

# Designing a System of Navigators to Support Every Child:

Session 2 in the Success Planning  
Webinar Series

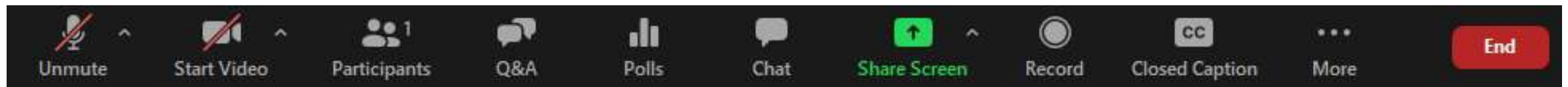
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# Welcome and Tech Tips

- ❑ Participants are **muted** to limit background noise
- ❑ For tech support, please send **chat message** to Jaspal Matharu (HGSE IT)
- ❑ Please share comments in the **chatbox** and submit questions in the **Q&A**
- ❑ We are **recording** today's session
- ❑ Live captioning is available by using the **“CC”** button on the bottom of the screen



# Learning Objective



**Understand the key design elements for creating a system of navigators to support every child**



# Session Overview

- **EdRedesign and Success Planning Overview**
- **Examples from the Field**
  - Keri Randolph, Executive Officer for Strategic State, Federal and Philanthropic Investments, Metro Nashville Public Schools, Nashville, TN*
  - Lori James-Gross, Superintendent, Unity Point School District, Carbondale, IL*
- **Design Elements for Navigator Role**
- **Q&A**

