

KASD Personalized Learning Action Plan

Mission: Ensure all students receive a personalized, comprehensive, future-focused education where students are empowered to become leaders in their learning.

Definition of Personalized Learning:

An approach to *learning* and instruction that is designed around *individual learner* readiness, strengths, needs and interests. Learners are *active participants* in setting goals, planning learning paths, tracking progress and determining how learning will be demonstrated. At any point in time, learning objectives, content, method and pacing are likely to *vary from learner to learner*. A fully personalized environment moves beyond both differentiation and individualization. ~adopted from the Institute @ CESA 1 for Personalized Learning

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Goal #1 - We will implement rigorous, relevant curriculum and innovative, data-driven instructional practices to ensure continuous growth for each child.

Proposed Actions:	Person(s) Responsible	Dates/ Timeline	Description/Resources needed	Status
Ensure all staff know and understand their content standards and the 4 essential questions (DuFour)	Dir. of Curr Building principals Teachers	2014-15 2015-16	Use of PLC structure Time for science NGSS Progression of power standards K-12, Learning Targets, and I CAN Statements (See 2015 summer PD/Curriculum plan)	Ongoing: work 2015-16 PLC days Jan Inservice 2016 April 2016 Inservice Summer 2016 and previous PLC Institutes

Proposed Actions:	Person(s) Responsible	Dates/ Timeline	Description/Resources needed	Status
Use formative assessments to drive instruction	Teachers	2014-15 2015-16	Formative Assessment Workshops K-12 all levels Teachers collect data on student progress, share with students, assist students to meet standards based on the assessment results, scaffold student choices- Use the formative assessment process (See 2015 summer PD/Curriculum plan)	Ongoing: 2015-16 PLC days to create and discuss results January Inservice,2016 Summer 2016
Develop and implement a classroom learning plan/path with students HS Guidance plan/GT K-12	Principals Dir. of Curr Guidance	2015-16 2016-17	May include how students like to learn, modes of learning to meet their goals, what they have learned, Examples occurring with GT and acceleration HS current 4 year plan- to be revised- transition to academic career plans	Some teachers are using personalized learning plans
Assist students with the goal-setting process	Teachers	2015-20	Short term based on standards Teachers have begun to create and share resources- Identify a place to share the goal setting process - consistency for students Teaching students how to understand and set goals, reflect on goals, be a part of the process	Ongoing 50% of teachers responded on the PL Update Survey that they use goal-setting

Proposed Actions:	Person(s) Responsible	Dates/ Timeline	Description/Resources needed	Status
Provide timely supports within the Core Curriculum	Teachers and Specialists	2015-20	<p>Teacher to provide timely support for the students based on results, observations, etc. Could also include support i.e. special education, speech, etc.</p> <p>Need comprehensive intervention plan/resource for MS and HS</p>	<p>Ongoing</p> <p>Ready Resources</p> <p>2015-16 Intervention/Enrichment Process updated & shared K-12 by school psychologists</p>
Identify instructional practices that support personalized learning	Dir. of Curr Instructional Coaches PL sub Committee	2015-16	Continue professional development in building meetings, district, PLCs, to identify the practices that are supportive- needs to be collaborative,- across grade levels	Ongoing- supported by instructional coaches and shared by teachers
Gather research to support personalized learning and share that research on the web.	Dir. of Curr. Instructional Coaches PL Sub committee	2015-16	<p>Link on the website</p> <p>Research to share with parents</p> <p>Share with other members of the SPC (communication sub committee)</p> <p>Reach out to CESA #1</p>	<p>Personalized Learning website:</p> <p>https://sites.google.com/a/kiel.k12.wi.us/kasd-pl/ii-technology-resources?pli=1</p>

Goal #2 - We will create multiple pathways to include online, blended, and experiential learning opportunities to provide students more choices in their personalized learning.

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation/ Resources needed	Status
Explore further online and hybrid opportunities for all grade levels K-12	Principals eschool Sub Committee	2015-17	eSchool exploring K-6 online programming Currently using: MobyMax, Front Row Math, Splash Math, Read Live, IXL Math, Headsprout/Reading A-Z/ Raz-kids, Academy of Math, Language Live, Academy of Reading, Alex Math	Ongoing- teachers are using a variety of software programs to support instruction
Increase the number of blended courses through the Kiel eschool	eschool Guidance Sub Committee Principals	2014-16	Blended does not always equal personalized Blended is one technique to use in a personalized approach	2016 Blended Learning Conference
Build partnerships with the community to provide additional learning opportunities	Communicatio n committee Administration All Staff	2015-20	Explore resources and partnerships within the community and surrounding area	
Explore and scale-up the implementation of accelerated course opportunities K-12	eschool GT Guidance Dir. of Curr Building Principals	2014-20	Investigate various resources and programs	2015-16 GT and Accelerated Course Criteria and Process Updated

