

kid-FRIENDLY, Race to the Top



MID - PROJECT REPORT



Project 1: Students as Leaders

Aligned Goal: Improve the academic and *non-cognitive outcomes* for students.

Performance Measures:

- Increase by 15% annually the number of students with indicators for school engagement.
- Decrease by at least 15% annually the number of discipline referrals in schools.
- Decrease by 10% annually the number of reports of bullying in elementary, middle, and high schools.
- Increase by 15% annually elementary, middle, and high school students' satisfaction with school.
- Increase by at least 15% annually the number of teachers reporting increased positive behaviors in students.
- Decrease by 15% annually the number of students in grades 4, 6, 8, 9, & 11 with 3 or more drop-out indicators.

2013-2014 Annual Progress Report (Summary):

Students as Leaders seeks to build a culture of student leadership and responsibility in each K-12 school. This project seeks to enable students to make independent and appropriate personal and (professional) career decisions. *The Leader in Me*™ program, developed by FranklinCovey, is the centerpiece of this project and seeks to engender student dispositions associated with the *7 Habits of Highly Effective People*. Districts and schools will capitalize on the strategies associated with *The Leader in Me*™ to promote student agency through curriculum, instruction, and assessment delivery models. The strategies will help students to act for themselves and take ownership for their learning by defining their learning goals, by relating their learning to authentic, real-life experiences, and by engaging them in student-centered metacognitive practices. Data from *The Leader in Me* Coaches indicate that the majority of Cohort 1 schools are faithfully implementing the program as designed.

January 2013 to January 2015:

- The *7 Habits of Highly Effective People* trainings have been delivered to 112 schools (100%).
- Approximately **1,000** LiM/GRIT PD events have been delivered.
- 69% of FranklinCovey Onsite Coaching Days have been delivered.
- 94% of the Communities of Practice Learning Forum I participants strongly agreed or agreed that the event helped them to plan and use new knowledge and skills to provide student-centered, personalized learning environments.

SoW Progress	Complete or In Progress: Not Reached End Date	Planning Phase: Not Reached End Date	Postponed or In Progress: Reached End Date	Planning Phase: Not Reached Start Date
January 2015	95%	0%	5%	0%

Celebrations:

Data provided by Administrators at the 2014 District POC Meeting revealed that 51% viewed *The Leader in Me* as their "Quick Win."

Hart Co. Student GRIT Team visited New Hope High School, AL to see how the TLIM look after 3 years of implementation. They share their story at each Synergy Session.

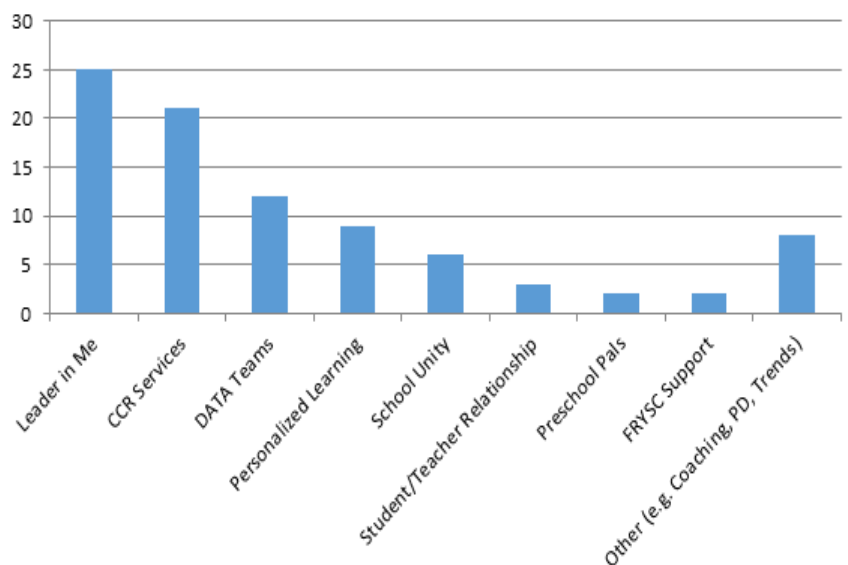
Challenges:

Establishing common coherent language

Next Steps:

Continue the Communities of Practice Learning Forums

224 LiM/GRIT Events Scheduled for 2015-2016



Project 2: Leaders Developing Leadership

Aligned Goal: Increase the number of students with access to effective/highly-effective teachers & principals.

