



Date: February 1, 2020

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 current partner schools.
- 3) The Board will be briefed on next steps for dissemination.
- 4) The Board will be provided questions to consider as we look to 2020-21, the second year of the board-approved two-year dissemination pilot

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. Continued funding from Schwab and New School Venture Fund is likely if outcomes from the dissemination efforts are positive and the number of schools served is expanded in 2020-21. Funding received for dissemination efforts in 2019-20 have allowed Navigator to pay for salaries that are benefiting our partner schools as well as Navigator's in many ways, including improved materials and coaching.

Current Partnership Work

We continue to work with:

- Cerra Vista (Hollister)
- Gem Prep Nampa (Idaho)
- Healdsburg Unified School District
 - Healdsburg Charter
 - Healdsburg Elementary

Heather Parsons and Dissemination Associate Norma Knox continue to meet weekly with the schools' respective leadership teams to develop their leaders around the Core 3 Objectives. The team has designed a tool for collecting observational data for the Core 3 Elements that helps principals visualize this data so that they can better support their staff with coaching, professional development, and how the principals spend their time. These new tools are now being used at Navigator, one of many advances that have supported our own schools thanks to our dissemination efforts. Tables 1 and 2 are examples of how heat-maps can create a clear

pathway for leaders and principal managers to responsively adjust their weekly calendars and workshop sessions.

Table 1 : Teacher Support Heat-Map

UNIT 1																				
School NAME		GK T1	GK T2	G1 T1	G1 T2	G2 T1	G2 T2	G3 T1	G3 T2	G4 T1	G4 T2	G5 T1	G5 T2	G6 T1	G6 T2	G7 T1	G7 T2	G8 T1	G8 T2	Averages
Culture	ROUTINES & PROCEDURES are in place and reinforced with no wasted time	1	4	2	3	3	4	3	3	4	2	2	1	3	3	3	2	2	3	2.67
	There is MUTUAL RESPECT between students and teachers that includes clear expectations of behavior and work ethic from all parties	2	4	3	3	3	3	3	4	3	2	2	2	3	3	3	3	2	3	2.83
	There is a high level of active student ENGAGEMENT	2	3	2	3	2	4	3	3	3	2	2	2	3	2	3	3	2	3	2.61
	SEL, DIVERSITY & INCLUSION is evident in all classrooms and organizational initiatives are being implemented effectively	2	3	2	3	3	4	3	3	3	3	3	2	3	2	3	3	2	3	2.78
Rigor	Teachers have clearly completed INTELLECTUAL PREPARATION as evidenced through their IP assets and instructional planning	2	3	2	3	2	3	3	3	1	2	3	1	3	2	3	3	2	3	2.44
	Students do the HEAVY LIFTING at all times, with ample student discussion, while teachers facilitate learning with targeted questions	1	3	2	2	3	3	3	3	2	2	2	1	2	2	3	2	2	2	2.22
	Students can DEMONSTRATE & DEFEND their claims using RACE, CASE, thinking maps and prove/disprove	1	3	1	3	3	2	3	3	1	2	4	1	3	1	3	2	2	2	2.22
	PERSONALIZED INSTRUCTION is occurring in small, leveled groups and lessons are focused on power standards	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2.11
Data	Teacher employs a SHORT-CYCLE ASSESSMENT PLAN (daily and weekly) to monitor learning	2	4	2	2	2	3	3	3	2	2	3	2	3	2	3	2	1	2	2.39
	Teachers are COLLECTING DATA throughout the day	2	4	2	2	2	3	2	2	2	2	2	1	2	2	2	1	1	2	2.00
	Teachers are ANALYZING DATA and making the necessary plans to intervene	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	1	2	2.06
	Teachers are RESPONDING TO DATA in the moment, as well as planning future interventions and instruction	1	3	2	2	2	2	2	2	2	1	2	2	2	1	2	1	1	2	1.78
	Intervention time is meeting the criteria of excellence as outlined in the VOE	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Averages																				2.34
4	Exemplary Modeling Support for Others																			
3	Proficient or Little Support Needed																			
2	Beginning or Still Needing Support																			
1	Not Yet Implementing or Area of Support Focus																			
	Not Yet Introduced																			

Table 2 : Leader Support Heat-Map

LEADERSHIP DEVELOPMENT OBJECTIVES		Leader 1	Leader 2	Leader 3
Leader calendars reflect an instructional priority and are change to meet the development needs of the staff		1	1	1
Leaders are doing classroom walkthroughs and visiting every classroom weekly		3	3	3
Leaders are building a common language/best practices by regularly training and coaching Teach Like a Champion techniques		3	3	3
Leaders are regularly delivering PD based on school needs		2	2	2
Leaders are observing classrooms regularly and live coaching		2	2	1
Leaders are coaching intellectual preparation weekly (Pilot classrooms for partners)		1	3	1
Leaders are coaching data analysis meetings with teachers weekly (Pilot Classrooms for Partners)		1	1	1
Leaders are looking at schoolwide data to help inform next steps in professional development, coaching and model iterations		2	2	2
Leaders are ensuring there is a schoolwide and classroom intervention programs and that they are impactful		1	1	1
Leaders are celebrating school culture and data wins with the staff weekly		4	4	4
Leaders are maintaining a positive staff culture through creating staff agreements, accountable communication, empowering problem solvers		3	3	3

Next Steps

The following actions are planned to further dissemination efforts:

1. The dissemination team will continue to work with current partners to ensure the most effective rate of implementation for each school's situation. We will support their teams through one or more weekly professional development sessions per partner.
2. We are working on dissemination strategy for the 2020-2021 academic year and will be looking for board input.
3. We will update the budget with detailed revenue and cost projections and develop a multi-year growth plan.

4. Kirsten and Heather will continue to map demand, assess current partners' willingness to increase spending to meet costs, and develop a strategic marketing plan to attract new partnerships.
5. We will continue to create a talent plan for model-provider leadership and execution responsibilities.
6. We will continue to evaluate obstacles that our partners are encountering so that we can iterate the dissemination scope & sequence for both public charter and traditional public school partners.

Partnership Development for 2020-21

In addition to working to maintain current partners, we have been in communication with the following schools for possible 2020-21 collaboration:

- Hayward Collegiate (Hayward)
- Yu-Ming Charter School (Oakland)
- Wonderful Prep School (2) (Delano)
- Grimmway Schools (2) (Bakersfield)
- Rod Kelley (Gilroy)

Additionally, one school district inquired about a potential partnership in which we provide coaching, support and training to the district's principal manager, as opposed to supporting the principal directly. This approach has interesting benefits as it could increase capacity at a more senior level in the organization which could strengthen sustainability of Navigator model implementation while also potentially increasing the number of principals and students impacted. Analyzing this potential new approach is one of the questions we would like the board to discuss.

Key questions to consider:

1. For 2020-21, should we remain at current number of partners or expand to as many as eight?
2. How has model providing strengthened or weakened Navigator?
3. Should we expand our services to include principal managers?

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