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation/ Resources needed	Status
Review KASD policies	PL Sub Committee Dir. of Curr. HS Principal	2015-17	Course requirements- Algebra credit for grade 8, Foreign Language, overall course sequencing,	Exploring changes in the practice of awarding HS credit to 8 th grade for Algebra

Goal #3 - We will ensure students and staff have access to reliable, secure, and sufficiently robust technology and are implementing and facilitating transformative educational practices.

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation/ Resources needed	Status
Explore, choose, or create student dashboards for teacher and student use in goal setting.	Administration PL Sub Committee	2014-17	A place for learner profiles, goals, data, to be easily accessible to staff Explore options for software, full use of Skyward	
Create/maintain a robust and reliable infrastructure	Technology Team	2015-16	Funding	Ongoing

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation/ Resources needed	Status
Dedicate 1-1 technology within the classroom to provide a personalized learning experience what type of tool implementation plan	Technology Team, Teachers Board	2015-16	Funding for 1-1 technology Teacher input to identify technology devices, software, etc. Explore new technologies Network with other districts	Ongoing Technology Implementation Plan
Utilize innovative software that facilitates a personalized learning environment <ul style="list-style-type: none"> ● Identify software, apps, needed at each level ● online learning portfolios ● Google Classroom 	Building Principals Tech Team Teachers Instructional coaches, Library Media Specialist	Nov. 2014 2016	Access to YouTube and social media Identify programs currently being used Identify an eportfolio program or Google Google use for consistency Network with other PL districts to learn from what they have done Funding	2015 Google Classroom Training Ongoing attending networking meetings; exploring portfolio ideas and coaching teachers
Online resource for training videos	Instructional Coaches Library/Media Specialist PL Sub committee		A just-in-time resource	PL Website https://sites.google.com/a/kiel.k12.wi.us/kasd-pl/ii-technology-resources?pli=1

Goal #4 - We will focus professional development on the knowledge and skills staff need to educate each child in a personalized learning environment.

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation or resources needed	Status
Revisit and reinforce the GRR model as a component to personalized learning	Building Principals Instructional Coaches Mentor Facilitator Teachers	2014-16	Utilized during observations to reinforce Danielson during the EE process Workshop Model/GRR - in relation to personalized learning Internal organization of GRR resources Mentor training Peer classroom visits	Ongoing
Further learning on the personalized learning elements (honeycomb)	All Staff PL sub Committee	2015-20	Develop professional development on the elements- Common format/template	Based on the PL Update Survey, 59.8% of staff reported they were familiar with the Honeycomb matrix of PL learning elements

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation/ Resources needed	Status
Communication to all staff	Administration & PL Committee Teachers who have visited districts and attended conferences	January 2015 and ongoing	Inservice Interested staff to investigate and develop a personalized learning approach Communication to parents/community Website Blog	Ongoing- A blog was started Feb, 2015 A website was started in February, 2015- with updates December 2015, staff using PL updated the Board Staff report out from conferences at building meetings
Investigate a standards-based report card district-wide	Administration Building Leadership Teams	2017-18	Investigate middle school and secondary schools with a standards-based report card (Wauwatosa, Fond du Lac,) All staff trained on writing common formative assessments A K-12 progression of all power standards, learning targets, and I CAN statements	In progress Based on the PL Update Survey, 54.7% of staff stated that standards-based proficiency is utilized in their classrooms based on demonstrating proficiency of the standards

			Parent and stakeholders communication (multiple modes of communication)	All Staff K-12 Trained; All staff have book, <u>Common Formative Assessments</u> by Baily In progress 2015-16 PLC Work January Inservice
Understand and utilize best practices to support personalized learning	Administration Instructional Coaches Teachers		Conferences Books on personalized learning Networks, Google + Site visits Webinars	Ongoing Teachers attending and presenting at conferences
Understand data systems that are currently in place and how to use them for personalized learning- i.e. Skyward, WISEDash	Administration & Teachers		Training within Skyward	Ongoing

