


























Personalized Learning Implementation Plan

Syracuse City School District
Education Elements

May 2017



PL Implementation Framework

STRATEGY	DESIGN	CURRICULUM & INSTRUCTION	SUPPORT	OPERATIONS
 PL Vision Alignment	 Culture of Innovation	 Curriculum Inventory	 Roles to Support PL Teachers	 Devices and Digital Tools
 PL Rollout Plan	 PL Instructional Models	 Online & Offline Curriculum Alignment	 PL Professional Learning Plan	 IT Support Plan
 Multi-Year Roadmap	 Students As Self-Directed Learners	 Digital Portfolio and Usage	 PL Resource Bank	 Infrastructure Upgrade Plan
 Initiative Alignment	 Schedule Aligned to PL Design	 Grading, Assessment, and Data Culture	 PL Coaching and Feedback System	 3-5 Year Budget
 PL Expectations & Success Indicators	 Teacher Role in PL Instructional Model	 Strategy for Specific Student Populations	 PL Communication Plan	 Workforce Plan
DATA ANALYSIS TO MONITOR SUCCESS AND CONTINUALLY IMPROVE				



STRATEGY



PL Vision
Alignment



PL Rollout
Plan



Initiative
Alignment



PL Expectations &
Success Indicators

Ed Smith



PL Vision Alignment

We believe that children learn most effectively when instruction is tailored to each student's needs, strengths, and interests.

Using data to provide targeted instruction allows students to meet academic goals and engage in high-levels of learning.

Providing students with opportunities for high-interest tasks and ownership of their learning results in increased levels of engagement and personal and academic growth.

Targeted Instruction

Instruction aligns to specific student needs & learning goals.

Deliver differentiated small group instruction daily based on recent formative assessment data

Record evidence from small group sessions to track progress and inform further instruction

Data Driven Decisions

Frequent data collection informs instructional decisions & groupings.

Use data to determine pacing and instructional priorities and to plan differentiated small-group instruction for all students.

Plan for regular, formative assessments to collect data on all students' learning at least 3 times weekly.

Integrated Digital Content

Digital content allows for a differentiated path and pace

Integrate digital content during core instruction to meet usage recommendations.

Review dashboard data weekly to plan next steps and assign appropriate content .

Student Reflection + Ownership

Ongoing student reflection promotes ownership of learning.

Use monthly conferencing to help students understand their progress towards individual goals.

Allocate time weekly for students to reflect on progress that week.

Foundation

Actions

Initiative Alignment



Our Vision: Insert Here	
Our District-led Key Initiatives	How PL Supports our Key Initiatives
K-2 Literacy (if applicable) Writing curriculum pilot (if applicable) CRE Science kits	Station rotation model teaches collaboration Provides for student choice
Our School-led Key Initiatives	
Collaboration Structures Student Reflection and Ownership	Insert Here

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

	Teachers involved in each group are:
Lions	Members of this group have a high level of readiness, a well-developed mind set, and may be ready to implement (or already implementing) Personalized Learning in their classrooms.
Bears	Members of this group fall into one of the following groups: *Have medium levels of readiness and mind sets that are partially developed *Have low levels of readiness and a well-developed mindset These teachers will receive differentiated PD around beginning to implement aspects of Personalized Learning in their classrooms.
Elephants	Members of this group have low-levels of readiness and have not yet developed a mindset that supports implementation of Personalized Learning. These teachers will receive differentiated PD and individualized support to develop the appropriate beliefs and structures to prepare to implement Personalized Learning in their classrooms. Member of this groups receive intensive PD as well as a PL buddy from the Lions to work with.

PL Rollout Plan (cont.)

