Personalized Learning Summit 2017

We All Need Each Other to Personalize

West St. Paul, Mendota Heights, Eagan Area Schools, Minnesota

Cari Jo Drewitz, Marcy Doud, Kate Skappel, Dave Sandum

@cjkiffmeyer, @DirectorDoud, @arsmjswrs, @DaveSandum

PERSONALIZED LEARNING SUMMIT 2017
Education Elements
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@edelements

bit.ly/PLSWorkshopSurvey

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Who Are We?

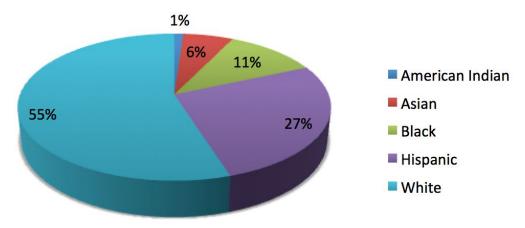**Cari Jo Drewitz**   **Dave Sandum**   **Kate Skappel**   **Marcy Doud**

Who Are We?

- Metro public district outside of St. Paul, Minnesota
- 4800 students
- 5 elementary, 2 middle and 1 high school
- Elementary schools are K-4, middle schools are 5 -8
- 4 magnet schools
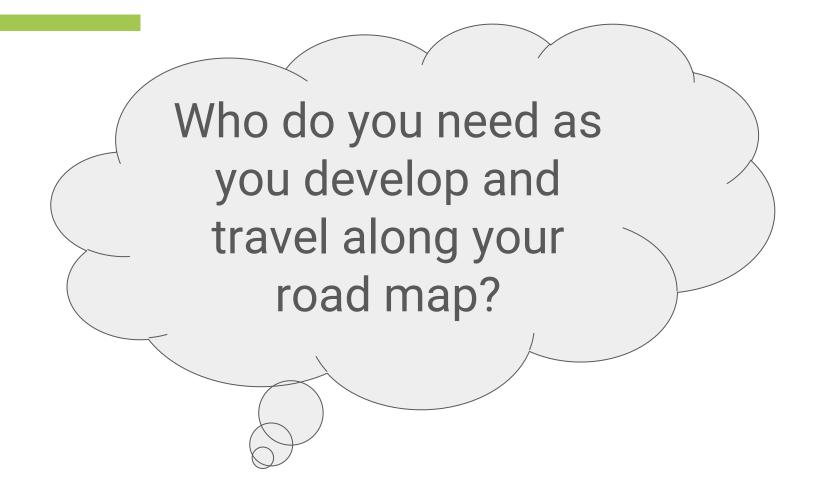- Retain 65% of our resident students
- 40% FRP, 16% Special Ed, 12% ESL

Pie chart:
- 1% American Indian
- 6% Asian
- 11% Black
- 27% Hispanic
- 55% White

Warm-up

Overview

Who do you need as you develop and travel along your road map?

Objectives Today

- Understand who we involved in each aspect of our our PL Road Map
- Dig Deeper into one of four areas
  - Digital Devices and Tools
    - How do you prepare a digital environment to support PL?
  - Communication Plan
    - What are the key components of a communication plan for device implementation? OR
    - What are some ideas on how to communicate PL in your district?
  - Online and Offline Curriculum
    - How do you think about curriculum in a PL model?
  - Initiative Alignment
    - How can you align all of the initiatives in your district?

Designing our PL Road-Map

PERSONALIZED LEARNING IMPLEMENTATION PLAN

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

NEEDS ASSESSMENT

DATA ANALYSIS TO MONITOR SUCCESS AND CONTINUALLY IMPROVE

STUDENT OUTCOMES

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School District 197- 5 Year Road Map

Year 0 (2015-2016)				
District PL Vision	Infrastructure Upgrade Plan	Devices and Digital Tools	3-5 Year Budget	District PL Mult-Year Roadmap
Year 1 (2016-2017)				
District PL Rollout Plan	PL Instructional Models / Strategy for Special Student Populations	District Initiative Alignment	PL Communication Plan	District PL Expectations and Success Indicators
Years 2-3 (2017-2019)				
Online and Offline Curriculum Alignment	Curriculum Inventory	PL Professional Learning Plan	Teacher Roles in PL Instructional Model	Digital Portfolio and Usage
Years 4-5 (2019-2021)				
PL Coaching and Evaluation System	PL Resource Bank	Students as Self-Directed Learners	Grading, Assessment and Data Culture	Schedule Aligned to PL Design

Designing our PL Road-Map

Year 0 (2015-2016)

| PL Vision Alignment | Infrastructure Upgrade Plan | Multi-Year Roadmap | Devices and Digital Tools | 3-5 Year Budget |

PL Vision Alignment

Develop a vision and align it to our strategic implementation plan

Key Players:
District Office: Curriculum, Technology, Special Programs, Administrators, Teachers

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Designing our PL Road-Map

Year 0 (2015-2016)

PL Vision Alignment	Infrastructure Upgrade Plan	Multi-Year Roadmap	Devices and Digital Tools	3-5 Year Budget

Infrastructure Upgrade Plan

Develop an upgrade plan that aligns to the device implementation plan.

Key Players:
Technology and Curriculum

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Designing our PL Road-Map

Year 0 (2015-2016)

| PL Vision Alignment | Infrastructure Upgrade Plan | Multi-Year Roadmap | Devices and Digital Tools | 3-5 Year Budget |

Develop a multi-year Personalized Learning roadmap

Key Players:
Curriculum, Technology, Special Programs, Administrators Teachers

Designing our PL Road-Map

Year 0 (2015-2016)

PL Vision Alignment	Infrastructure Upgrade Plan	Multi-Year Roadmap	Devices and Digital Tools	3-5 Year Budget

Develop a process to select devices and digital tools.