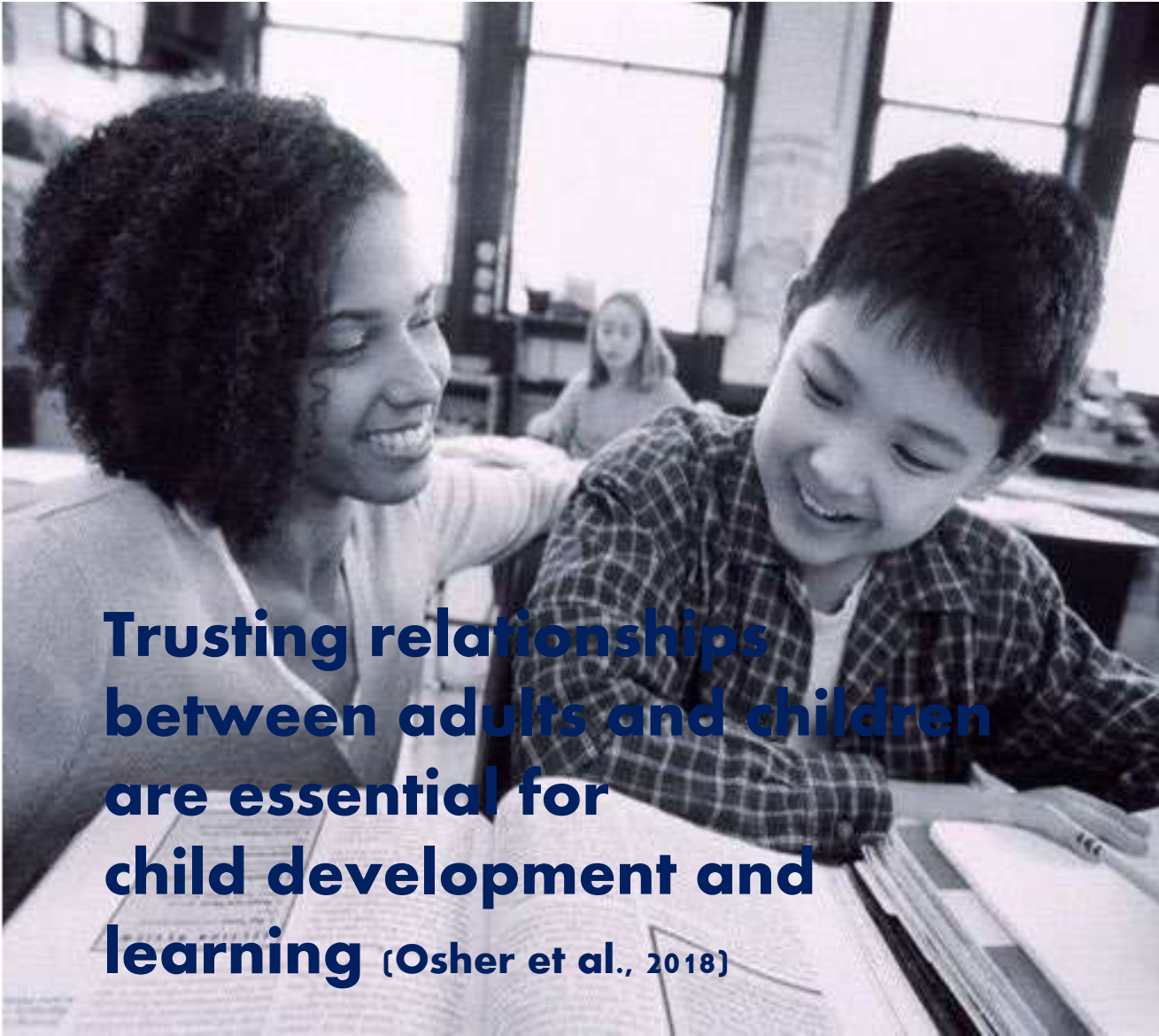


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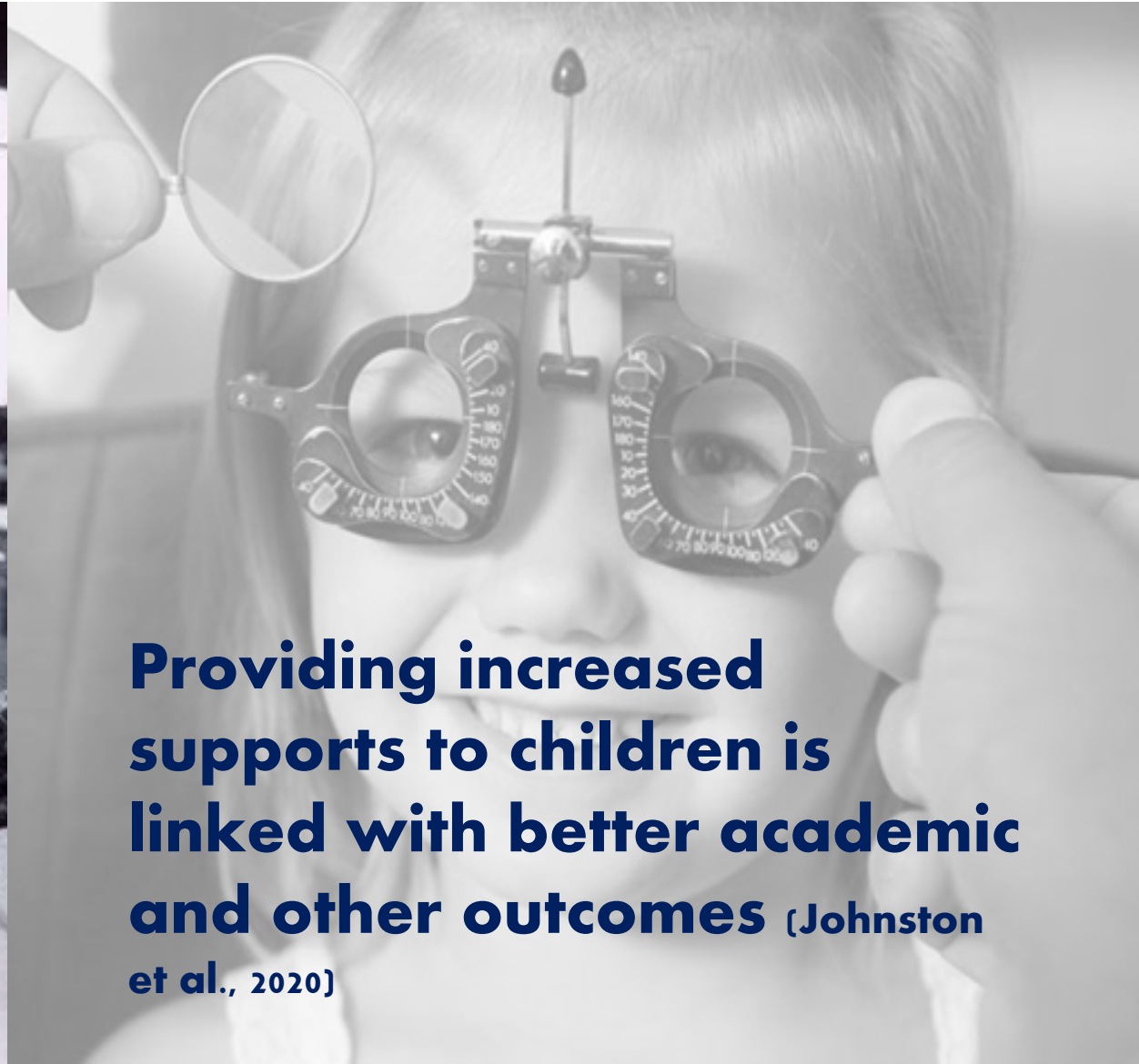
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# Research shows...



**Trusting relationships between adults and children are essential for child development and learning** (Osher et al., 2018)



**Providing increased supports to children is linked with better academic and other outcomes** (Johnston et al., 2020)



**We are now going to make Success Planning concrete**  
**[Watch VIDEO](#)**

# 10 Guiding Principles



Equitable



Comprehensive



Student-Centered



Relationship-Driven



Personalized



Actionable



Cross-Sector



Information-Driven



Secure



Sustainable



# The Navigator Role in Success Planning

Student



Navigator



System of Comprehensive Supports



**1** Academic Resources 

**2** Health & Social Services 

**3** Enrichment Activities 

Utilizes actionable data to develop an individualized support plan

# Examples from the Field



**Keri Randolph**

*Executive Officer for Strategic State, Federal  
and Philanthropic Investments  
Nashville Metro Public Schools*



