. |
| 2015-2016 | <ul style="list-style-type: none"> 75% of CCRCs will achieve at least Mechanical Level of Use for their current Innovation Plan. 25% of districts will implement a process for student long-range planning. |
| 2016-2017 | <ul style="list-style-type: none"> 50% of districts will implement purposeful job experiences for students (e.g., job shadowing, apprenticeship, and/or internships). 50% of districts will implement a process for student long-range planning. 75% of the CCRCs will achieve at least Mechanical Level of Use for their current Innovation Plan. |

Strategies/Activities

| 2014-2015 | 2015-2016 | 2016-2017 |
|---|--|---|
| <ul style="list-style-type: none"> CCR Counselors Financial Support for CCR Centers WIN Innovation Work Plan Needs Based PD for CCR Counselors Cultural Proficiency Institute | <ul style="list-style-type: none"> CCR Counselors Financial Support for CCR Centers WIN Innovation Work Plan Data Analysis Work Experience Institute | <ul style="list-style-type: none"> CCR Counselors Financial Support for CCR Centers WIN Innovation Work Plan Data Analysis Work Experience Programs |

Driver: Community of Learners

Theory of Action:

If leaders (1) are knowledgeable about the work of the Communities of Practice and the three domains (Digital Natives, Student Empowerment, Real-world Application), (2) are knowledgeable about other innovations, (3) are knowledgeable about leading change, and (4) collaborative and learn from each other, *then* they will have a network of support for leading and supporting innovation and lead schools that personalize learning.

Leading Indicators

| | |
|-----------|---|
| 2014-2015 | <ul style="list-style-type: none"> 100% of school and district leaders will have collaborated to develop a “snapshot” of how the school will initiate change toward personalization of learning for students. 80% of school and district leaders will participate in Community of Learners Network to collaborate with other leaders to learn from each other. 80% of school and district leaders will collaborate to select professional learning experiences for the community of learners and other staff members as appropriate, e.g., project based learning, apprenticeships for high school students, BYoD, LiM/GRIT. |
| 2015-2017 | <ul style="list-style-type: none"> 80% of schools leaders will participate in Innovation Tours of demonstration classrooms in Community of Learners Sessions. 80% of schools will have demonstration classrooms and actively share innovative practices with other schools and districts in the Community of Learners. |

Strategies/Activities

| 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|
| <ul style="list-style-type: none"> Data Retreats Superintendent Tours Community of Learner Meetings Creating Innovation Snapshots Design Thinking Workshops Coach school leaders around identified needs (Snapshot) Partner with KSBA to convene a Steering Committee Identify a set of Board Effectiveness Standards | <ul style="list-style-type: none"> Community of Learner Meetings Coach school leaders around identified needs Develop a self-assessment rubric to measure school board effectiveness Develop a protocol for continuing growth and development of school board members utilizing the self-assessment and ongoing professional learning | <ul style="list-style-type: none"> Continue providing coaching and support to district and school leaders School and district leaders will tour demonstration classroom sites from Communities of Learners Networks |

Driver: Communities of Practice

Theory of Action:

If teacher leaders engage in a process of collective learning through the kid·FRIENDLY Communities of Practice, *then* they will (1) increase their professional knowledge and skill and (2) develop classrooms that are models of personalized learning and innovative practice.

Leading Indicators

| | |
|------------------|---|
| 2014-2015 | <ul style="list-style-type: none"> 50% of teacher leaders participating in the Communities of Practice will score a “3: Management” on Stages of Concern. |
| 2015-2016 | <ul style="list-style-type: none"> 75% of Teacher Leaders participating in Communities of Practice will score a “3: Mechanical Use” or “4a: Routine Use” on Levels of Use. 75% of Teacher Leaders participating in the Communities of Practice will score a “4: Consequence” or “5: Collaboration” on Stages of Concern. |
| 2016-2017 | <ul style="list-style-type: none"> 75% of Teacher Leaders participating in Communities of Practice will score a “4a: Routine Use” or “4b: Refinement” or “5: Integration” or “6: Renewal” on Levels of Use. 100% of teacher leaders participating in the communities of practice will score a “6: Refocusing” on Stages of Concern. |

Strategies/Activities

| 2014-2015 | 2015-2016 | 2016-2017 |
|--|--|--|
| <ul style="list-style-type: none"> Learning Forums Technology-based collaboration via learning management system. On-site cognitive coaching sessions Needs-based professional learning opportunities Establish Communities of Practice | <ul style="list-style-type: none"> Learning Forums Technology-based collaboration via learning management system. On-site cognitive coaching sessions Needs-based professional learning opportunities Learning Lab Classrooms Demonstration Classrooms | <ul style="list-style-type: none"> Learning Forums Technology-based collaboration via learning management system. On-site cognitive coaching sessions Needs-based professional learning opportunities Learning Lab Classrooms Demonstration Classrooms |

Driver: Community-Based Childcare

Theory of Action:

If (1) preschool/ childcare center environment is conducive to literacy and inquiry based learning, (2) students have opportunities to master academic content, develop social emotional skills, acquire dispositions, make choices and set their own goals and dreams, and (3) teachers and directors have opportunities to collaborate through professional learning experiences and activators of student learning, *then* students will meet and/or exceed kindergarten readiness goals and be school and Life-Ready.

Leading Indicators

| | |
|-----------|---|
| 2014-2015 | <ul style="list-style-type: none"> 80% of private childcare centers will have print rich environments, e.g., room and materials labeled with photos and print, literature books for student choice, manipulatives equipped with student-friendly tasks. 100% of private childcare educators will have selected instructional curriculum and materials congruent to state content standards for students ages 3 and 4. |
| 2015-2016 | <ul style="list-style-type: none"> 80% of childcare teachers and directors will participate in kid-FRIENDLY preschool professional learning experiences focused on literacy and mathematics strategies and inquiry-based learning. |
| 2016-2017 | <ul style="list-style-type: none"> 80% of childcare teachers and directors will use literacy and mathematics strategies in unit and lesson plans focused on inquiry-based instruction. |

Strategies/Activities

| 2014-2015 | 2015-2016 | 2016-2017 |
|--|---|---|
| <ul style="list-style-type: none"> Provide enriching books to private childcare providers Deliver materials and strategies for preschool families for learning at home Monitor kindergarten readiness Brigance trainings Collaborate w/ Early Childhood Councils Provide curriculum for private childcare providers—dialogic reading, classroom community, print rich environment, alphabet awareness, personalized professional learning, and technical assistance. | <ul style="list-style-type: none"> Provide one-on-one support to private childcare centers based around their identified needs (“Preschool Snapshot”). Continue to provide formal PDs around the research-based curriculum as in Year 2, with the addition of Purposeful Play, Big Ideas of Early Mathematics. Continue to provide instructional materials. Provide sustainability training to FRYSC Staff. | <ul style="list-style-type: none"> Continue to provide one-on-one support to private childcare centers based on identified needs. Continue to provide instructional materials. Collaborate with public schools to provide regular communication with private childcare centers. Continue to provide sustainability replicable professional development for parents to access via FRYSC. |