

kid-FRIENDLy, Race to the Top



MID - PROJECT REPORT



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Award #: B416A130210

Lead LEA NCES ID: 2100108

Project Title: kid-FRIENDLy

Project Director: Sandra Baker

Grantee Name: Green River Regional Educational Cooperative

Reporting Period: 01/01/2013 – 1/01/2015

Indirect Cost Agreement approved by Federal Government: 07/01/2013 – 06/30/2015



kid-FRIENDLy Participants

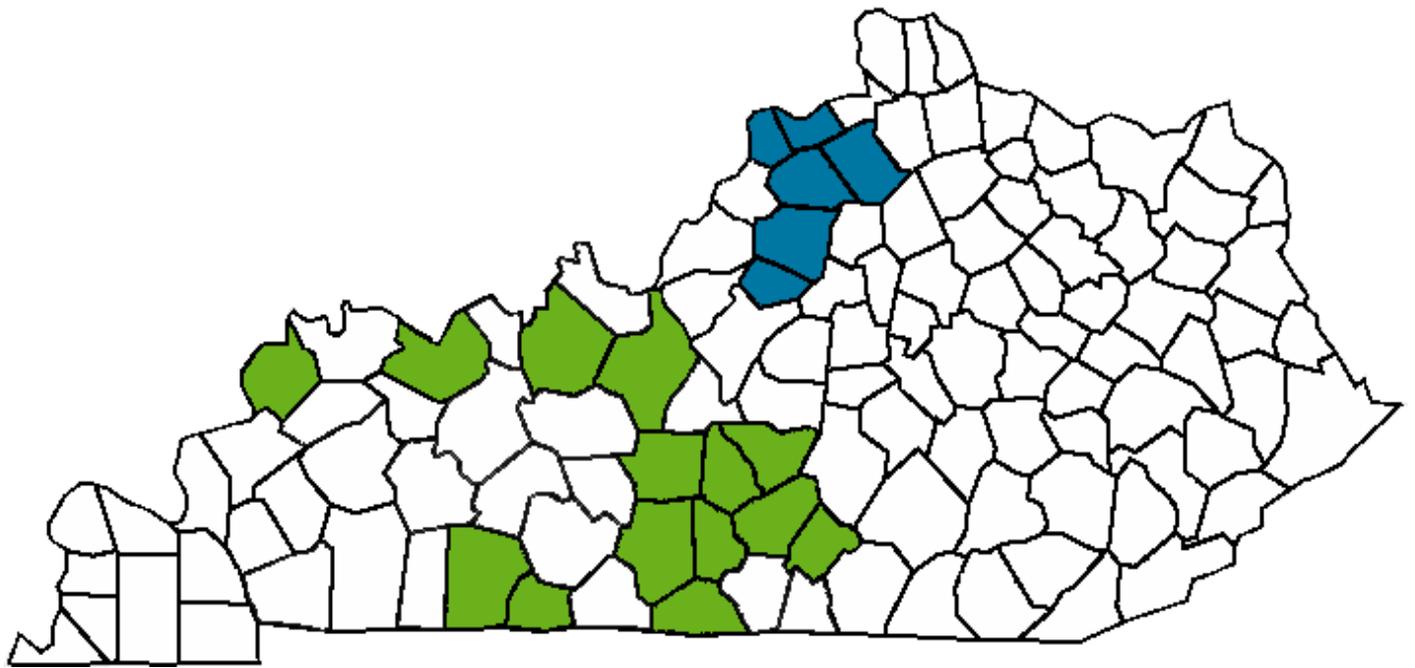


kid-FRIENDLy Schools

kid-FRIENDLy: Kids Focused, Responsible, Imaginative, Engaged, and Determined to Learn is a four-year Race to the Top-District consortium project designed to make learning just that—kid -friendly. It touches nearly 60,000 children in 111 schools in 22 school districts located in the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Educational Cooperative (OVEC) service areas.

Kid-FRIENDLy believes that great things are possible when learners drive their own learning.







kid-FRIENDLy Message

Belief

kid-FRIENDLy believes as the following drivers are achieved, individually or collectively, schools will move towards a more **Personalized Learning** experience:

1. Student Empowerment
2. Communities of Learners
3. Communities of Practice
4. College & Career Readiness
5. Community-Based Childcare

For details see the *Drivers* pages or visit www.kidfriendlyky.com

kid-FRIENDLy would like to thank all schools and partners who have supported our work to personalize learning for 60,000+ students around Kentucky.