**Lori James-Gross**

*Superintendent  
Unity Point School District*



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# Navigators

**Connecting Each Student to a Path of Success**

Keri Randolph, EdLD  
Executive Officer of Strategic  
Investments



Connector to resources and supports



Navigator Support



Actionable Data



Navigator



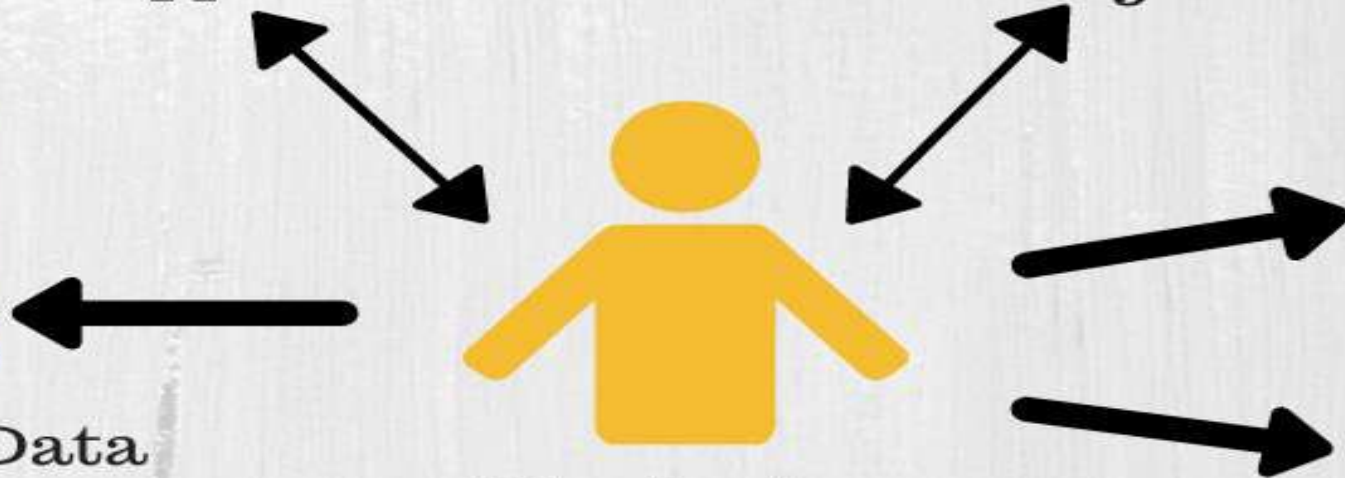
Social Worker,  
Counselor, etc.



Teacher



Students



# Navigator Data Process and Tools

## MNPS Navigator Weekly Student Check-in: Alex Green Elementary

Each week, use this form to take notes and record status updates during each student check-in while following the weekly script (see the Navigator Handbook).

Before clicking "Submit", remember to check the box ("Send me an email receipt of my responses") to keep a copy of your submission.



Microsoft Forms

1. Student full name: \*

*Please enter the student's first and last name.*

Microsoft Power BI

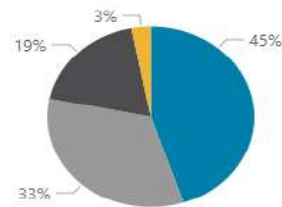


### Areas of Concern from Navigator Check-ins

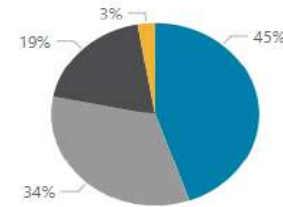
Students may be counted more than once. By default, the 'Survey Date' filter is set to the most recent week. **Confidential - MNPS Use Only**



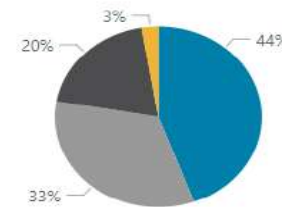
Student check-ins by Consistent computer access concerns



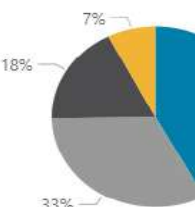
Student check-ins by Reliable Internet access concerns



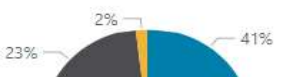
Student check-ins by Virtual learning conditions/workspace concerns



Student check-ins by Academic engagement success concerns



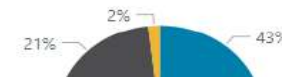
Student check-ins by Food security or meal services concerns



Student check-ins by Housing stability concerns



Student check-ins by Mental/emotional well-being concerns

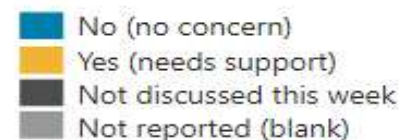


Student check-ins by Enrichment, hobby activities concerns

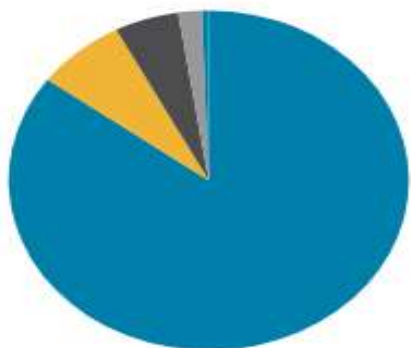


# Areas of Concern from Navigator Check-ins

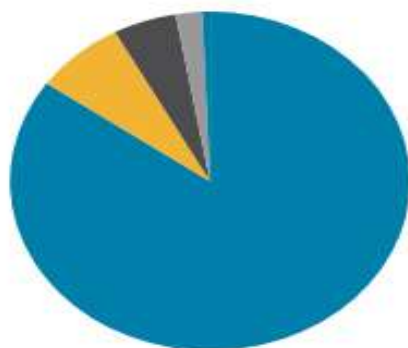
Students are counted more than once. Filter on 'Survey Date' to view the most recent check-ins. **Confidential - MNPS Use Only**