Proposed Action Steps	Person(s) Responsible	Dates/ Timeline	Explanation/ Resources needed	Status
Visits to districts implementing personalized learning: <ul style="list-style-type: none"> • Secure funding for travel & subs • Select schools and dates CESA #1 Institute Networking and Workshops, Conferences	Dir. of Curriculum Building Principals PL Committee	January 15 March 5	Elmbrook, WI Oregon, WI	1-15-15 3-5-15 June 2016- CESA #1 Consultant
Professional Development/Summer Curriculum Development Time- Personalized Learning Academy	Dir. of Curriculum PL Committee Teachers Library media specialist Instructional coaches	June 2015	4 days- two days of training on PL learning and how to utilize technology to support the learners; 2 days curriculum planning time of a team/partial team	Summer 2016 Interest by staff: 25% yes 38.8% no 42.2% undecided
All Things PLC- DuFour Institute	Administrators and Teachers	August 2015	All Things PLC- DuFour Institute @ Lincolnshire Staff to create inservice and PD sharing opportunities to all staff K-12	2016 Wisconsin & Lincolnshire PLC Institutes

Goal #5 - We will create learning environments that nurture social, emotional and academic development to ensure college and career readiness in a global society.

Proposed Action Steps	Person(s) Responsible	Date(s) Timeline	Explanation/Resources needed	Status
Pursue and utilize cross-cultural and global relationships that become part of the instruction	Instructional Coaches Media Specialist Teachers	2015-2016	Utilize distance learning to collaborate with CESA 1 districts and other global communities Work with other local connections (Lakeland College)	Being explored- skype sessions and portable distance cart
Investigate changes to the schedule or structure 1. Building in collaboration time (teachers) a. within grade b. across grade c. across buildings d. disciplinary e. inter-disciplinary 2. Opportunities for cross grade instruction a. team teaching b. subject acceleration/ flexible groupings 3. Common intervention/ Enrichment Time (Learning Lab) a. dedicated time with no electives offered 4. Academy at the HS?	Administration Teachers Instructional Coaches	2015-2016	consistent, common collaboration time Revisit the bell schedule at each building Revisit timing of parent/teacher conferences	To be explored in 2016-17

<p>5. Blended learning lab? Implement changes to the schedule or structure for a personalized learning approach.</p> <p>Inform parents and all stakeholders</p>		<p>2016-17</p> <p>2017-18</p>		
<p>Utilize the PLC culture in which every student has an adult advocate</p>	<p>All Staff</p>	<p>ongoing</p>	<p>Learner profile</p>	
<p>Innovative Spaces (Purchasing student friendly furniture that facilitates collaborative learning)</p> <ul style="list-style-type: none"> a. standing desks b. soft spaces c. organizational spaces for students (cubbies) 	<p>Administration</p> <p>Board</p> <p>Teachers</p>	<p>2015-2020</p>	<p>Investigate needs and set funding amounts district-wide</p> <p>Pursue grant possibilities</p>	<p>Ongoing</p>
<p>Finances</p> <ul style="list-style-type: none"> A. Staffing (reallocating staff not following the traditional 30 student cohort) B. Co-teaching partnerships C. Building Structural Changes D. Technology 	<p>Administration</p> <p>Board</p> <p>Teachers</p>	<p>Ongoing</p>	<p>Investigate needs and set funding amounts</p> <p>Investigating grants with Cisco</p>	<p>Ongoing</p>

Highlights from the Personalized Learning Update Survey (February 2016) Sent to all teaching staff

66 out of 101 teachers responded

Sample of questions asked:

- Is your classroom involved in personalized learning? 57=86.4% YES 9=13.6% NO
- Are you familiar with the Honeycomb Model? 39=59.1% YES 27= 40.9% NO
- Do you want to learn more about the HC Model? 32=48.5% YES 34=51.5% NO
- What elements are you implementing?
 - Customized Learning Path (Each learner follows a unique path based on their readiness, needs, etc.)23=34.8%
 - Standards-based proficiency is utilized (learner's progress is based on demonstrated proficiency of the standards) 37= 56.1%
 - Personal Learning Goals (Learner and teacher co-develop personalized goals) 33=50%
 - Learner Voice (Learners have significant voice in their learning experience) 30=45.5%
 - Learners have significant choice in their learning experience 34=51.5%
 - Multiple instructional methods/modes (demonstration, discussion, simulation) and modes (F2F, blended, virtual,) 36 = 54.5%
 - Rapid Cycle Feedback (Feedback is frequent and timely) 37= 56.1%
 - Assessment OF Learning (multiple means such as performance, application, demonstration, student interaction) 38=57.6%
 - Assessment FOR Learning (formative assessments used to plan next steps for individual or small groups of students) 45=68.2%
 - Standards-Guided Learning (Learners understand and can articulate standards and use them to guide their learning) 12 = 18.2%
 - Technology is used as a tool to modify or redesign learning tasks 46= 69.7%