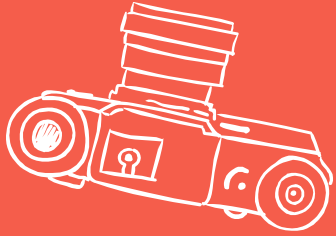


KENNEDY FAMILY UPDATE





BUILDING A PARTNERSHIP (YEAR 1-2)

Ensure Strong Implementation Across Sites

- ✗ Build relationships and understanding of our equity-based transformation approach
- ✗ Ensure early impact in intensive schools to build momentum for transformation with leaders, teachers and other constituents
- ✗ Begin building Transformational Leadership capacity and establish a strong community of change leaders



DIFFERENTIATED SUPPORTS

Transformation Sites

Team participation in Transformation Network

Coach on site: 1.5 days per week:

- School-wide goals/action plans
- Building capacity in team members to execute on action plans

★ *Coronado*
★ *Grant*
★ *Wilson*
★ *Stege*
★ *Kennedy*

Intensive Sites

Team Participation in Transformation Network

Coaches on site: 3.75 days per week:

- School-wide goals/action plans
- Instructional leadership team
- Professional development design
- Teacher collaboration
- 1-1 coaching for selected teachers

★ *DeJean*
★ *Nystrom*
★ *King*
★ *Lincoln*



TIMELINE OF KEY ACTIVITIES

June	3-day Instructional Leadership Team Institute for Kennedy Family Schools
July	Close collaboration with district team and other external partners (NEP, Connect Ed) to ensure strong start
August	Transformation Teams formed and Partners coaches matched with schools
September	Transformation Network launched
October	Partners staff established regular coaching sessions with teams and individuals
November	Cycle Reviews (Quarter 1 Data Analysis) at multiple levels (transformation teams, ILTs, grade Levels, etc.)



EARLY FEEDBACK FROM PARTICIPANTS

- ✘ 100% of participants from the September Transformation Network session rated themselves as likely to implement the concepts and ideas at their sites.
- “I loved that we had the space to talk as a school transformational team with structured questions that are incredibly relevant to the work we do.”
- “It was great that everything was continually connected back to what we are already in the process of doing at our sites.”

PROGRAM IMPLEMENTATION AND SCHOOL VISIT DATA

YTD Implementation Over Time (PIT)

Overall (goal 90%)



Weekly ROCI (goal 75%)

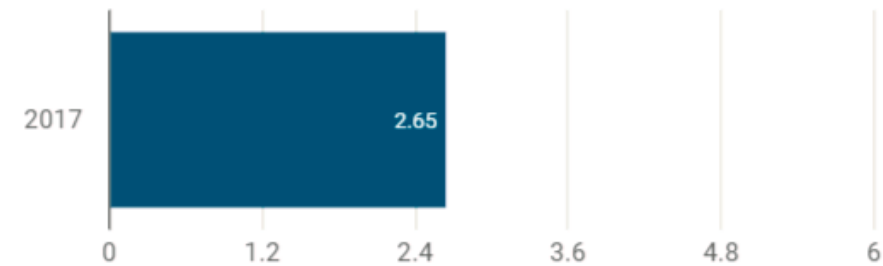


Grade Level Cycle Items (goal 80%)



Adult Capacity (Spring STRs)

Results-Oriented Leadership



Systems for Professional Learning



Core Instructional Program





CHALLENGES

✗ Teacher Collaboration Time:

- Limited time (per calendar)
- Limited availability/reliability of substitutes
- Working to define a vision for strong teacher collaboration and prioritize activities given time constraints

✗ Creating Alignment and Focus:

- Helping schools to coordinate multiple supports/partners
- High numbers of new teachers = fewer seasoned teacher leaders to share the load



ZOOMING IN ON KING

Focus:

- ✗ All students leave K-3 on grade level in reading and students in grade 4-6 grow at least a year in reading
- ✗ Build a collaborative staff culture

How is Partners supporting these goals?

- ✗ Supporting principal to narrow focus areas, develop a strong leadership team and monitor instruction
- ✗ Guiding ILT to plan grade level collaboration meetings aligned to school focus
- ✗ Supporting grade levels to engage in Results Oriented Cycles of Inquiry (structured release time and building capacity of ILT members to lead within their teams)
- ✗ Developing coaching relationship with new teachers to build strong culture and classroom instruction



ZOOMING IN ON WILSON

Focus:

- ✗ Rigorous implementation of the new Intervention Program and more consistent use of Accelerated Reader and instructional planning tools

How is Partners supporting these goals?

- ✗ Supporting principal to monitor new intervention program through grade level meetings, regular data analysis and weekly classroom walkthroughs
- ✗ Working with 4th grade teacher/tech lead to develop roll out plan and teacher training for 1:1 iPad initiative
- ✗ Working with 2nd grade teacher to act as a model and support to other teachers



NEXT STEPS - GOING FORWARD

✕ Cycle Reviews

- Guiding leaders and grade level teams to use Q1 data to assess progress toward annual goals and identify adjustments needed going forward

✕ Maximizing Teacher Learning Time

- Refine use of Wednesday professional learning to ensure alignment and focus around the top instructional priority for each site

✕ Prioritizing Instructional Leadership

- Setting up systems that help leaders to keep their day-to-day focus on teaching and learning