Performance Measures:

- Increase the number of students who have access to highly effective teachers and leaders.
- Increase the number of students who have access to effective teachers and leaders.

2014-2015 Annual Progress Report (Summary):

Leaders Developing Leadership seeks to increase the percentage of students with access to effective and highly effective teachers and principals through the use of regional and district networking and mentoring for school leaders to lead innovative change, improve performance, and make key decisions based on data driven needs. Data analysis routines were established and facilitated by GRREC staff. Cognitive Coaches and Leadership Mentors facilitated on-going use of data analysis to inform innovative practices in districts and schools. Culture assessments in high schools have been conducted and leadership mentors have been trained and are actively working with superintendents and other district personnel. The Kentucky Department of Education (KDE) is the lead agency in developing a statewide superintendent effectiveness plan, and kid·FRIENDLY is partially dependent on KDE for progress on this particular component of the SOW. kid·FRIENDLY staff are collaborating with Kentucky School Board Association to design tools to assist with feedback for effectiveness of boards of education.

January 2013 to January 2015:

- 96.42% of kid-FRIENDLY schools have participated in Data Retreats.
- 50% of Superintendents have toured schools of innovation, with more scheduled.
- 86.36% of kid-FRIENDLY districts have participated in Communities of Learners.

SoW Progress	Complete or In Progress: Not Reached End Date	Planning Phase: Not Reached End Date	Postponed or In Progress: Reached End Date	Planning Phase: Not Reached Start Date
January 2015	71%	14%	14%	5%

Celebrations:

Kid-FRIENDLY, KSBA, and Dr. Thomas Alsbury collaborated to complete a draft of new Board Effectiveness Standards.

Challenges:

- The evaluation team could not establish baseline data associated with this project since the new statewide teacher and principal evaluation systems were still in pilot phase. During 2014-2015 all teachers throughout the state will be (informally) evaluated using the new system, and tracking progress on this measure will become easier, provided the evaluation team can obtain data from the Kentucky Center for Education and Workforce Statistics.

Next Steps:

- Create a committee of at least 6 Superintendents and 6 School Board members (from GRECC and OVEC) that are willing to provide feedback on the Steering Committees final draft of the new standards.
- Leadership Mentors will continue to gather information and provide support and coaching to district and school leaders around innovative and data-driven needs.
- Leadership Mentors assigned to each school will meet with the principal and/or the school innovation team with the goal of obtaining information on progress towards Personalized Learning and clarity around the "School Snapshots."

Project 3: Competency Based Instruction

Aligned Goals: Improve the *academic* and non-cognitive outcomes for students, ensure all students are on track to be college-and-career ready.

Performance Measures:

- Increase by 7% annually the number of students who are on track for CCR (meeting benchmark in *reading* and *math*)
- Increase annually the number of students in grades 4-8 meeting proficiency indicators in *reading* (7%) and *math* (10%)
- Increase by 4% the number of students completing Algebra I and/or Geometry in 8th grade—compared to 2011-12 school year
- Increase by 15% annually or to 100% the number of students meeting Kentucky College/Career Readiness Standards, which include ACT, WorkKeys, and industry certification indicators
- Increase by 12% annually the number of students who are on track for college/career-readiness as seen by an increase in the number of students meeting benchmark in reading and math on the PLAN (10th grade) and on the ACT (11th grade)
- Increase by 2% annually the combined number of 11th-12th graders taking Advanced Placement, dual credit and/or online/on-campus college courses as part of their high school experience with a goal of 20% of all 11th-12th graders taking at least one course by 2016-17
- An increase of at least 7% annually (English II)/10% annually (Algebra II) or to 100% the number of students meeting Proficiency indicators on the End of Course Assessments
- An increase of 15% (3.75% annually) in the number of Advanced Placement students taking and receiving a qualifying score

2013—2014 Annual Progress Report (Summary):

Competency Based Instruction shifts the focus of learning away from traditional teaching and assessment toward mastery of specific content knowledge and skills. Through needs-based professional development, teachers develop strategies for competency-based instruction and standards-based reporting of student progress toward proficiency. This project also involves the establishment of College and Career Centers in every participating high school toward the goal of providing a clear and coherent system to prepare all students for college and career. This project seeks to help teachers, students, and parents focus on learning systems by providing training on instructional strategies and on acquiring, managing, and using data for student progress. In Years 2-4, Teacher Leaders will engage in a process of collective learning through Communities of Practice where they will increase professional knowledge and skills to perform at higher levels and develop classrooms that are models of personalized learning and innovative practice.