Key Players:
Curriculum, Technology, Special Programs,

With feedback Loops from Digital Learning Coaches and Tech Pros

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Designing our PL Road-Map

Year 0 (2015-2016)

PL Vision Alignment | Infrastructure Upgrade Plan | Multi-Year Roadmap | Devices and Digital Tools | 3-5 Year Budget

3-5 Year Budget
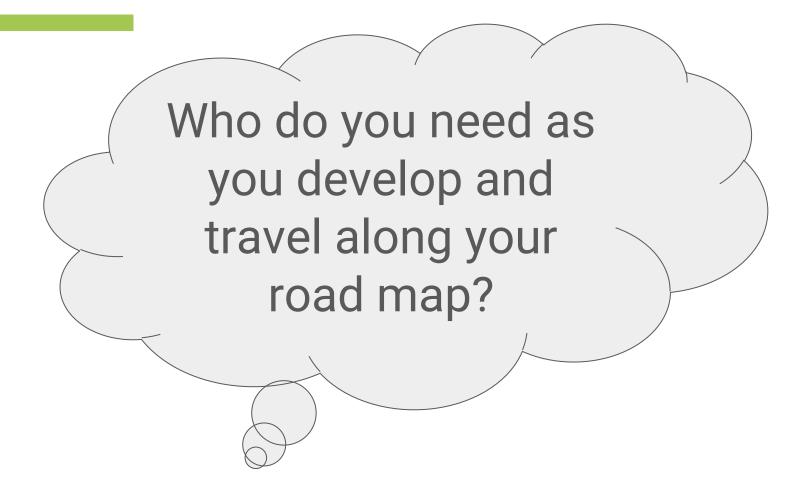
Develop a 10 year budget to sustain devices and digital tools with a built in replacement cycle.

Key Players:
Technology, Finance, School Board

Question to Ponder...

Who do you need as you develop and travel along your road map?

Designing our PL Road-Map

PERSONALIZE ⊙ INSPIRE ⊙ EMPOWER
LEARNING   curiosity and creativity   ALL

Year 1 (2016-2017)

| PL Rollout Plan | PL Instructional Models | Initiative Alignment | PL Communication Plan | PL Expectations & Success Indicators |

PL Rollout Plan

Develop a plan to launch personalized learning district-wide in the coming school years.

Key Players:
District Office: Curriculum, Technology, Special Programs, Administrators
Teachers
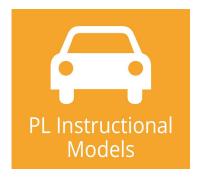
With feedback Loops from Parents and Students

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Designing our PL Road-Map

PERSONALIZE LEARNING · **INSPIRE** curiosity and creativity · **EMPOWER** ALL

Year 1 (2016-2017)

PL Rollout Plan	PL Instructional Models	Initiative Alignment	PL Communication Plan	PL Expectations & Success Indicators

PL Instructional Models

Assemble a portfolio of personalized learning instructional models and best practices that support students of all needs

Key Players:
District Office: Curriculum, Administrators, Teachers
Focus Group: Students

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Designing our PL Road-Map

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LEARNING   *curiosity and creativity*   ALL

Year 1 (2016-2017)

| PL Rollout Plan | PL Instructional Models | Initiative Alignment | PL Communication Plan | PL Expectations & Success Indicators |

PL Communication Plan

Construct a plan for communicating the district's vision for personalized learning and highlights from early implementers.

Key Players:
District Office: Superintendent, Assistant Superintendent, School Board, Curriculum, Communications, Technology

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Designing our PL Road-Map

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LEARNING   curiosity and creativity   ALL

Year 1 (2016-2017)

| PL Rollout Plan | PL Instructional Models | Initiative Alignment | PL Communication Plan | PL Expectations & Success Indicators |

Initiative Alignment

Align district priorities and existing initiatives with the vision and goals of personalized learning

Key Players:
District Office: Superintendent, Assistant Superintendent, Curriculum, Communications

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Year 1 (2016-2017)

PL Rollout Plan	PL Instructional Models	Initiative Alignment	PL Communication Plan	PL Expectations & Success Indicators

PL Expectations & Success Indicators
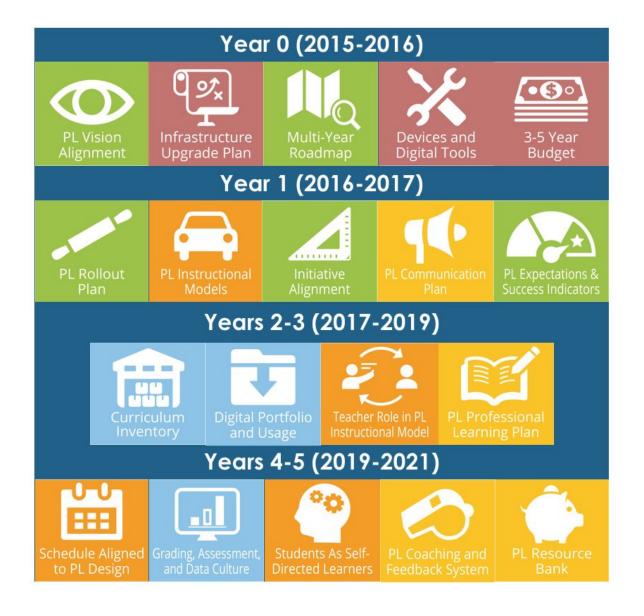
Determine expectations for classrooms implementing personalized learning and define measures of successful implementation.

Key Players:
District Office: Assistant Superintendent, Curriculum, Communications, Technology

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Designing our PL Road-Map

Year 0 (2015-2016)
- PL Vision Alignment
- Infrastructure Upgrade Plan
- Multi-Year Roadmap
- Devices and Digital Tools
- 3-5 Year Budget

Year 1 (2016-2017)
- PL Rollout Plan
- PL Instructional Models
- Initiative Alignment
- PL Communication Plan
- PL Expectations & Success Indicators

Years 2-3 (2017-2019)
- Curriculum Inventory
- Digital Portfolio and Usage
- Teacher Role in PL Instructional Model
- PL Professional Learning Plan

Years 4-5 (2019-2021)
- Schedule Aligned to PL Design
- Grading, Assessment, and Data Culture
- Students As Self-Directed Learners
- PL Coaching and Feedback System
- PL Resource Bank

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What would you like to learn more about?