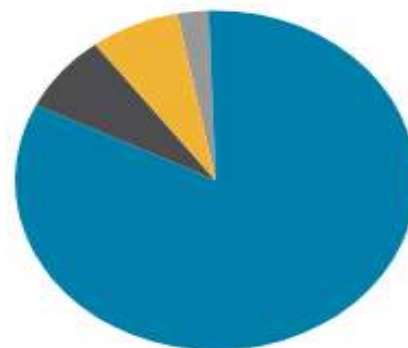
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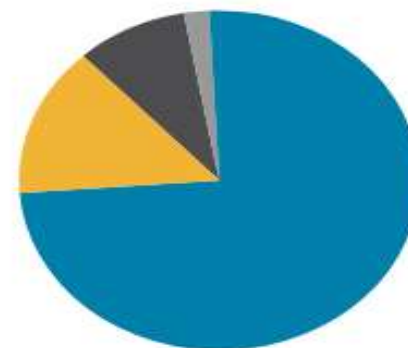
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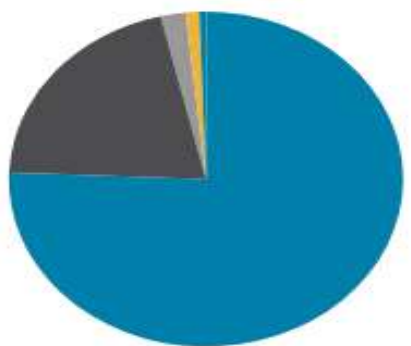
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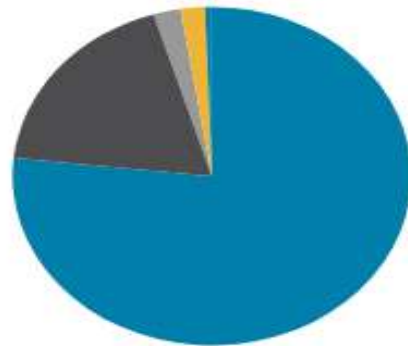
Student check-ins by Academic engagement and success concerns



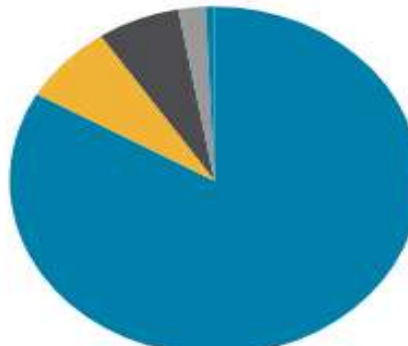
Student check-ins by Food security or meal services concerns



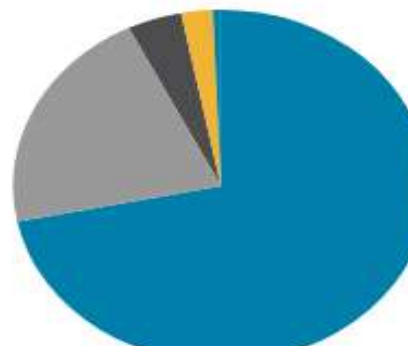
Student check-ins by Housing stability concerns



Student check-ins by Mental/emotional well-being concerns



Student check-ins by Enrichment, hobbies, outside activities concerns



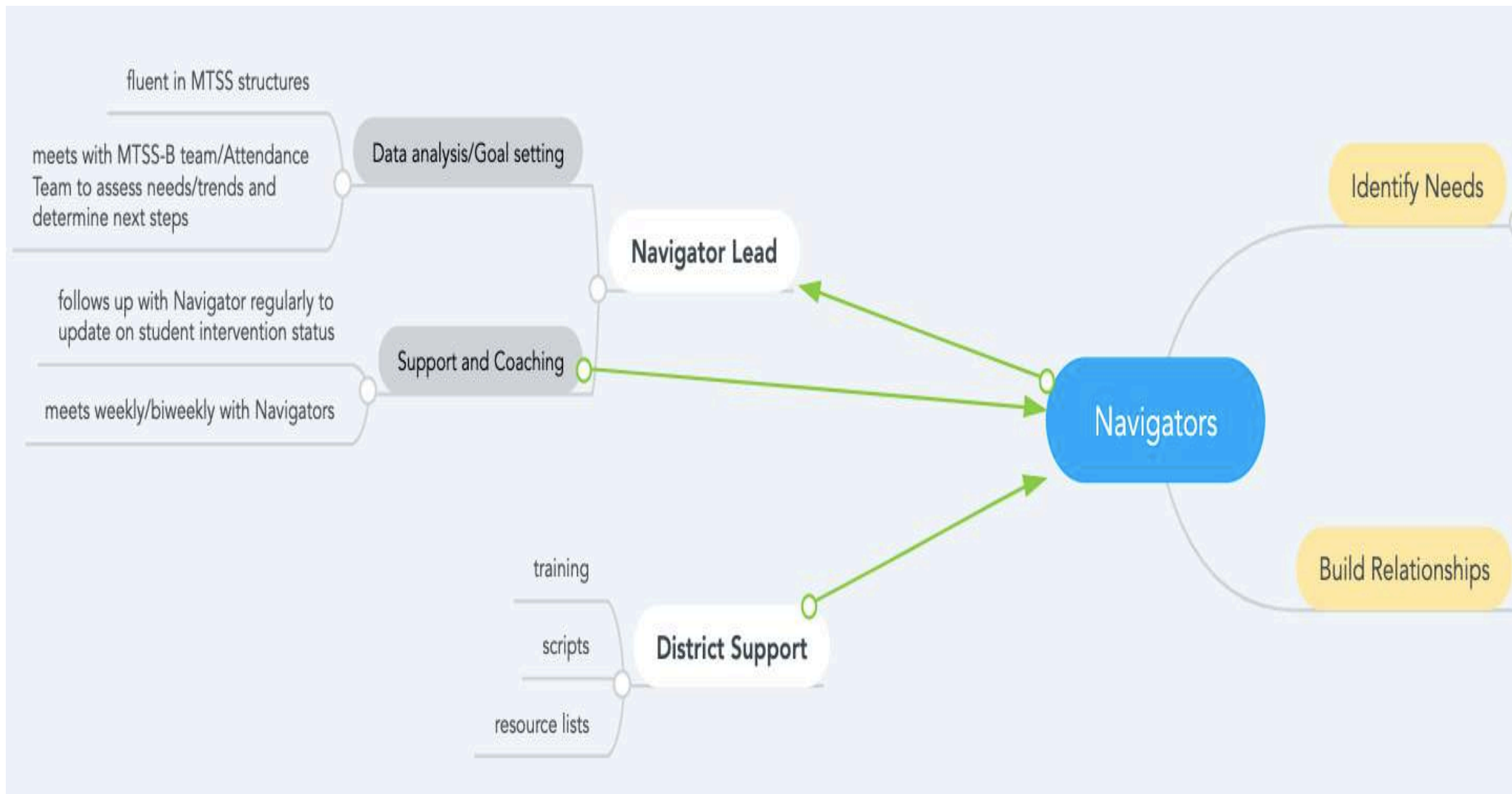
# Since August...

