

# Personalized Learning Implementation Plan

Syracuse City School District  
Education Elements

May 2017

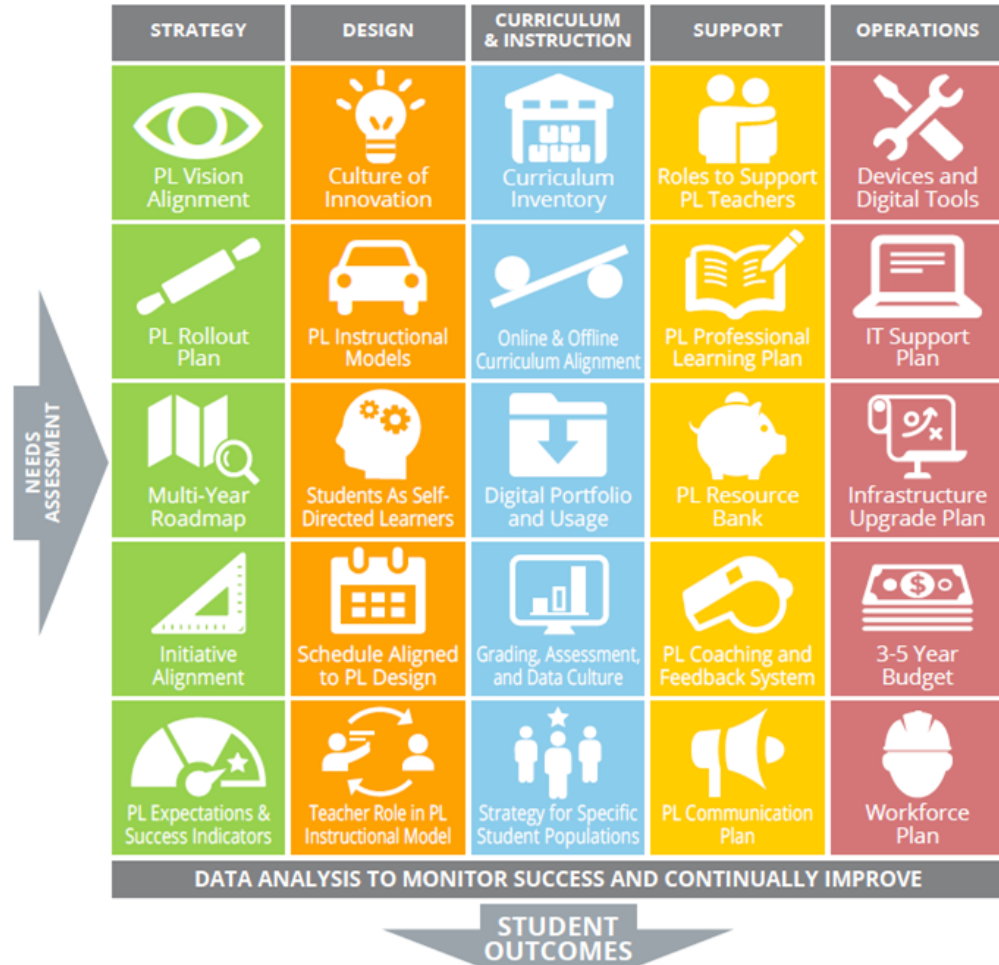
Syracuse Latin School – Wave 2



# PL Implementation Framework



## PERSONALIZED LEARNING IMPLEMENTATION FRAMEWORK



# Syracuse Latin

Foundation

We personalize learning in order to guide students toward independence while working at their own pace and self monitoring their progress.

*We believe that all classrooms should be engaged in targeted small group instruction daily*

*We believe that the strategic use of data collection and student reflection should guide all classroom instruction*

Actions

Targeted Instruction/Student Collaboration

*Instruction aligns to specific student needs & learning goals.*

Use formative data daily to plan targeted lessons for specific students.

Guide students toward a better understanding of mastery in order for them to be able to self monitor their progress.