Cari Jo Drewitz
PL Communication Plan

Dave Sandum

Digital Tools and Devices

Kate Skappel
Online and Offline Curriculum Development

Marcy Doud

Initiative Alignment

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Digital Tools and Devices

Dave Sandum

Director of Technology, dave.sandum@isd197.org

Question to Ponder...

What is necessary to prepare a digital environment for Personalized Learning?

Development of Technology Plan

Pre-Plan: Current State of Technology - A Technology Inventory

- Devices and Classroom Technology
    - Device to Student Ratio per School
    - Equitable Access for Students
    - Age of Devices - Staff and Student
    - LCD Projectors
    - Interactive Whiteboards
    - Classroom Sound Systems

- Infrastructure
    - Age of Servers - Virtualization
    - Switches - Age and Capacity
    - Firewall - Age, Capacity, Functionality
    - Wireless - Age, Capacity, Standardization
    - Internet Bandwidth - Capacity

Development of Technology Plan

Phase One: Needs Assessment

- Devices and Classroom Technology
  - Device to Student Ratio per School
  - Replacement Cycle for Staff and Student Devices
  - Standardization and Centralized Purchasing
  - Replacement Cycle for Other Classroom Technologies

NEEDS
ASSESSMENT

- Infrastructure
  - Age of Servers - Virtualization
  - Switches - Age and Capacity
  - Switch Replacement Cycle
  - Wireless upgrades and Standardization Plan
  - Firewall Replacement Plan
  - Phone System Upgrade

Development of Technology Plan

Phase One: Existing Environment Recommendations - 3 Options

- **Option One**
  - Status Quo
  - Budget Adjustment Requests for Purchases

- **Option Two**
  - Implement Replacement Cycles

- **Option Three**
  - Implement Replacement Cycles
  - Additional Student Devices for Equitable Access

Development of Technology Plan

Phase Two: Digital Tools and Devices

- Transition to Digital Learning
    - Digital Curriculum
    - Digital Resources for Learning and Instruction
    - Professional Development for Teachers
    - Teacher Support Structure
    - Technical Support Structure

- Devices to Support Digital Learning
    - Options for Student Devices
    - Sustainable Model for Devices

Development of Technology Plan

Phase Two: Digital Tools and Devices - 3 Options

- Option One
  - Maintain Existing Device Deployment
  - Additional Student Devices for Equitable Access
  - Proactive Replacement Cycle

- Option Two
  - Individual Devices for Students
  - 1:1, Grades 9-12, BYOD
  - 1:1, Grades 5-8, iPads
  - 2:1, Grades K-2, iPads

- Option Three
  - Individual Devices for Students
  - 1:1, Grades 9-12, MacBook Air
  - 1:1, Grades 5-8, iPads
  - 2:1, Grades K-2, iPads

Technology Plan Outcome

Recommendation for School Board Approval

- Implement Replacement Cycles for Existing Technology

- Individual Devices for Students
  - 1:1, Grades 9-12, BYOD
  - 1:1, Grades 5-8, iPads
  - 2:1, Grades K-2, iPads

How to Sustain?

Financial Model

- **10 Year Budget**
  - Replacement Cycle Yearly Costs
  - Self Insurance Model for Devices
  - Yearly Allocation for Apps

- **Leasing Strategy**
  - One Time Lease for Student Laptops, Chromebooks, Misc.
  - Ongoing Apple Lease with Sell Back Strategy
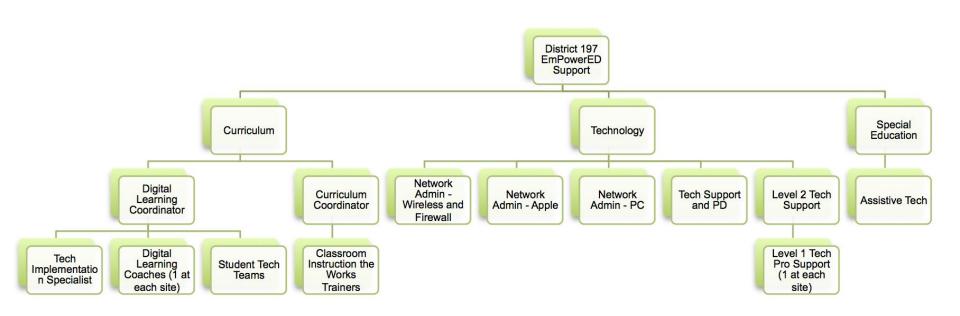
Implementation Strategy

- 2 Year Deployment Plan

- 3 Year Professional Development Plan for Teachers
    - How to Use Devices Instructionally
    - How to Create Digital Resources

- Digital Learning Coordinator and Specialist
    - Train and support teachers in the use of digital tools
    - Coach around blended and personalized learning strategies
    - Coordinate team of school level coaches

- School Level Technology Coaches
    - Support site specific needs in the area of technology integration
    - Collaborate with peers to incite innovative approaches to learning

Ways to support

Question to Ponder...

What do you need to do to prepare your digital environment for Personalized Learning?

PL Communication Plan

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment

@cjkiffmeyer, #District197PL, carijo.drewitz@isd197.org

Question to Ponder...

What are the key components of a communication plan for your own device implementation?

