

## 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

**Committee Members:** Corey Baumgartner, Louise Blankenheim, Becky Born, Aaryn Faust, Dawn Mueller, Travis Olson, Michele Otte, Andria Peterson, Katrina Pionek,,Chad Ramminger, Shelly Schueller, Tricia Schmahl, Deb Sixel, Dave Slosser, Pam Talerico, Tabitha Walsdorf, Sandra Weber

**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)	

<p>Use formative assessments to drive instruction</p>	<p>Teachers</p>	<p>2014-15 2015-16</p>	<p>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)</p>	<p>Ongoing</p>
<p>Develop and implement a classroom learning plan/path with students  HS Guidance plan/GT K-12</p>	<p>Principals Dir. of Curr Guidance</p>	<p>2015-16  2016-17</p>	<p>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</p>	
<p>Assist students with the goal-setting process</p>	<p>Teachers</p>	<p>2015-20</p>	<p>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</p>	<p>Ongoing</p>

Provide timely supports within the Core Curriculum	Teachers and Specialists	2015-20	Teacher to provide timely support for the students based on results, observations, etc. Could also include support i.e. special education, speech, etc.  Need comprehension intervention plan/resource for MS and HS	Ongoing
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	
Gather research to support personalized learning and share that research on the web.	Dir. of Curr. Instructional Coaches PL Sub committee	2015-16	Link on the website Research to share with parents Share with other members of the SPC (communication sub committee) Reach out to CESA #1	

**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	Principals	2015-17	eSchool exploring K-6 online	

all grade levels K-12	eschool Sub Committee		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	
Increase the number of blended courses through the Kiel eschool	eschool Guidance Sub Committee Principals	2014-16	*Blended does not always = personalized *Blended is one technique to use in a personalized approach	
Build partnerships with the community to provide additional learning opportunities	Communication 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	
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,	

**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	
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	
Utilize innovative software that facilitates a personalized learning environment <ul style="list-style-type: none"> <li>● Identify software, apps, needed at each level</li> <li>● online learning portfolios</li> <li>● Google Classroom</li> </ul>	Building Principals Tech Team Teachers Instructional coaches	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	

Online resource for training videos	Instructional Coaches Library/Media Specialist PL Sub committee		A just-in-time resource	

**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	

Further learning on the personalized learning elements (honeycomb)	All Staff PL sub Committee	2015-20	Develop professional development on the elements- Common format/template (See 2015 summer PD/Curriculum plan)	
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 (See 2015 summer PD/Curriculum plan)	Ongoing- A blog was started Feb, 2015 A website was started in February, 2015
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  Parent and stakeholders communication (multiple modes of communication)	
Understand and utilize best practices to support personalized learning	Administration Instructional Coaches Teachers		Conferences Books on personalized learning Networks, Google + Site visits Webinars	
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	
Visits to districts implementing personalized learning: <ul style="list-style-type: none"> <li>● Secure funding for travel &amp; subs</li> <li>● Select schools and dates</li> </ul> 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
Professional Development/Summer Curriculum Development Time-	Dir. of Curriculum	June 2015	4 days- two days of training on PL	



Personalized Learning Academy	PL Committee Teachers Library media specialist Instructional coaches		learning and how to utilize technology to support the learners; 2 days curriculum planning time of a team/partial team  (See 2015 summer PD/Curriculum plan)	
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 (See 2015 summer PD/Curriculum plan)	

**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)	Date(s)	Explanation/Resources needed	Status
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Inform parents and all stakeholders		2017-18		
Utilize the PLC culture in which every student has an adult advocate	All Staff	ongoing	Learner profile	
Innovative Spaces (Purchasing student friendly furniture that facilitates collaborative learning) a. standing desks b. soft spaces c. organizational spaces for students (cubbies)	Administration Board Teachers	2015-2020	Investigate needs and set funding amounts district-wide  Pursue grant possibilities	
Finances A. Staffing (reallocating staff not following the traditional 30 student cohort) B. Co-teaching partnerships C. Building Structural Changes D. Technology	Administration Board Teachers	Ongoing	Investigate needs and set funding amounts  Investigating grants with Cisco	

**Next Steps:**

- 1. Make a budget or incorporate into existing**
- 2. Continue learning**
- 3. Share plan with the board**
- 4. Identify subgroups to work on action plan**
- 5. Continue momentum - share what teachers are already doing**