**360,000** Check-ins

**60,000** Students

**5,700** Navigators

**2,800** Collaborative referrals

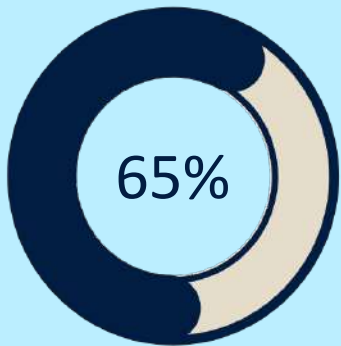




## HOW WE DID IT:

Have 5,600 MNPS staff members work as Navigators with caseloads of 6-12 students each.

Roughly half of the district's staff serve as Navigators.



are teachers

Navigators also include central office staff, cafeteria staff, and administrative assistants.

## A Navigator's role included...

- Touching base one-on-one with students and families on a regular basis
- Providing ad-hoc supports around technology, academic needs, or social-emotional needs
- Connecting students and families to needed services, including:
  - Technology, internet, or learning materials
  - Counseling and social-work services
  - Food and/or housing services

*\*These duties are currently an additional responsibility, on top of existing roles. No supplemental pay or additional time in the daily schedule is currently provided.*

# NAVIGATOR

Connecting each student to a path of success



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# **INDIVIDUAL STUDENT SUCCESS PLANS**

**Dr. Lori James-Gross , Superintendent  
UNITY POINT SCHOOL DISTRICT #140  
Carbondale, Illinois**

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### 2007/2008 School Year:

- ABC Meetings (Academic, Behavior, Conclusion)
  - Weekly grade-level meetings to discuss ALL students, information shared weekly with Administration
  - Data collected longitudinally
- Child Study Teams
  - Quarterly meetings held during Parent Teacher Conferences or other times as needed, between teachers, support staff, parents, and administration for most at-risk students
  - Create SMART goals to measure growth
  - Academic/Behavioral portfolio maintained for all CST students
- Development of Comprehensive Multi-Tiered System of Support (Academic/Behavioral Interventions)
- School Board approved 9 hours of weekly plan time for K-4th grade teachers and 6 hours per week for teachers grades 5 through 8 to conduct this work. This time is made possible in the schedule by a variety of special's classes for students to attend.

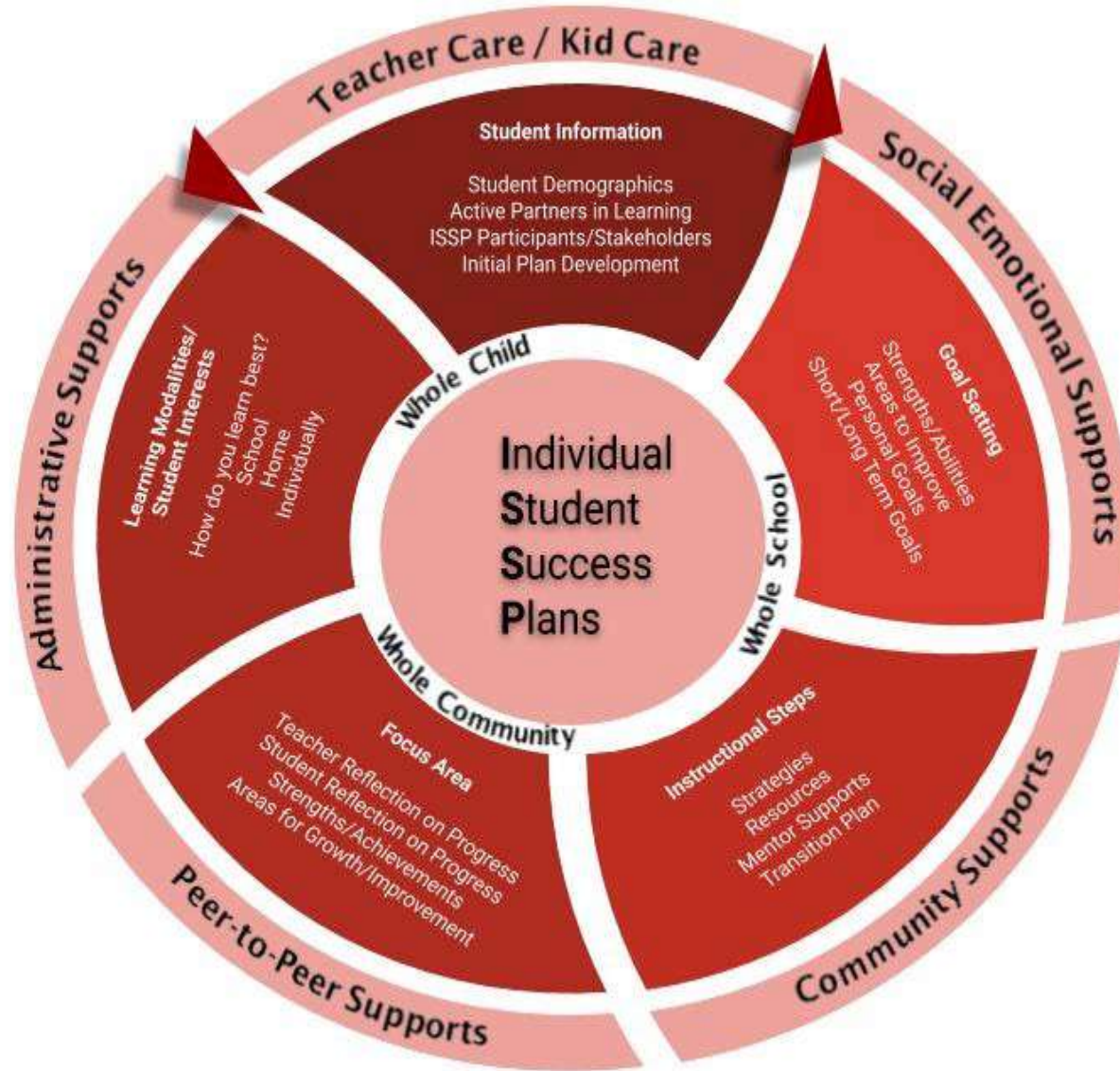
### 2018/2019 School Year:

- Given these prior efforts, developing comprehensive ISSPs for a wider range of students seemed like a logical next step and aligned with the focus of EdRedesign's By All Means initiative, which Unity Point is part of through its collaboration with Resilient Southern Illinois and the Partnership for Resilience. Thus, the district began to look at the Success Planning templates provided by EdRedesign and discuss what it would look like to implement a program beginning with 7th and 8th grade students during the 2018-2019 school year.
- ISSP development expanded to 5<sup>th</sup> and 6<sup>th</sup> grade during the 2019-2020 school year and ALL grades during the 2020-2021 school year; silver lining during the Pandemic was the time provided to conduct ISSPs with all students and families to begin the 2020-2021 school year.

# Whole Child Approach

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# Unity Point School #140



- All students assigned an advisor (admin, teachers, paraprofessionals)
  - Student preference honored
  - Student/Advisor/Parent-Guardians meet at the beginning of the school year and during grade level transition meetings at the end of the school year with ongoing communication throughout the school year
  - Student and Advisor meet quarterly
  - Create SMART goals for Academic, Personal/Social, and Career
- Wellness Days
  - Provide common experience for all students
  - Maintain individual counseling
  - Seminars of Executive Functioning, Trauma, Academic Prep
- Career Cruising via Naviance
  - Career exploration for grades 3-8
- Core content selects artifacts for student portfolio

# Our Process

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- Create equity and access for EVERY student
- Use of data to continue to set goals and inform instruction
- Find ways to show growth and celebrate student accomplishments
- Promote 21<sup>st</sup> Century Skills

**Why we do what we do.**

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- Recognition that certain behaviors are related to trauma experiences
- Shift from a model that asks, “What is wrong with you?” to “What has happened in their life that is driving these reactions and behaviors?”
- Examine the current school environment and classroom practices that can respond more effectively to trauma

# **Trauma– A Responsive Approach**

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# Success Planning : *Voices from the Field*

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HARVARD



GRADUATE SCHOOL  
OF EDUCATION

# Design elements for the Navigator role

Design element 1

Who serves as Navigator?