Device Implementation

Referendum Passing to Device Implementation

Oversight Committee

- Oversight committee for implementation was formed following passing of levy.
- Committee was comprised of:
    - Director of Communications, Director of Technology, Director of Curriculum, Digital Learning Coordinator, Curriculum Coordinator
    - As needed: Special Education Director, Tech Support Staff, K-12 Administrators
- Meet weekly then bi-monthly then monthly as the initiative moved on
- Developed outcomes that matter to all and measures of success

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Teacher Communication

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

Curriculum, Instruction and Assessment Newsletter
November 2015

Thoughts from Cari Jo...

Thursday morning Tom Benson arranged to have a few of the Pilot Knob students join us for breakfast and share how they are using technology in the classroom. I was amazed by the things I saw, the way that 5, 6, 7 and 8 year old students were able to articulate not only their learning but more importantly why it was important to them that they were able to show their learning in the ways they displayed. Sometimes we all have those days where we need a reminder of why we chose education, I find these pictures as a great reminder of my why.

Teacher Communication

Parent, Student and Community Communication

INTERNET SAFETY
Parents • Guardians • Communities

NetSmartz Workshop

A program of the

NATIONAL CENTER FOR
MISSING & EXPLOITED
CHILDREN®
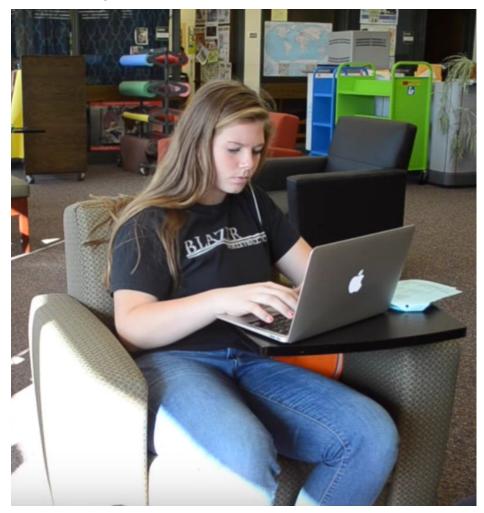
Parent/Student Communication - MS Device Roll-out

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Parent/Student Communication - HS Device Roll-out

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Personalized Learning

Vision to Actualization in Classrooms

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Question to Ponder...

What are some ideas presented that you could use to communicate about PL in your district?

Vision - What is your Battle Cry?

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Personalize
learning

Flexible learning anytime, anywhere

Competency-based progression

Self-directed learning facilitated by the teacher

Project-based and authentic, tailored to interests and abilities

Inspire
curiosity and creativity

Experiences that inspire curiosity, creativity, and critical thinking

Engagement in learning

Experiences that build communication and collaboration skills

Empower
all
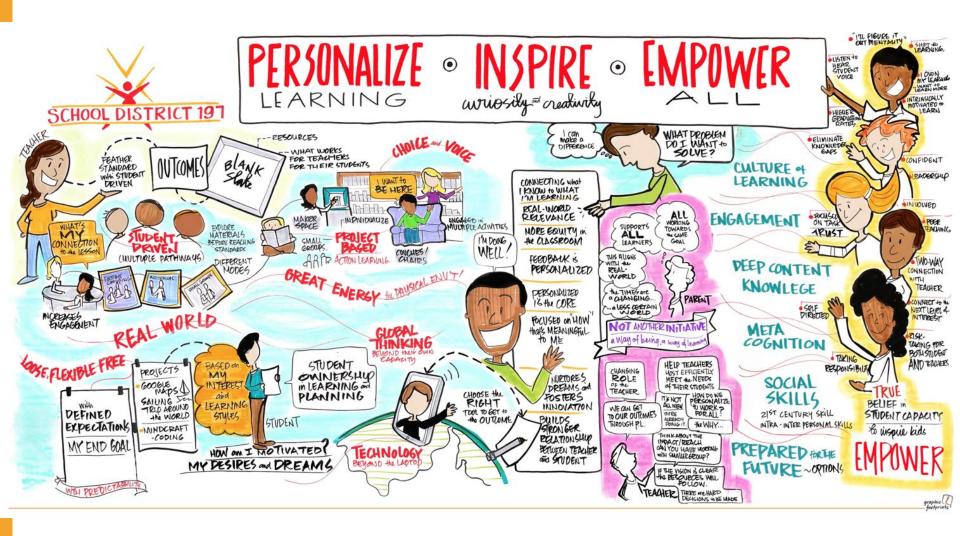
Continuous growth and achievement

Empowering individuals to reach their full potential and be career and college ready

Igniting a passion for lifelong learning
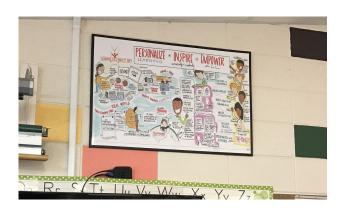
Vision Map

Vision - What did we do with it?

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LEARNING · curiosity & creativity · ALL

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Thank you for Empowering and Inspiring District 197

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Agenda: CIA and Special Programs Team Meeting
Date: April 11, 2017
Location: Henry Sibley High School - A236
12:30 - 1:00PM - Lunch
1:00 - 2:30PM

Time	Topic	Outcomes	
12:30- 1:00	Lunch		Lunch Sign-Up
1:00 - 1:20	District Update	Facilities Update	
1:20 - 1:40	May 5 PD Day	We will review the final plan for May 5 PD Day.	
1:40 - 2:00	Math Pathway Communication 5 - 12	We will review a draft of a communication for parents and students on math pathways.	Draft - Math Communica
2:00 - 2:15	Summer Calendar	We will discuss the summer calendar and how we will update this document.	Summer 2017 Planning
2:15 - 2:30			

West St. Paul - Mendota Heights - Eagan Area Schools (District 197) » Academics » EmPowerED

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PERSONALIZE Learning ⏻ INSPIRE Curiosity & Creativity ⏻ EMPOWER All

Outcomes | Timeline | Questions & Answers | Progress Reports & Presentations

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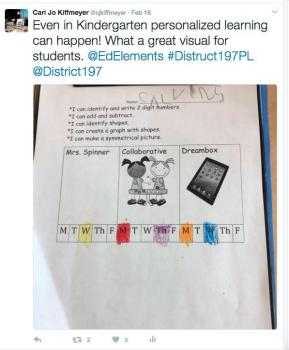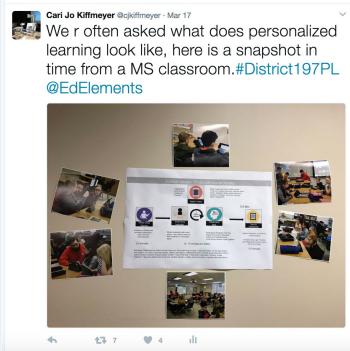
How are we using social media?