January 2013 to January 2015:

- 248 Teacher Leaders have been identified.
- Approximately 240 teacher leaders participated in both Learning Forum I & Learning Forum II.
- Schools were offered a choice in 22 different Needs Based PD (based on their individual needs). Sixteen have been completed and six are in progress.

SoW Progress	Complete or In Progress: Not Reached End Date	Planning Phase: Not Reached End Date	Postponed or In Progress: Reached End Date	Planning Phase: Not Reached Start Date
January 2015	90%	5%	0%	5%

Celebrations:

- Teacher Leaders are engaged in learning/implementing personalized learning strategies in over 240 classrooms.

Challenges:

- Through Data Retreats, Kid-FRIENDLY recognized that each school had its own unique needs. Therefore, Needs Based PDs were immediately offered to those who might benefit.

Next Steps:

- Identify Learning Lab Classrooms and Demonstration Classrooms
- Continue providing coaching and support to teacher leaders.

Project 4: Personalized Learning

Aligned Goals: Improve the *academic* and *non-cognitive* outcomes for students & all students are capable and prepared for postsecondary careers, college, and/or technical school.

Performance Measures:

- Increase by 15% annually the number of all students with indicators for school engagement
- Increase by 15% annually elementary, middle, and high school students' satisfaction with school
- Increase the percentage of 8th grade and high school students who have a Career Profile that identifies and describes ways to improve gaps in reading, math, and employability skills related to a specific career pathway
- Increase by 25% (6.25% annually) the number of 4th, 6th, and 8th grade and 20% (5% annually) the number of high school students who are accelerated in their coursework
- Decrease by 15% annually the # of students in grades 4, 6, 8, 9, and 11 who have 3 or more drop-out indicators
- Increase by 10% annually the number of student who submit FAFSA forms
- Increase by 10% annually the # of students in internships/co-op experiences related to their career pathways

2013-2014 Annual Progress Report (Summary):

Personalized Learning seeks to give students the opportunity to demonstrate mastery of standards at multiple times and in comparable ways, as well as to provide learning resources and instructional practices that are adaptable and fully accessible to all students. Ultimately, teachers will become coaches and mentors who guide students to design their own learning pathway experiences; students become goal-driven, self-reflective learners. A student-generated Personalized Learning Profile provides teachers and parents with a plan of action (based on individual needs, abilities, and competencies) to support the pace at which the learner is progressing. Each school developed a school-wide Personalized Learning Plan, supported by professional development, enhanced technology resources, and technical support.

January 2013 to January 2015:

- 90.17% of kid-FRIENDLY schools were represented at Year One's Personalized Learning Symposium.
- 100% of kid-FRIENDLY schools submitted Personalized Learning Plans in which they were supported accordingly.
- 100% of kid-FRIENDLY schools have submitted an Innovation Snapshot, a supplement to their Personalized Learning Plans.
- 100% of kid-FRIENDLY schools have received funds for expanding technology aligned to their PLP.
- All 22 districts have operationalized CCR Centers and been provided with financial supports for coaching.

SoW Progress	Complete or In Progress: Not Reached End Date	Planning Phase: Not Reached End Date	Postponed or In Pro- gress: Reached End Date	Planning Phase: Not Reached Start Date
January 2015	71%	14%	0%	14%

Celebrations:

More than 400 district/school staff attended the Cultural Proficiency Institute. Along with EILA credits, kid-FRIENDLY was able to connect with the KY Board of Social Work, and obtain CEU approvals for FRYSCs who are Licensed Social Workers. We were commended by the Executive Director of KBSW for the Cultural Proficiency work we are doing.

Challenges:

CCRCs' time has been divided between helping students meet benchmarks and providing students with the opportunities to develop a future mindset with lifelong skills to be successful. CCRCs have now shifted their focus to view students as "More Than a Benchmark." Each CCRC was encouraged address a unique need within their district with an innovative solution.