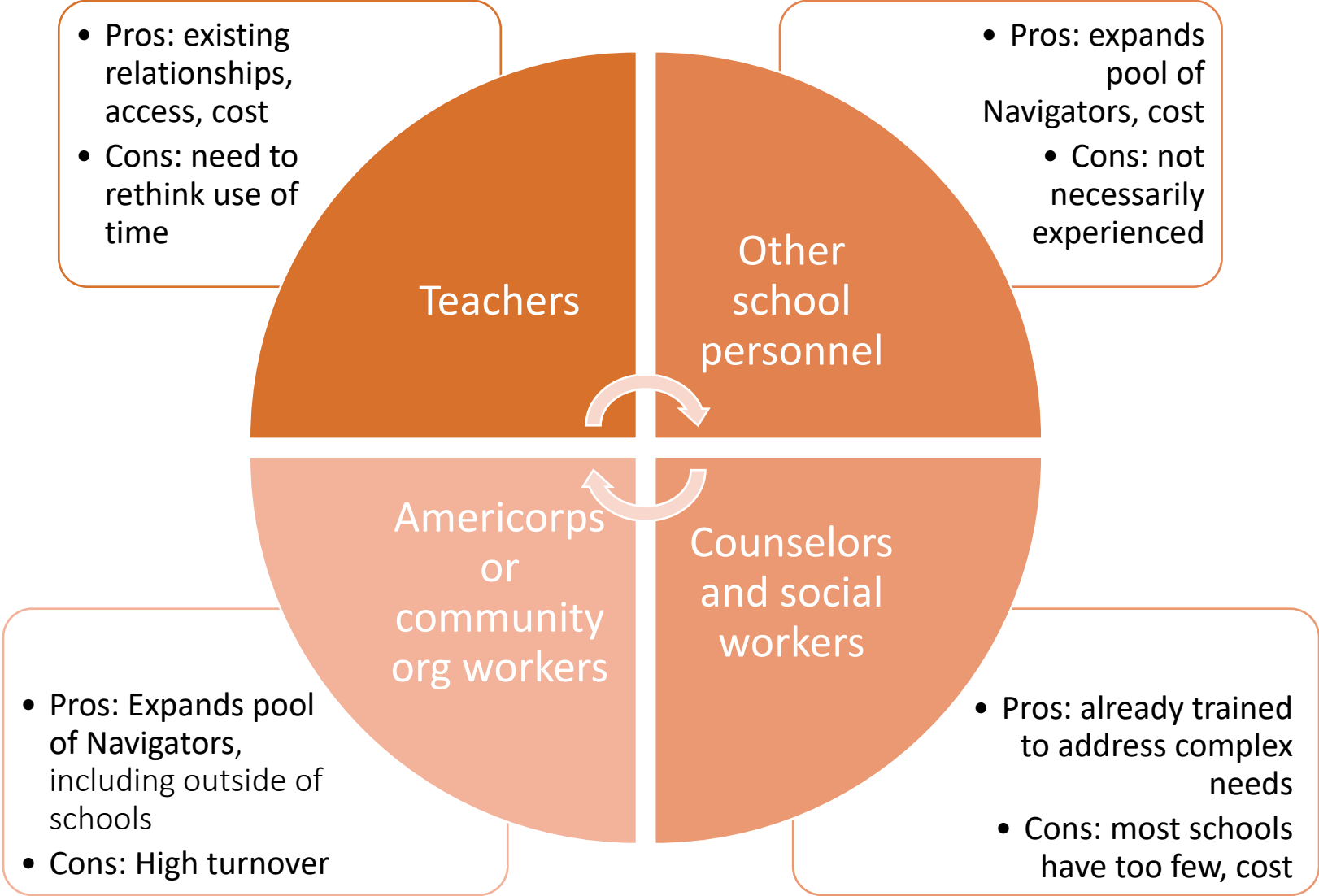
Design element 2

What does the Navigator do?

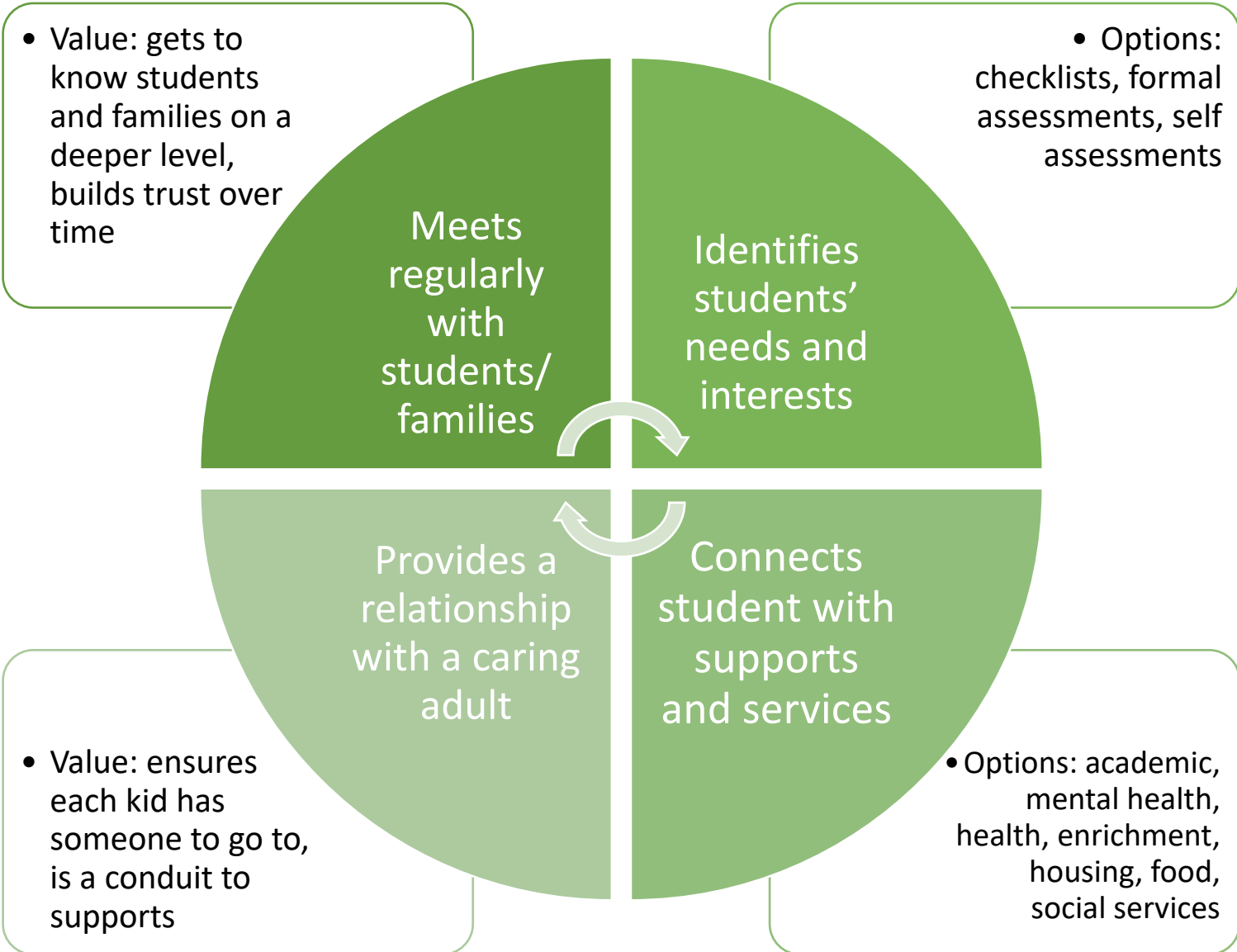
Design element 3

What support do Navigators need?