#District197PL

Cari Jo Kiffmeyer @cjkiffmeyer · Feb 1
Vanguard teacher w highly engaged Lang Arts class! 3 stations rotation,students spoke highly of model. @EdElements #district19PL @chrishiti

Cari Jo Kiffmeyer @cjkiffmeyer · Feb 16
Even in Kindergarten personalized learning can happen! What a great visual for students. @EdElements #Distruct197PL @District197

Cari Jo Kiffmeyer @cjkiffmeyer · Mar 17
We r often asked what does personalized learning look like, here is a snapshot in time from a MS classroom.#District197PL @EdElements

How are we informing our community?

Reflection..

What have you learned that will help communicate PL in your district?
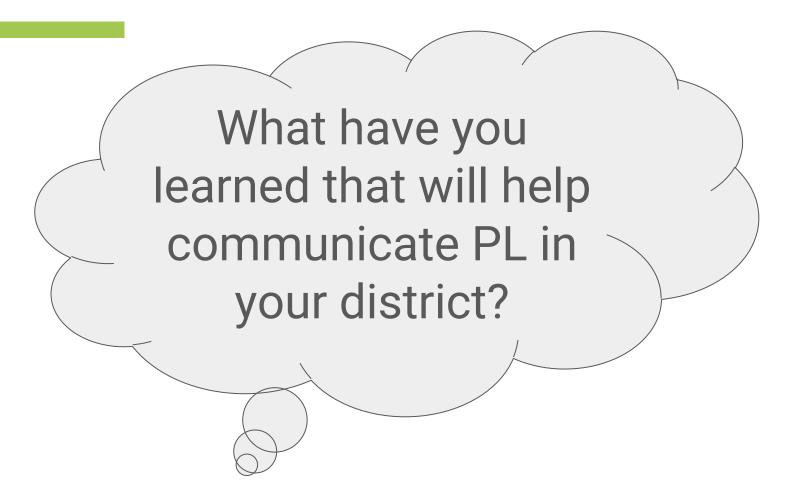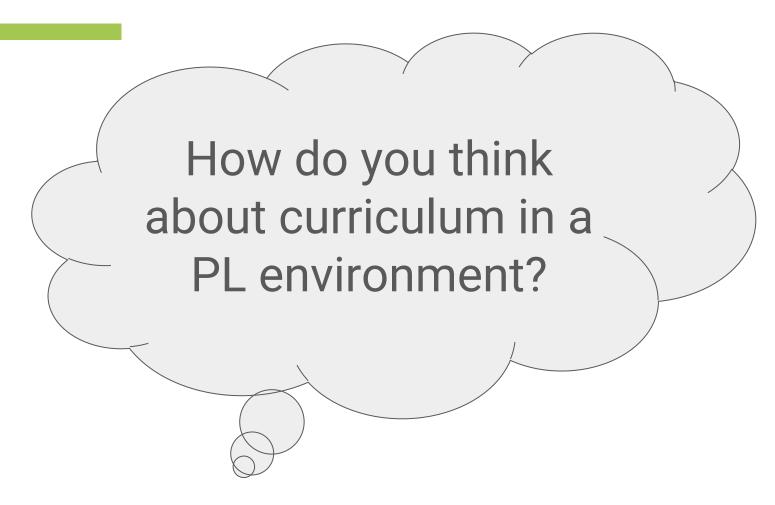
Online and Offline Curriculum Development

Kate Skappel, Curriculum Coordinator

@arsmjswrs, kathryn.skappel@isd197.org

Question to Ponder...

How do you think about curriculum in a PL environment?

Curriculum Review Cycle
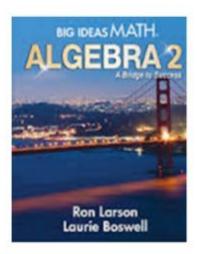
| Year 1: Self-Study	The purpose of year one is to engage in an in-depth study of the current program and determine its overall effectiveness. Community and staff input is gathered. Content area teams of teachers examine current best practice in curriculum and instruction.
Year 2: Developing	During year two content area teams review the current K-12 scope and sequence and align to state and/or national standards and benchmarks. They create a district curriculum map that identifies the knowledge, skills, and learning targets that students need to know, be able to do, and act upon. Content area teams also select materials to implement the revised curriculum and plan for purchasing.
Year 3: Implementing	The purpose of year three is to implement the new curriculum and develop and implement common assessments. Additionally in the spring of the year, the content area team will meet to also review if what is intended in the scope and sequence is actually achievable and considerations for additional professional development are identified.
Year 4: Measuring	Steps are taken to ensure the curriculum is implemented as intended.
Year 5: Revising	Teams adjust implementation procedures and implement changes as needed.
Year 6: Refining	Teams continue to refine the curriculum. They determine if adjustments are needed and implement them accordingly. Common assessments continue to be reviewed and refined.
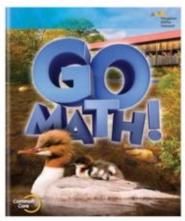
Curriculum Review

Foundational Content

- Traditional curriculum
- Typically classified as "core curriculum"
- Defined scope and sequence aligned to grade level
- Could be publisher created, or district created
- Example: curriculum guides, textbooks (online and offline)

Why do we hire foundational content?