Next Steps:

- Work Experience Institute
- Leadership Mentors will coach school leaders around Innovation Snapshots.

Project 5: Management & Evaluation

Aligned Goal: Provide guidance to the overall process of managing personnel, facilities, and expenditures related to a complex, multifaceted educational initiative

2013-2014 Annual Progress Report (Summary):

This additional project, created in accordance with U.S. Department of Education (USDE) Scope of Work guidelines, governs the management and evaluation components of the grant itself. After the project director and program managers were hired, this leadership team collaborated with GRREC and OVEC staff to develop the Scope of Work to guide the work of this grant. The director then worked to hire the additional support staff and the external evaluation team, as well as to establish other support structures to carry out the grant. When the original project director chose to retire toward the end of the first year of the grant, another season staff member from GRREC stepped into the role.

January 2013 to January 2015:

- Kid-FRIENDLY consists of 71 staff members.
- The WKU Rock Solid Team is serving the role of external evaluator to develop tools and protocols related to program implementation, formative evaluation, and summative evaluation. Several tools have been developed and implemented, while supplemental tools are in progress.
- 100% of RTTD Staff have been provided with Personalized Learning Professional Learning.
- Rental office space is provided by The Badgett Business Center

SoW Progress January 2015	Complete or In Progress: Not Reached End Date	Planning Phase: Not Reached End Date	Postponed or In Progress: Reached End Date	Planning Phase: Not Reached Start Date
	85%	8%	8%	0%

Celebrations:

- 94% of the Scope of Work activities have been complete or are in progress.

Challenges:

kid-FRIENDLY developed geographic systems and protocols for communication feedback loops, internally and externally. While the protocols have provided guidance, the team realized a need to revise and establish clearer processes as the complexity of the work continues to evolve. The sheer magnitude of this project in 112 (now 111) schools and 22 districts with 2 educational cooperatives continues to be challenge and requires each member to be an innovative "Thought Leader." Staying connected with one another while proceeding to implement day-to-day work has been challenging. Therefore, Team Check Ins began January 2015, while Cabinet and Implementation Meetings also remain on the schedule. The team remains focused on the potential of changing the landscape of education for students. The identification of the key drivers have provided the team with direction to do what is both necessary and critical for the project to move creating innovative practices in classrooms and the broader educational community.

Next Steps:

- kid FRIENDLY Staff Retreat to renew motivation and inspiration while reconnecting with coworkers as kid-FRIENDLY staff are stationed all across Kentucky and have never all been united at once. The retreat will help all members get recalibrated and have a strong focus on internal communications.

Supplemental Project: Preschool Pals

Aligned Goals: Improve the academic and *non-cognitive* outcomes for students and ensure all students are on track to become college-and-career ready.

Performance Measures:

- Increase by 8% annually the number of participating students who are kindergarten-ready
- Increase by 15% annually the number of students who arrive at kindergarten with the prerequisite indicators for social and emotional development as measured by the Kindergarten Entry Screener

2013 –2014 Annual Progress Report (Overview):

The *Preschool Pals* project provides training and ongoing support for private childcare centers, preschools, and in-home daycare through a cohort of Preschool Pals. Each Preschool Pal has a small toolbox of resources to share every few weeks with centers, including classroom instructional strategies, read-alouds, and research-based curriculum.

January 2013 to January 2015:

- Preschool Pals provided on-site trainings to 170 childcare centers on the Brigance Screen III for children ages 3-5.
- Literature storybooks and take home backpacks have been delivered to **all** Childcare Centers that kid-FRIENDLY services.
- Over 100 PD opportunities have been delivered to private childcare centers.
- *Preschool Pals* met all Scope of Work Items in Year One and are now expanding its work even more!

SoW Progress January 2015	Complete or In Progress: Not Reached End Date	Planning Phase: Not Reached End Date	Postponed or In Pro- gress: Reached End Date	Planning Phase: Not Reached Start Date
	100%	0%	0%	0%

Celebrations:

- Preschool Pals are currently serving 85 private childcare centers.
- 100 Private Childcare Providers & Center Staff were able to gather together for the first time at GRREC for a Brigance Training in March 2014!

Challenges:

- Developing rapport and building trust with private childcare centers.

Next Steps:

- Design “Preschool Snapshot”
- 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.
- Provide sustainability training to FRYSC Staff.