

School Design Plan for Personalized Learning

Syracuse City School
Education Elements

December 2016



Corcoran High School

Syracuse City School District personalizes learning because it increases our capacity to unlock the potential of teachers and students

How might we increase true student engagement leading to an improvement in student collaboration skills?

Targeted Instruction

Instruction aligns to specific student needs & learning goals.

Start incorporating collaboration opportunities in every single lesson.

Insert actions here...

Integrated Digital Content

Digital content allows for a differentiated path and pace.

Through various digital platforms, students will monitor their own progress and be able to articulate how they are progressing.

Insert actions here...

Student Reflection + Ownership

Ongoing student reflection promotes ownership of learning.

Students will monitor their progress by using data walls in the classroom.

Insert actions here...

Data Driven Decisions

Frequent data collection informs instructional decisions & groupings.

Using data to create groups, e.g., behavior, STAR, DINs, Exit Tickets, Formative and Summative Assmts, etc.

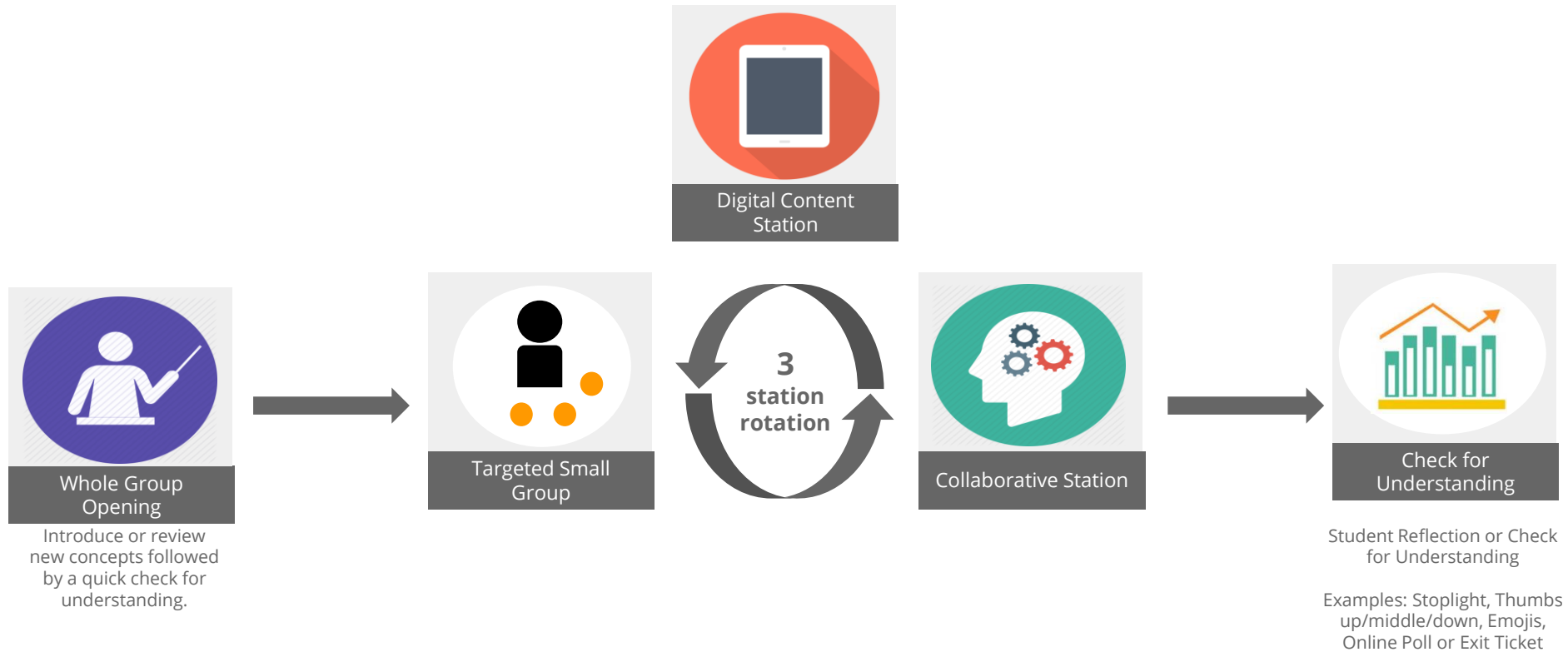
Insert actions here...

Foundation

Actions

Corcoran High School

School Instructional Model



Corcoran High School

Why are we investing in PL?