Curriculum Review

Flexible Content

- Adaptive digital content
- Based on student mastery
- Typically meets students where they are at and provides a personalize path and pace.
- Many providers

Why do we hire flexible content?

Digital Content and Tools

District 197 PL Digital Content and Tools

See this google doc for a description of the purpose and resources for digital content providers

CONTENT AND TOOLS FOR 2016-17

|	Foundational Curriculum	District-Wide Digital Content	District-Wide Digital Tools	Site-Based Digital Content and Tools
Math				
Elementary	Everyday Math (K-4)	DreamBox (K-4)	Everyday Math Apps (K-4)	Unique (Fed. III)
Middle School	Holt - Holt Book 1, 2, Pre-Algebra and Algebra I	eTextbook (5)	GraphNCalc83 App (7-8)	iXL Math MobyMax (HMS SPED) Unique (Fed. III)
High School	Holt - Algebra I, Geo and Algebra II			MobyMax (SPED) Unique (Fed. III)
ELA				
Elementary	Reading Street Being a Writer, 2nd Ed.	Pearson SuccessNet-Reading Street (K-4) Raz-Kids (K-4) Writing Wizard App (K-1) Typing Agent (3-4)	PebbleGo (K-3) Word Wizard App (K-1)	Accelerated Reader (AR) Tumble Books Epic!
Middle School	Reading Street (5-6) Being a Writer, 2nd Ed. (5-6)	Pearson SuccessNet (Reading Street) Prentice Hall: Literature (5-8)		Vocabulary.com (FHMS)

Google Doc

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Selecting Flexible Content

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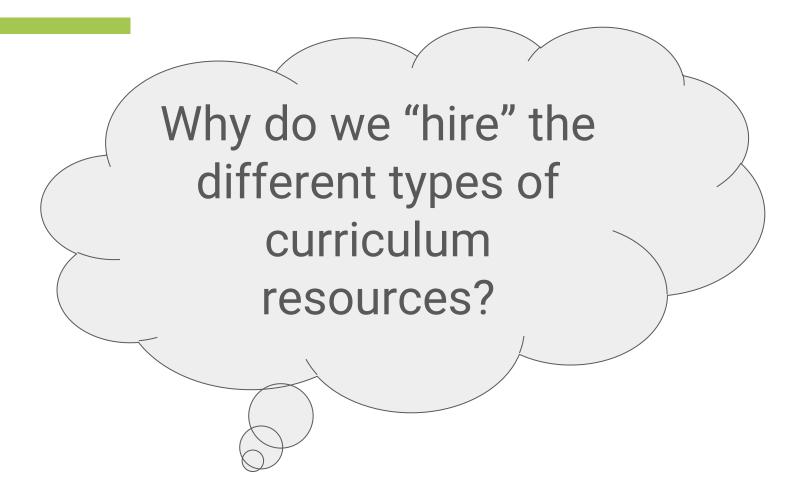
One-Pagers + Additional Digital Tool Options

	K-5 DIGITAL TOOLS	6-12 DIGITAL TOOLS	FREE/CHEAP TOOLS
Courses (All Subjects)	o Compass Learning (K-12)*	o Apex (6-12) o Compass Learning (K-12)* o Edgenuity (6-12)*	Brain Pop (K-8) Khan Academy (3-12) Activate (K-8) Flocabulary (K-12)
Math	o ALEKS (3-12)* o Discovery Education (K-12) o Dreambox (K-8)* o IXL (K-12) o i-Ready Math (K-8) o ST Math (K-5)* o Redbird (K-7) o TenMarks (2-12) o ThinkThroughMath (3-8) o Thrive (3-8) o Waggle (2-8) o Wowzers (3-8)	o ALEKS (3-12)* o Discovery Education (K-12) o Dreambox (K-8)* o i-Ready Math (K-8) o ST Math (K-5)* o TenMarks (2-12) o ThinkThroughMath (3-8) o Thrive (3-8) o Waggle (2-8) o Wowzers (3-8)	Reflex Math (2-8) TenMarks (1-8) Study Island (K-8) Manga High (6-8) MobyMax (K-8) Sumdog (1-6) Brain Pop (K-8) Math Magician (K-8)
ELA	o Achieve3000 (3-12)* o Curriculet (3-12)* o Imagine Learning (K-6)* o i-Ready Reading (K-8) o Lexia (PK-5)*	o Achieve3000 (3-12)* o Curriculet (3-12)* o i-Ready Reading (K-8) o MyOn (PK-8)* o Newsela (3-12)	Reading Eggs/Eggspress (PK-6) RAZ Kids (K-6) Curriculet (3-8) Reading Counts (K-8)

Adaptive Content Elementary Pilots

| Digital Tool	Expected Use Guidelines
Dreambox ● An adaptive supplemental resource that provides math instruction and data. ● Used station rotation or independent work. ● Access at home is possible as long as there is an internet connection. **Click to access Quick Start, Teacher Guides & more**	Student: ● 60 min/week. ● Optimal completion rate: 5 lessons/week.Students should complete lessons whenever possible. For K-2, lessons take 5-7 min. For 3-4, lessons take 7-12 minutes. Teacher: ● Review data weekly to inform small group instruction.
RAZ Kids ● Digital leveled reading program with interactive ebooks used on student iPads in grades K-4. ● Used as part of a station rotation and/or independent reading. ● Access to RAZ Kids at home is possible as long as there is an internet connection. **Quickstart Guide to Using RAZ**	Teacher sets up students' accounts/reading levels and monitors students' progress/usage. Below outlines expectations for student use by grade level. K - students begin using by quarter two for a minimum total of 15-20 minutes per week at school. 1 - students begin using in October for a minimum total of 20-30 minutes per week at school. 2 - students begin using in October for a minimum total of 30-40 minutes per week at school. 3 - students begin using in October for a minimum total of 40-50 minutes per week at school. 4 - students begin using in October for minimum a total of 50-60 minutes per week at school.