The kid-FRIENDLy proposal established four key, multi-faceted elements (projects) of educational practice and policy to meet four core assurances designated by the US Department of Education (ED):

Projects

- Students as Leaders
- Leaders Developing Leadership
- Competency-Based Instruction
- Personalized Learning

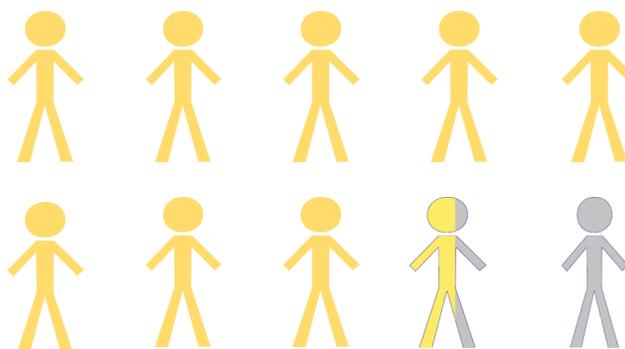
USED Core Assurances

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
- Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
- Turning around lowest-achieving schools



Rural schools possess many strengths and also face many challenges. Each child can bring something new into the classroom, and kid-FRIENDLY believes that personalized learning will lead to higher achievement. In order to truly personalize learning, schools must honor each child individually. Even in rural Kentucky, diversity is abundant—not only in race and ethnicity, but also in gender, religion, socioeconomic status, etc. kid-FRIENDLY hopes to raise awareness of the diversity in rural, as well as urban, areas so that educators will intentionally recognize and value it.

kid-FRIENDLY High-Need Students (%)



* Represented by yellow: High-need students are students in rural low-income schools (RLIS) and students who have not reached proficiency in reading at grades 3 or 10, or math proficiency by grade 11. Raw data compiled by GRREC in 2012; Each figure represents 10%.

Kentucky Schools' Perception of Cultural Proficiency in Their Community

From January to March 2015, kid-FRIENDLY partnered with *Corwin: A Sage Company* to host Cultural Proficiency Institutes. The Institute was designed to be a hands-on, interactive event that would provide educators and school personnel the practical tools, ideas, and action plans needed to move their school or district toward Cultural Proficiency. One breakout session focused on participants' personal examples of cultural awareness in their community. Each yellow figure below represents 5 examples.

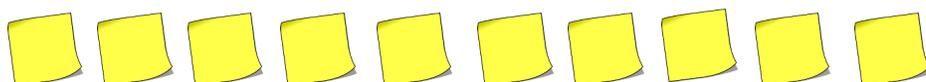
Cultural Proficiency



Cultural Blindness



Cultural Incapacity



kid-FRIENDLY PERSONALIZED LEARNING FRAMEWORK

WE BELIEVE GREAT THINGS ARE POSSIBLE WHEN STUDENTS ARE **DRIVERS** OF THEIR OWN LEARNING.

5 COMMUNITY OF LEARNERS



160+ SCHOOL AND DISTRICT LEADERS
7 LEADERSHIP MENTORS

SUPPORTS

- Explore innovative processes and practices
- Share knowledge to build capacity

LEADERS DEVELOPING LEADERSHIP INSTRUCTION PERFORMANCE MEASURES

- Effective Teachers and Principals

3 COMMUNITIES OF PRACTICE

350+ TEACHERS
12 COGNITIVE COACHES



SUPPORTS

- Learn collectively
- Organize Teacher Leaders in 3 Domains of Practice: Real-world Application, Digital Natives, Student Empowerment
- Increase knowledge and skills
- Provide Cognitive Coaching
- Provide needs-based professional development
- Partner with Family Resource Youth Service Centers

COMPETENCY BASED INSTRUCTION PERFORMANCE MEASURES

- Grade 3 Reading
- Grade 8 Algebra 1 or Geometry
- EPAS Benchmarks
- Grade 4–12 KPREP Reading
- Grade 4–12 KPREP Math
- AP Coursework
- Decreased Achievement Gap
- Graduation Rates
- College Enrollment Rates
- College Bearing Coursework – Grades 11–12

1 STUDENT EMPOWERMENT

111 SCHOOLS
60K+ STUDENTS
4,000 EDUCATORS



SUPPORTS

- Implement The Leader in Me – Grades K-8
- Develop leadership opportunities for ALL high school students through GRIT – Goal Driven Resilient Influential Teens program
- Train and support all adults
- Understand students as leaders

