



Date: December 10, 2019

To: Navigator Schools Board of Directors

From: Heather Parsons, Director of Curriculum & Instruction

Subject: Dissemination Update

Objectives

- 1) The Board will receive grant updates.
- 2) The Board will be briefed on work with our three partner schools.
- 3) The Board will be briefed on next steps for dissemination.

Grant Update

Navigator has applied and received a grant from the Charles and Helen Schwab Foundation to continue to increase our impact through dissemination. The grant award of \$250,000 is for a one-year period beginning November 1, 2019.

Partnership Work

We continue to work with both Healdsburg Unified School District elementary schools and Cerra Vista Elementary School, our Hollister School District partner. We have added a third organization to this year's cohort, Gem Prep Nampa. They are a charter school located in Nampa, Idaho. Gem Prep met the majority of our readiness criteria outlined in Table 1 and have already adopted our organizational quizzes. This year's cohort now includes two traditional public schools, one dependent public charter school, and one independent public charter school. We feel this diversity of partnerships will help inform us with strategic decisions around future partnerships.

Table 1. Partner Readiness

Conviction

- ☐ District and site leadership teams share a vision that significant changes are needed in classroom instruction and school culture to realize equitable outcomes for all students
- ☐ Leaders act boldly on behalf of student equity and make the necessary programmatic changes to achieve their vision
- ☐ We are ready to prioritize time and resources to developing the people who impact change
- ☐ We feel the problem is larger than just our school and we are willing to share our experience, data and learnings to benefit the broader educational community

Coalition

- ☐ Both our district and site leaders have a shared vision of academic excellence and agree that partnering with Navigator will add value to the coalition
- ☐ We have developed deep and broad support that includes all levels of influence, including families

- ☐ At least 80% of our teachers are excited about partnering with Navigator to implement the Core 3
- ☐ -or- We have a committed cohort of teachers that will be piloting the Core 3 in year one

Clarity

- ☐ We have developed a clear instructional vision focused on helping all of our students reach their highest potential
- ☐ We will identify a coach that will be a part of the Core 3 coaching development cohort for at least 2 years (This could be a site administrator as long as there are at least 2)
- ☐ We understand that high fidelity implementation of the Core 3 practices & strategies will result in the best possible outcomes, therefore:
 - ☐ We are committed to devote time weekly to coaching all teachers
 - ☐ We are committed to devote time weekly to leadership coaching
- ☐ We are clear about how our assessment practices and tools will need to change in order to implement short-cycle data analysis
- ☐ We understand the academic success is the number one priority for site leaders and changes may need to be made to support operational tasks

Culture

- ☐ Our staff culture is positive and people will optimistically take on new challenges to raise student achievement
- ☐ Our teachers have a growth-oriented culture and would be willing to implement initiatives such as weekly coaching to improve their practices
- ☐ We have a strong culture of error where risk taking is safe

Capacity

- ☐ Our leaders are experienced leaders who will be able to manage change
- ☐ There are no other large initiatives this year that would cause teachers and leaders to feel overwhelmed
- ☐ We have enough human resources to address both operational responsibilities and academic coaching

Heather Parsons and Norma Knox continue to meet weekly with the schools' respective leadership teams to develop their leaders around the Core 3 Objectives shown in Table 2 and support the implementation as needed.

Table 2. Core 3 Objectives	
LEADERSHIP DEVELOPMENT OBJECTIVES	COLOR KEY
Leaders have adjusted their calendars to spend the majority of their time as (Core 3) instructional leaders	Exemplary Modeling Support for Others
Leaders are doing classroom walkthroughs and visiting every classroom weekly	Proficient or Little Support Needed
Leaders are building a common language/best practices by regularly training and coaching Teach Like a Champion techniques	Beginning or Still Needing Support

Leaders are regularly delivering PD based on school needs.		Not Yet Implementing or Area of Concern
Leaders are observing classrooms regularly and live coaching		THEMATIC GOAL
Leaders are coaching intellectual preparation weekly (Pilot classrooms for partners)		
Leaders are coaching data analysis meetings with teachers weekly (Pilot Classrooms for Partners)		
Leaders are looking at schoolwide data to help inform next steps in professional development, coaching and model iterations		
Leaders are ensuring there is a schoolwide and classroom intervention programs and that they are impactful		
Leaders are celebrating school culture and data wins with the staff weekly		
Leaders are maintaining a positive staff culture through creating staff agreements, accountable communication, empowering problem solvers		
TEACHER OBJECTIVES		
BUILDING A STRONG CLASSROOM CULTURE	IMPLEMENTING PERSONALIZED & RIGOROUS INSTRUCTION	COLLECTING & USING DATA
ROUTINES & PROCEDURES are in place and reinforced with no wasted time	Teachers have clearly completed INTELLECTUAL PREPARATION as evidenced through their IP assets and instruction	School employs a SHORT-CYCLE ASSESSMENT PLAN (daily and weekly) to monitor learning
There is MUTUAL RESPECT between students and teachers that includes clear expectations of behavior and work ethic from all parties	Students do the HEAVY LIFTING at all times, with ample student discussion, while teachers facilitate learning with targeted questions	Teachers are COLLECTING DATA throughout the day
There is a high level of active student ENGAGEMENT	Students can DEMONSTRATE & DEFEND their claims using RACE, CASE, thinking maps and prove/disprove	Teachers are ANALYZING DATA and making the necessary plans to intervene
SEL, DIVERSITY & INCLUSION is evident in all classrooms and organizational initiatives are being implemented effectively	PERSONALIZED INSTRUCTION is occurring in small, leveled groups and lessons are focused on power standards	Teachers are RESPONDING TO DATA in the moment, as well as planning future interventions and instruction

Next Steps

1. The dissemination team will continue to work with current partners to ensure the most effective rate of implementation for each individual school's situation and support their teams through one or more weekly professional development sessions per partner.
2. We are working to secure additional partner schools for the 2020-2021 academic year.
3. Kirsten and Heather are working to map demand and the addressable market for the model, assess partner schools' willingness to increase spending to meet costs, and develop a strategic marketing plan to attract new partnerships.
4. We will continue to create a talent plan for model-provider leadership and execution responsibilities.
5. We will update the budget with detailed revenue and cost projections and develop a multi-year growth plan.

We look forward to continuing to update the Board as we pilot the dissemination work this year and beyond.