Data Driven Decisions

*Frequent data collection informs instructional decisions & groupings.*

Use data from STAR assessments to target specific standards for students to work through on digital content.

Use progress monitoring tools to regroup students.

Integrated Digital Content

*Digital content allows for a differentiated path and pace*

Use digital tools to promote students working at their own pace and path for learning.

Use digital tools to track student accountability while working independently or collaboratively.

Student Reflection + Ownership

*Ongoing student reflection promotes ownership of learning.*

Use final 5-10 mins of class for a student debrief and reflection of learning and set their own goals for future learning.

Allow time for students to self reflect on their learning goals for the day/week/ month using a student friendly rubric.

# PL Rollout Plan Options

## Option 1: Teacher Opt-In

### Benefits

- Allows teachers to have choice based on readiness and interest
- Allows school to focus support on a smaller cohort to start and get through some messiness with eager, early adopters
- Enables early adopters to implement first and provide PL classes for others to visit

### Risks

- Lack of engagement by non-PL teachers (e.g. "this is something others do, but not me")
- Divided focus school PD and support (in order to differentiate for PL and non-PL teachers)

## Option 2: Teacher Cohorts

### Benefits

- Focuses support on smaller group of teachers, grouped in cohort by readiness or eagerness
- Ensures that groups of teachers go through design and launch process together as a community of practice
- Enables schools to use staff meetings and PD to focus on PL

### Risks

- Requires coordination of multiple rounds of trainings across school years
- Lack of engagement by non-PL schools (e.g. "this is something that other schools do, but not our school")

## Option 3: All In

### Benefits

- Ensures coherence across all teachers and students in experiencing PL
- Communicates that PL is an important focus for the school this year and that all teachers will be a part of implementation
- Enables school to use staff meetings and PD to focus on PL

### Risks

- Requires dedication of time and resources to support all teachers with PL
- Some teachers may feel like going "all in" is too fast and want more examples of PL in action before diving in

## Option 4: Custom

# PL Rollout Plan (cont.)

	<b>Expectations: Fall '17</b>	<b>Expectations: Winter '18</b>	<b>Expectations: By end of 2018 school year</b>
Targeted Instruction/Collaboration	Identify teams based on interest and/or level of readiness Identify a team leader for each group	Ongoing weekly meeting time and opportunity for reflection Scheduled opportunities for members from all 4 teams to meet and debrief	
Integrated Digital Content	Identify teams based on interest and/or level of readiness Identify a team leader for each group	Ongoing weekly meeting time and opportunity for reflection Scheduled opportunities for members from all 4 teams to meet and debrief	
Data Driven Instruction	Identify teams based on interest and/or level of readiness Identify a team leader for each group	Ongoing weekly meeting time and opportunity for reflection Scheduled opportunities for members from all 4 teams to meet and debrief	