Question to Ponder...

Why do we "hire" the different types of curriculum resources?
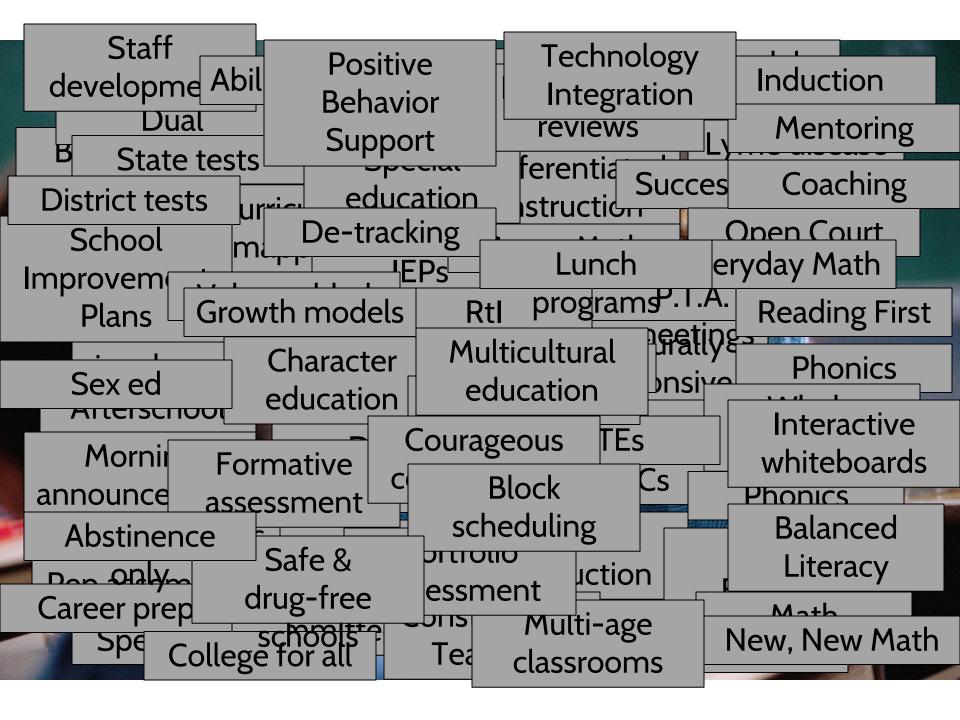
Initiative Alignment

Marcy Doud, Assistant Superintendent

@DirectorDoud, marcy.doud@isd197.org

Question to Ponder...

Turn and Talk:
What are the
competing initiatives
in your district?

Staff development
Abil
Dual
B
State tests
District tests
School Improvement Plans
Positive Behavior Support
Special education
De-tracking
IEPs
Technology Integration
reviews
ferential
struction
Success
Lunch
eryday Math
Induction
Mentoring
Coaching
Open Court
Growth models
RtI
programs
P.T.A.
Reading First
Sex ed
Character education
Multicultural education
Phonics
Afterschool
Courageous
TEs
Interactive whiteboards
Morning announce
Formative assessment
Block scheduling
Cs
Phonics
Abstinence
only
Safe & drug-free schools
Multi-age classrooms
Balanced Literacy
Career prep
College for all
Tea
New, New Math

WEST ST. PAUL – MENDOTA HEIGHTS – EAGAN AREA SCHOOLS
STRATEGIC FRAMEWORK

Mission
Our Core Purpose

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Core Values
What Drives Our Words and Actions

- **Accountability:** Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication.
- **Collaboration:** Engaging in partnerships founded on interdependence, trust, and transparency.
- **Curiosity:** Inspiring a lifelong desire to learn and grow.
- **Equity:** Providing all students with equitable access to educational resources and opportunities.
- **Excellence:** Setting high expectations and focusing on continuous improvement.
- **Innovation:** Encouraging creative problem solving, critical thinking, and risk taking.
- **Respect:** Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives.
- **Stewardship:** Allocating resources in a wise, sustainable manner to cost-effectively achieve our vision.

Vision
What We Intend to Create

- Comprehensive and exemplary academic and co-curricular programs and services
- Rigorous 21st Century curriculum and instruction based on current research and best practices.
- A safe and respectful learning community.
- A welcoming environment that embraces diversity.
- The leading educational choice in the community.

Goals

A Achieve measurable growth and continuous progress for each student.

B Narrow the achievement gap.

C Personalize learning by offering multiple pathways and opportunities to explore individual interests and talents.

D Prepare students to be career or college ready.

E Deliver high impact early learning opportunities.

F Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.
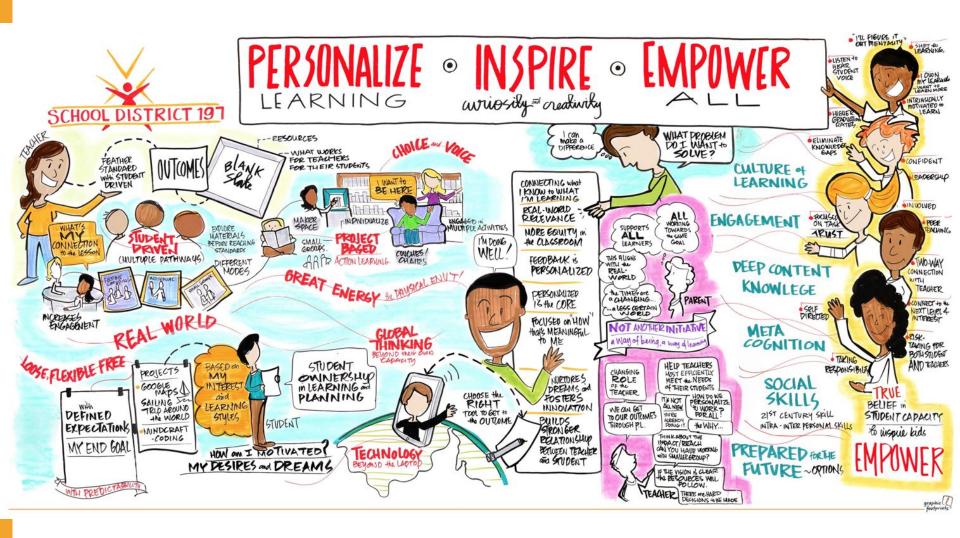
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Strategic Goals