“Meet them where they’re at in order to get them where they need to be” “Reach the individual in the crowd”

Close the achievement gap. #closethegap

What principles will guide our work?

What systems & structures will we use to bring our plan to fruition?

Take 2 days to address routines and procedures after winter break

3-5 monthly PDs

Make every staff meeting a simulation

Embedded PD

School Leadership Team offering personal help/observations

Real Time Coaching

How will we measure our success in solving our HMW statement?

Student pre and post BPL survey

Break out in faculty meeting (during collaboration piece) to discuss progress and experiences.

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District PL Design Blueprint

How will we message why PL?

PL increases our capacity to unlock the potential of students and teachers.

How will we define PL?

Targeted Instruction

Integrated Digital Content

Data Driven Decisions

Student Reflection and Ownership

How will we implement PL?

EXPECTATION #1

Each school team will be “going deep” on targeted instruction and data-driven decisions and will select one other core 4 area to be “getting started”.

EXPECTATION #2

Schools will select a level of autonomy for designing models (i.e. how many models school will have and who designs/implements which models).

EXPECTATION #3

Schools will set a commitment for targeted instruction based on desired frequency of small group instruction / size of groups.

EXPECTATION #4

Schools will set a commitment for data-driven decisions (i.e. which types of data to use, how frequently to pull, and how it informs instruction)

Expectation #1: Rollout

DISTRICT EXPECTATION

Each school team will be “going deep” on targeted instruction and data-driven decisions and will select one other core 4 area to be “getting started”.

Suggested Timeline:

Jan-Feb: Targeted Instruction

Mar-April: Data-driven
Decisions

May-June: Your Choice

SCHOOL EXPECTATION

Each **9th grade teacher** will be “going deep” on targeted instruction and data-driven decisions and will select one other core 4 area to be “getting started”.

Our Timeline:

**Jan-Feb: Targeted PD on
Planning/Modeling**

Mar-April: Targeted Instruction

**May-June: Data-driven
Decisions**

Expectation #2: Design Autonomy

DISTRICT EXPECTATION

Schools will select a level of autonomy for designing models (i.e. how many models school will have and who designs/implements which models).

SCHOOL EXPECTATION

Each **9th grade teacher** will **follow the same 3 rotational (teacher led, collaborative, independent) model.** Tactics within models will be decided at the **teacher level with guidance from the Design Team through Professional Development.**

Expectation #3: Targeted Instruction

DISTRICT EXPECTATION

Schools will set a commitment for targeted instruction based on desired frequency of small group instruction / size of groups.

SCHOOL EXPECTATION

Each **9th grade teacher** will provide small group instruction **2-3** days/week. Groups should be comprised of no more than **10** students.

Expectation #4: Data-driven Decisions

DISTRICT EXPECTATION

Schools will set a commitment for data-driven decisions (i.e. which types of data to use, how frequently to pull, and how it informs instruction)

SCHOOL EXPECTATION

Each 9th grade teacher should deliver a formative assessment tool (e.g., DINs, higher level questions, and exit passes) for each lesson and use self-assessments, pre- and post-assessments **every one - two weeks**. Data will be used to determine **grouping and needs for reteaching** for targeted instruction.

PL Team Commitments

Our PL Team will...

- Commitment 1: Create a shared calendar of when PL members are using small group instruction to allow for peer observation.
- Commitment 2: Create a list of resources for teachers to utilize as they are beginning to use this model, as well as anchor charts for all classrooms.
- Commitment 3: Create universal, school wide expectations, terminology, and procedures for all teachers to use creating consistency for the students. Offer guidance in how to model and teach these procedures.
- Commitment 4: Provide push-in and collaboration support, as well as consistent professional development allowing for growth and support throughout this ongoing rollout.

Sample Commitments

- Create a shared calendar of when PL members are using small group instruction to allow for peer observation
- Meet biweekly to discuss digital content data and usage among students
- Develop a goal-setting template for all PL teachers to use weekly in their classes
- Develop specific directions for different types of “stations” that each teacher can use for their classroom

School PL Training Plan

Date	Session	Details (Attendees, Location, Lead, Etc.)
?	Grant Visit	Wave 2 Teachers, ENL, Select SpEd Teachers go to Grant to Observe
1/?/17	Planning a Lesson/Unit after-school PD	3-5 after school
2/8or10/17	Wave 2 Roll Out -Intro	Wave 2 Teachers
2/?/17	Modeling/Procedures after school PD	3-5 after school
3/?/17	Technology after school PD	3-5 after school
3/15/17	Planning/Modeling/Groups /Tech	In House Saturday Academy
4/?/17	Forming Groups after	