	Expectations: Fall '17	Expectations: Winter '18	Expectations: By end of 2018 school year
Lions	<p>Beginning: Review procedures to navigate data dashboards (STAR & ANet) and generate purpose-specific reports for analysis. Use of data to drive formation of small-groups for targeted instruction. Differentiated small group instruction 1-2x week. 2x a month data collection & review Access digital content data dashboard weekly to monitor student activity. Incorporation of digital content in core instruction. Monthly goal setting & conferencing</p>	<p>Developing: Use of data to drive formation of small-groups for targeted instruction. Differentiated small group instruction 3-4x week. Weekly data collection & review Access digital content data dashboard weekly to monitor academic progress towards goals. Groups are restructured every 4-6 weeks. Incorporation of digital content in core instruction. 2x month self reflection Monthly goal setting & conferencing</p>	<p>Full Implementation: Use of data to drive whole-group instruction & formation of small-groups for targeted instruction. Daily, differentiated small group instruction Weekly data collection & review Access digital content data dashboard weekly to monitor student progress and assign appropriate tasks. Groups are restructured frequently (as needed) - every 1-2 weeks. Incorporation of digital content in core instruction. Weekly self reflection Monthly goal setting & conferencing</p>

PL Rollout Plan (cont.)



	Expectations: Fall '17	Expectations: Winter '18	Expectations: By end of 2018 school year
Bears	<p>Beginning: Review procedures to navigate data dashboards (STAR & ANet) and generate purpose-specific reports for analysis. Use of data to drive formation of small-groups for targeted instruction. Differentiated small group instruction 1x week. 1x a month data collection & review Explore digital content resources and dashboards; incorporate in core instruction. Hold long-term goal setting meetings with students.</p>	<p>Developing: Use of data to drive formation of small-groups for targeted instruction. Differentiated small group instruction 2-3x week. 2x month data collection & review Access digital content data dashboard weekly to monitor student activity. Incorporation of digital content in core instruction. Monthly goal setting & conferencing</p>	<p>Full Implementation: Use of data to drive instruction & formation of small-groups for targeted instruction. Groups are restructured every 4-6 weeks. Differentiated small group instruction 3-4x week. Weekly data collection & review Access digital content data dashboard weekly to monitor academic progress towards goals. Incorporation of digital content in core instruction. 2x month self reflection Monthly goal setting & conferencing</p>

PL Rollout Plan (cont.)



	Expectations: Fall '17	Expectations: Winter '18	Expectations: By end of 2018 school year
Elephants	<p>Beginning: Learn to navigate data dashboards (STAR & ANet) and generate basic reports for analysis. 1x a month data collection & review Hold long-term goal setting meetings with students. Complete Observe PL Partner's classroom.</p>	<p>Developing: Review procedures to navigate data dashboards (STAR & ANet) and generate purpose-specific reports for analysis. Use of data to drive formation of small-groups for targeted instruction. Differentiated small group instruction 1x week. 1x a month data collection & review Explore digital content resources and dashboards; incorporate in core instruction. Hold long-term goal setting meetings with students.</p>	<p>Full Implementation: Use of data to drive formation of small-groups for targeted instruction. Differentiated small group instruction 2-3x week. 2x month data collection & review Access digital content data dashboard weekly to monitor student activity. Incorporation of digital content in core instruction. Monthly goal setting & conferencing</p>

PL Expectations and Success Indicators

	Staff Engagement and Achievement	Student Engagement and Achievement
What does success look like for us?	See criteria from Roll Out Plan	Targeted Instruction: Data Driven Decisions: Integrated Digital Content: Student Ownership and Reflection:
What data will we collect and how will we collect it?	<ul style="list-style-type: none"> - Walk-throughs performed with pre/post conferencing. Rubric score/feedback provided for teachers. (5-Level Rubric from Ed Elements) - Weekly PL template uploaded by teachers on Office 365. 	<ul style="list-style-type: none"> - Digital content data - Students meeting STAR assessment goals - ANet scores - NYS ELA and Math assessments - 10% decrease in referable offenses