Goal A: Measureable Growth	Goal B: Achievement Gap	Goal C: Personalized Learning	Goal D: Career and College Ready	Goal E: Early Learning	Goal F: Technology and Innovation
Achieve measurable growth and continuous progress for each student.	Narrow the achievement gap.	Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.	Prepare students to be career or college ready.	Deliver high impact early learning opportunities.	Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.

Core Strategies

Goal A	Goal B	Goal C	Goal D	Goal E	Goal F
A1: Create a multi-tiered educational model in math and reading that serves all students. A2: Explore ways to expand gifted programming in the district. A3: Develop a comprehensive and viable curriculum. A4: Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhance administration's capacity to lead and manage change. A5: Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).	B1: Increase staff cultural competency throughout the entire district. B2: Provide educational opportunities for families to support learning at home and at school. B3: Increase the ways in which school information is communicated in multiple languages.	C1: Develop a long-term district strategy for personalizing learning. C2: Expand pathways for learning based on individual interests. Personalized learning is also addressed in the following goals: • Goal A1, A2 • Goal D1	D1: Develop an electronic college and career portfolio beginning in 7th grade. D2: Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students "job ready" upon graduation. D3: Increase the quality, fidelity, intensity, and consistency in AVID implementation at the secondary level.	E1: Increase early learning opportunities for families. E2: Develop an effective kindergarten transition model, including the creation of vertical curriculum and instructional alignment from Pre-K to grade three. E3: Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice	F1: Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices. F2: Create blended learning environments. F3: Redesign learning spaces to accommodate 21st century learning.

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IMPLEMENTATION PLAN: C1 -
Develop a long-term district strategy for personalizing learning.

2013-14	2014-15	2015-16	2016-17	2017-18
	Investigate what aspects of personalized learning should be implemented in the district and at what grade levels Articulate a district strategy for personalizing learning Identify early adopters (teachers, teams, or schools) who would be good candidates for initial implementation	Develop a 5 year vision what Personalized Learning will look like in classrooms. Explore adaptive curriculum. Align to A5, (common instructional strategies) Align to F2, (blended learning environments)	Communicate the vision for Personalized Learning. Design and pilot a portfolio of Personalized Learning Instructional Models. Develop an implementation plan for Personalized Learning.	Implement Personalized Learning Instructional Models.

Vision Map

IMPLEMENTATION PLAN: C2 –
Expand pathways for learning based on individual interests.

2013-14	2014-15	2015-16	2016-17	2017-18
Identify and develop pathways to continue the magnet themes through middle and high school	Explore dual language Spanish immersion as a potential program option in the district through the following discussions: • Moreland's plan for addressing racial isolation • ESL program review • World Language Curriculum review	Conduct a feasibility study of a Dual Language program. Develop a plan for development of expanded pathways. Align to D2 – Expand options to earn postsecondary credit	Identify potential career pathways that include opportunities for earning post-secondary credit or industry certification concurrent to earning a high school diploma through the TriDistrict career and college readiness initiative	

WEST ST. PAUL – MENDOTA HEIGHTS – EAGAN AREA SCHOOLS

PORTRAIT OF A GRADUATE

WHO IS CAREER AND COLLEGE READY

Attitudes

Collaborative
Reflective and Evaluative
Self-directed and Self-advocating
Persistent
Flexible and Adaptable
Culturally Competent
Curious

Skills

Communication
Multiple Modes of Literacy
Research and Study Skills
Critical Thinking and Problem Solving
Leadership
Creativity and Innovation
Multilingual

Experiences

A broad, comprehensive curriculum that includes authentic projects and real-world problems.

Career and college exploration that includes internships and mentorships.

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Leadership Framework
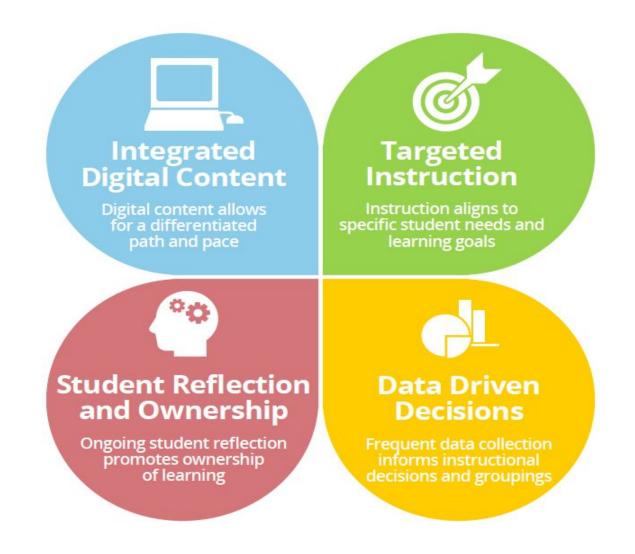
Initiative Alignment

Core 4 - Next Iteration of the Strategic Framework

Integrated Digital Content
Digital content allows for a differentiated path and pace

Targeted Instruction
Instruction aligns to specific student needs and learning goals

Student Reflection and Ownership
Ongoing student reflection promotes ownership of learning

Data Driven Decisions
Frequent data collection informs instructional decisions and groupings

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THANK YOU

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