STUDENTS AS LEADERS PERFORMANCE MEASURES

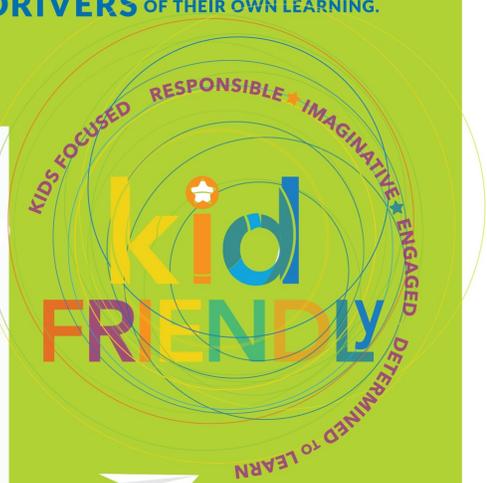
- School Engagement
- Discipline Referrals
- Bullying
- School Satisfaction
- Solve problems
- Teacher Perceptions of Positive Student Behavior
- Drop Out Indicators

STUDENT PROFILES

ACTIONABLE DATA

DESIGN THINKING

CULTURAL PROFICIENCY



4 COMMUNITY-BASED CHILDCARE

9 PRESCHOOL PALS

75+ COMMUNITY-BASED CHILDCARE PROVIDERS



SUPPORTS

- Support community-based childcare centers and family providers
- Develop print rich learning environments
- Provide literacy-based curriculum, books and take-home materials
- Build capacity
- Connect elementary school liaisons and Preschool Pals
- Connect to schools and community partners

PRESCHOOL PERFORMANCE MEASURES

- Kindergarten Readiness
- Social and Emotional Development

2 COLLEGE AND CAREER READY

24 COLLEGE AND CAREER READINESS COUNSELORS



SUPPORTS

- Empower students with information
- Create CCR Centers
- Provide professional learning
- Expand WiFi/Technology
- Partner with Family Resource Youth Service Centers
- Demystify transition from high school

PERSONALIZED LEARNING PERFORMANCE MEASURES

- School Engagement
- School Satisfaction
- Student Profiles
- Acceleration
- On Track for Graduation



PROJECTS

kid-FRIENDLY is a project of the Green River Regional Educational Cooperative and Ohio Valley Educational Cooperative

kid•FRIENDLY THEORIES OF ACTION

WE BELIEVE AS THE FOLLOWING DRIVERS ARE ACHIEVED, INDIVIDUALLY OR COLLECTIVELY, SCHOOLS WILL MOVE TOWARD A MORE PERSONALIZED LEARNING EXPERIENCE.

5 COMMUNITY OF LEARNERS



160+ SCHOOL AND DISTRICT LEADERS

7 LEADERSHIP MENTORS

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
 (1) have a network of support for leading and supporting innovation and
 (2) lead schools that personalize learning.

3 COMMUNITIES OF PRACTICE



350+ TEACHERS

12 COGNITIVE COACHES

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.

1 STUDENT EMPOWERMENT



111 SCHOOLS

60K+ STUDENTS

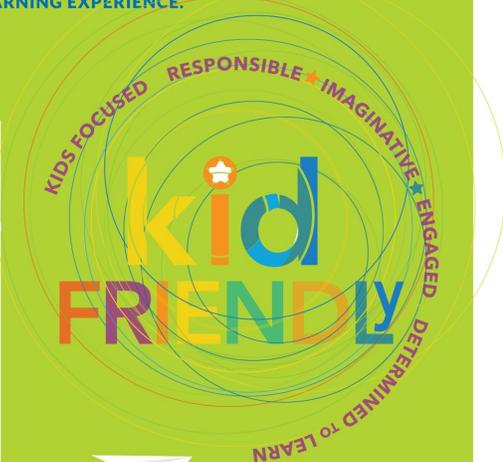
4,000 EDUCATORS

IF

students are given the opportunities and support to develop self and social awareness, ethical leadership, initiative, resilience, tenacity and self-management,

THEN

they
 (1) seek and solve problems,
 (2) plan, prioritize and monitor goals,
 (3) innovate using creative and critical thinking,
 (4) are empowered to act for self and others, and
 (5) have a future mindset.



4 COMMUNITY-BASED CHILDCARE

9 PRESCHOOL PALS

75+ COMMUNITY-BASED CHILDCARE PROVIDERS



IF

(1) community-based childcare environments are conducive to literacy and inquiry based learning,
 (2) students have opportunities to master academic content, develop social and 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.

2 COLLEGE AND CAREER READY



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.

STUDENT PROFILES

ACTIONABLE DATA

DESIGN THINKING

CULTURAL PROFICIENCY

STUDENTS AS LEADERS

LEADERS DEVELOPING LEADERSHIP

COMPETENCY BASED INSTRUCTION

PERSONALIZED LEARNING

MANAGEMENT AND EVALUATION

PRESCHOOL

PROJECTS