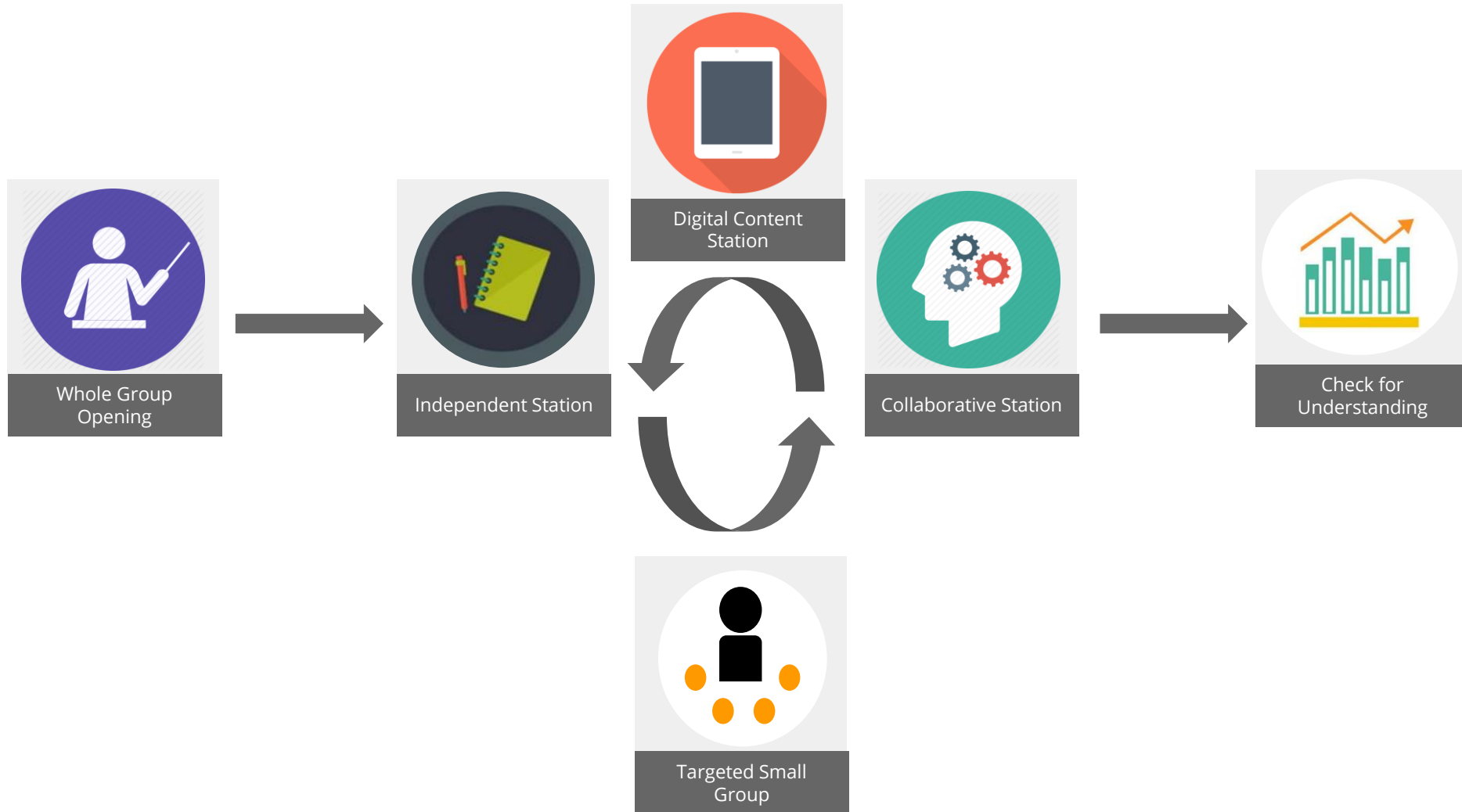


# PL Expectations and Success Indicators

	<b>Staff Engagement and Achievement</b>	<b>Student Engagement and Achievement</b>
<b>What does success look like for us?</b>	<ul style="list-style-type: none"> <li>*Full implementation</li> <li>*Open to visitors and feedback</li> </ul>	<ul style="list-style-type: none"> <li>*Increased student achievement</li> <li>*Evidence of increased student ownership</li> </ul>
<b>What data will we collect and how will we collect it in order to measure the success of the above items?</b>	<ul style="list-style-type: none"> <li>*Classroom walkthroughs</li> <li>*Surveys / Feedback tools</li> </ul>	<ul style="list-style-type: none"> <li>*STAR, A-Net scores</li> <li>*Data from digital tools</li> <li>*Student survey / reflection tool</li> </ul>

# The Syracuse Latin School

## School Instructional Model



# School Digital Content and Tools

<b>Content Provider or Tool</b>	<b>Subject Area</b> (All, Math, ELA...)	<b>Purpose and Usage</b> (Purpose and/or challenge this tool/content addresses, specific use cases, etc)
MyOn	ELA	Independent/leveled reading, projects
Lexia	ELA	Skills based reading
Dreambox	Math	Standards based math
Zearn	Math	Standards based math; ability to assign lessons based on student date