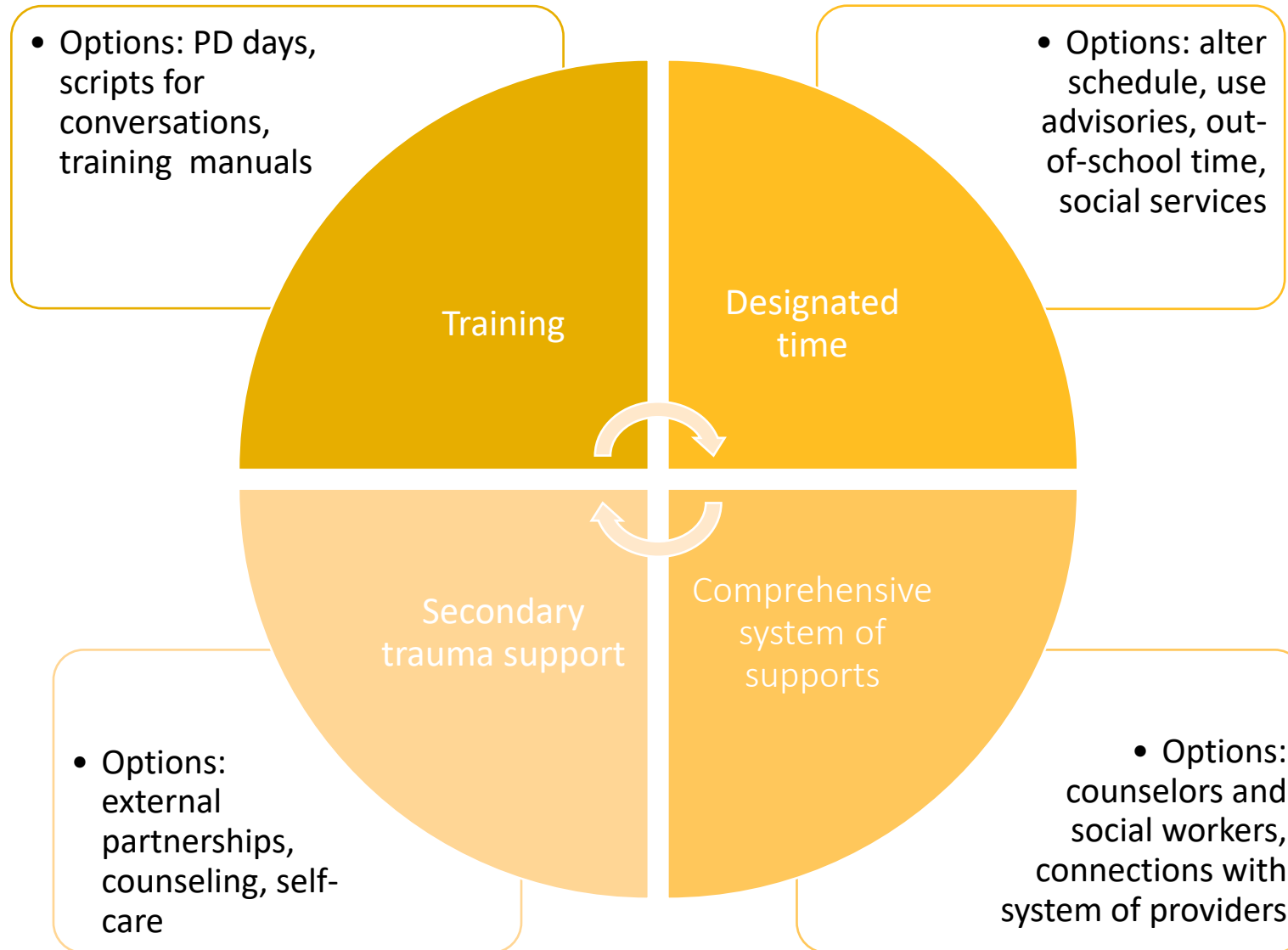
# Who serves as a Navigator?



# What does the Navigator do?



# What supports do Navigators need?



Important:  
Navigators should  
not be expected  
to go beyond their  
training and  
expertise

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# Equity considerations

Cultural  
competency

Language  
access

Distribution  
of access to  
services and  
supports

Support for  
students  
with learning  
differences

Questions?





**YOU GET AN EMAIL!**

2004

**AND YOU GET AN EMAIL!**

**AND YOU GET AN EMAIL!**

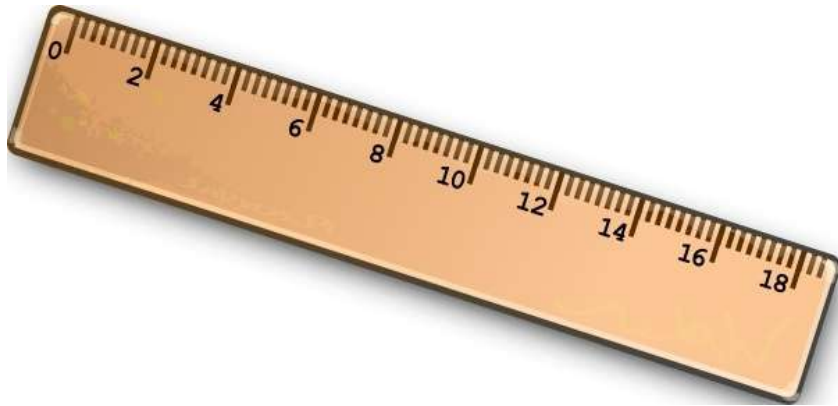
**EVERYONE GETS AN EMAIL!**





# Stay Tuned!

## Upcoming Success Planning Webinars



### Future Topics

- *Connecting Children with Comprehensive Supports and Opportunities*
- *Choosing Meaningful, Achievable Metrics*
- *Identifying the Right Data Platform*
- *And more!*

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