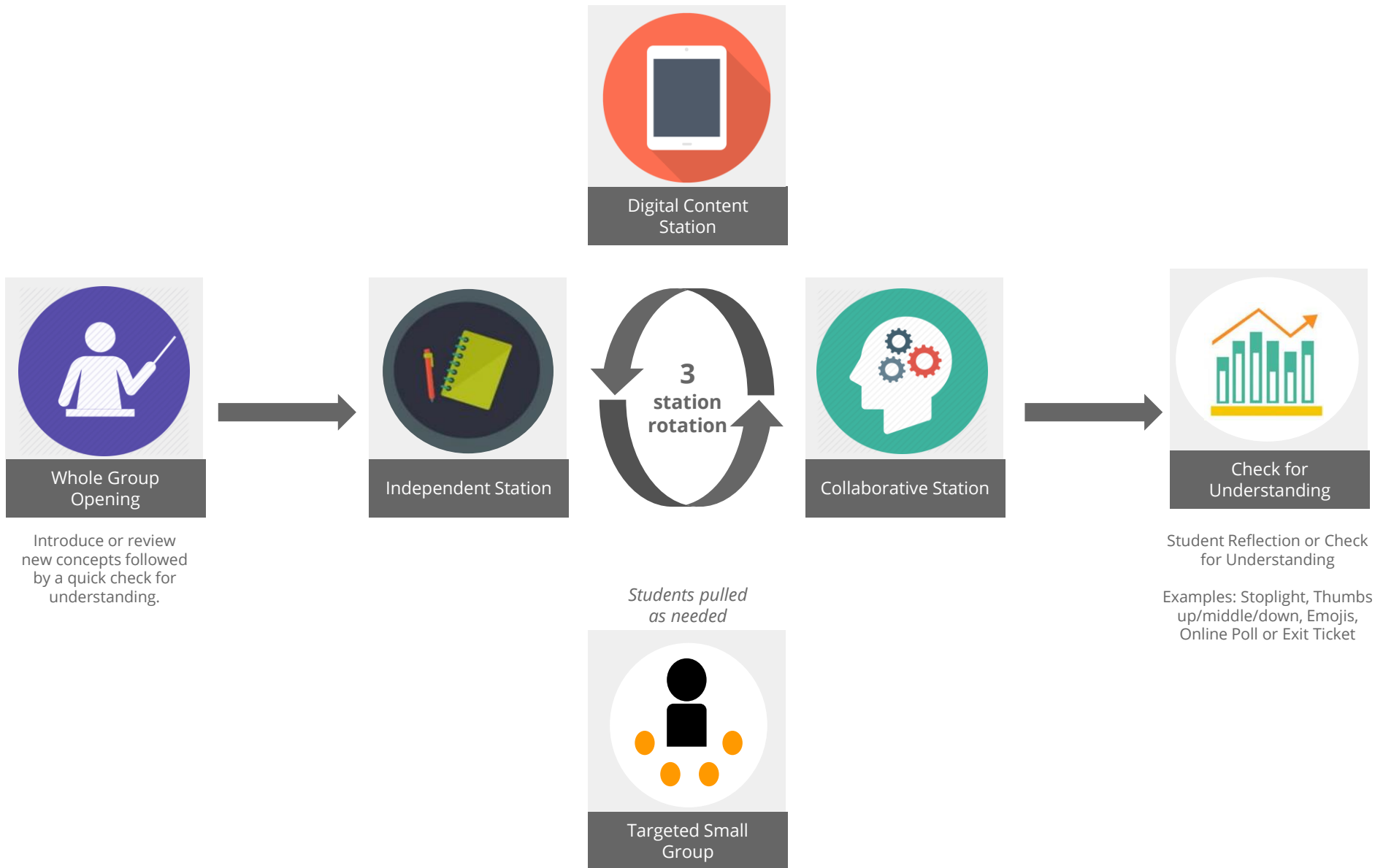


DESIGN



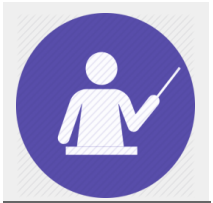
PL Instructional
Models

Station Rotation with Targeted Pull-Out



Station Rotation with Targeted Pull-Out: 2 Days Weekly

TUESDAY



Whole Group Opening

25 mins



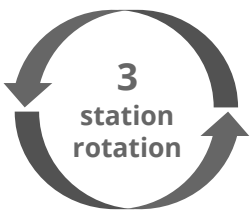
Check for Understanding

10 mins

3 Station Rotation: Highest Need First: 3 x 30 mins (90 mins)



Digital Content Station



Peer to Peer



Independent Work Time



Targeted Small Group Pull-Out

THURSDAY



Whole Group Opening

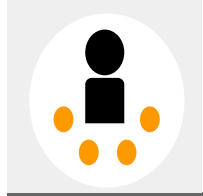
15 mins



Check for Understanding

10 mins

One Station: 25 mins



Targeted Small Group



Digital Content Station



Independent Station



Creation Station



Targeted Small Group

70 mins and 5-10 mins for Check for Understanding