School PL Communications Plan

Key Questions	Details (may link out to other key documents)
What ongoing communication will you have with staff about PL, outside of trainings?	<i>Ideas: newsletter, staff meetings, videos, website, blogs, etc.</i> Wave 1 Playlist
What ongoing communication will you have with families about PL?	<i>Ideas: newsletter, parent nights, website, classroom snapshots, etc.</i>
When will teachers create PL classroom snapshot and what elements do you want them to include?	Customize these sample classroom snapshots
Any other key groups you want to communicate with? How?	<i>E.g. students, support staff, teacher assistants</i>

Resources To Customize for Staff + Families	
Newsletters	Classroom Snapshots
Videos	Websites
Family Nights	Blogs + Twitter

School Digital Content and Tools

Content Provider or Tool	Subject Area (All, Math, ELA...)	Purpose and Usage (Purpose and/or challenge this tool/content addresses, specific use cases, etc)



CLASSROOM DESIGN PLANS

Teacher PL Model Sketch

How might we...

**DIRECTIONS: MAKE A COPY OF SLIDE
FOR EVERY PERSON ON YOUR PL TEAM**

Your Name: _____ Your School/Grade Level/Subject: _____

Teacher PL Model + Tactics

How might we support students to have more 1-1 with teacher?

Briefly describe this model: I will use a _____ model based on...

How does this model help me address our HMW?

DIRECTIONS: MAKE A COPY OF SLIDE FOR EVERY PERSON ON YOUR PL TEAM

Targeted Instruction

Integrated Digital Content

Student Reflection + Ownership

Data Driven Decisions

Your Name: _____ Your School/Grade Level/Subject: _____

Teacher PL Model + Tactics

How might we build a foundation for our students that was never there?

Briefly describe this model: I will use a Station Rotation model based on...

- Students are all at different levels and abilities

How does this model help me address our HMW?

- Students can be caught up to grade level
- Allow students with common ability to grow together
- Have students engage in peer tutoring / learning

Targeted Instruction

Students will engage in meaningful conversations and discuss different strategies

Students can use whiteboards to re-teach or show learning of a topic.

Integrated Digital Content

Practice old skills. Review Algebra skills before building Geometry skills.

Students can get introduced to new topic before whole class instruction.

Student Reflection + Ownership

Student accountability and ownership of learning.

Self assessment and peer assessment.

Data Driven Decisions

Use online resources to track student progress.

Use DDI to group students in either groups or partners.

Your Name: January Kelly

Your School/Grade Level/Subject: Corcoran / 10th - 12th / Geometry

Teacher PL Model + Tactics

How might we improve collaborative skills?

How might we support students to have more 1-1 with teacher?

Briefly describe this model: I will use a 2 station model based on...

collaborative work to complete a body of work.

How does this model help me address our HMW?

- Gives students the ability to create a body of work collaboratively.

Targeted Instruction

Work with groups individually to address concern + road bumps.

Groups are tiered based on previous ~~the~~ assessment.

Integrated Digital Content

Students will create and share body of work digitally.

Student Reflection + Ownership

Students will fill out progression timeline

Data Driven Decisions

Progression timeline w/ self evaluations show where groups are in the process.

With individual conferences allows for assessment of progress.

Teacher PL Model + Practices

How might we support students to have more 1-1 with teacher?

Briefly describe this model: I will use a 3^{Station} model based on...

How does this model help me address our HMW?

- Every station has a 'do' + will be tailored to student need

Targeted Instruction

Word choice

Supporting a claim

Integrated Digital Content

Writing on One Drive

Student Reflection + Ownership

Peer Editing

Data Driven Decisions

Grouping Heterogenously + w/ personalities in mind

Using Student Self tracking to determine who starts on the ~~1000~~ group teacher-led

Teacher PL Model + Tactics

HMW provide more learning opportunities for students?
How might we support students to have more 1-1 with teacher?

Briefly describe this model: I will use a Stations model based on...

How does this model help me address our HMW?

- provide students a variety of ways to learn content.
- provide students with small group opportunities w/ teacher + peers.
- provide students opportunity to choose

Targeted Instruction

work w/ students based on data from previous day's data

- whole group intro sessions
-

Integrated Digital Content

use digital content so students can work at own level. + teacher can meet w/ groups

used for daily assessment

Student Reflection + Ownership

- student choice
- reflection - more ownership

- weekly goals

Data Driven Decisions

- flexible groups

- Exit tickets