Cohort 16

Continuous Improvement Plan (CIP) for Personalized Learning

Author(s): LGHS Design Team
March 21, 2016
LOCUST GROVE HIGH SCHOOL PLAN, JANUARY 2016- JULY 2018

<table>
<thead>
<tr>
<th>Goal Type</th>
<th>PL Tenet</th>
<th>Goal # 1 (Identify S.M.A.R.T. goal here):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Process Goal</td>
<td>☐ Learner Profiles</td>
<td>From January 2016 to July of 2018, teachers will increase their use of cross-curricular Project Based Learning strategies, resulting in 85% of students being able to convey and explain their content ideas and reasoning clearly through verbal and/or written communication using content specific vocabulary related to their self-selected houses. Progress will be measured through documented and completed cross-curricular Project Based Learning cumulative presentations.</td>
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<tr>
<td>☐ Student Achievement Goal</td>
<td>☐ Competencies/21st C. Skills</td>
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<td>☐ PBL/Authentic Learning</td>
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<td></td>
<td>☐ Tech-Enabled</td>
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Objectives:

- Students will improve their ability to convey and explain their content specific ideas and reasoning clearly through verbal and/or written communication using content specific vocabulary.
- Students will think critically as they connect course content learning to authentic Project Based Learning and/or Service Learning performance tasks.
- Students will practice and refine their 21st Century Skills.

<table>
<thead>
<tr>
<th>Strategy/Action</th>
<th>Person Responsible</th>
<th>Resources Needed</th>
<th>Due Date(s)</th>
<th>Measurement of Impact on Student Experience/ Teacher Practice</th>
</tr>
</thead>
</table>
| Eighty percent of the LGHS faculty will participate in PBL 101 training that will assist them as they plan lessons to engage students in higher order thinking, using DOK and Quad D strategies. This professional learning will also support Service Learning. We will hold an exhibition evening where students can communicate their ideas, process, and learnings; this will happen in the spring. | • HCS PL Coaches  
• Project Manager | • Training by HCS PL Coaches  
• Funds for workbooks and substitutes | November 2016  
November 2017 | 1 Completed Cross-Curricular Unit (per semester)  
1 Completed PBL/SL Unit Plan (per semester)  
iWalkthrough Observations  
Student and Teacher Surveys about their Experiences  
Administrator-Teacher Conferences |
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| Continue the partnership with National Youth Leadership Council (NYLC) that will help the cohort of teachers incorporate cross-curricular lessons through relevant and creative instruction that engages students in complex investigation of real world problems. | ● Service Learning Cohort  
● School Champion | ● Funds for flights, registration, hotel, and substitutes | April 2016 | 1 Completed Cross-Curricular Unit (per semester)  
1 Completed PBL/SL Unit Plan (per semester)  
iWalkthrough Observations |
| --- | --- | --- | --- | --- |
| Professional Learning on Curriculum Crosswalks | ● TOSAs and/or Content Coordinators | ● Training by TOSAs and/or Content Coordinators | April 2016 | 1 Completed Cross-Curricular Unit (per semester)  
1 Completed PBL/SL Unit Plan (per semester) |
| Teachers will complete the Formative Instructional Practices training on the GaDoe website. | ● PL Coach  
● Project Manager | ● DOE FIP access for all teachers | December 2016 | Completed Module Certificates  
Classroom Assessments |
**Goal Type**
- ✓ Process Goal
- ✓ Student Achievement Goal

**PL Tenet**
- ✓ Learner Profile
- ✓ Competencies/21st C. Skills
- ✓ PBL/Authentic Learning
- ✓ Tech-Enabled

**Goal #2 (Identify S.M.A.R.T. goal here):**
From January 2016 to July of 2018, teachers will use Advisory periods to assist 100% of students in creating their individual academic and life goals utilizing the Learner Profile platform. Progress will be measured through completed student-led conferences.

<table>
<thead>
<tr>
<th>Objectives:</th>
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</thead>
<tbody>
<tr>
<td>Students will learn to set short and long term goals and to track their own academic progress.</td>
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<tr>
<td>Students will develop self-awareness and self-efficacy.</td>
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<tr>
<td>Students will become their own advocates for their learning.</td>
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| After being trained to use Blender, the Learner Profile platform, teachers will introduce students to system and teach goal setting skills using Blender since the program will allow students to document their goals and examine their progress. We will conduct student-led conferences in February 2017. We will invite parents to participate; the administrators, counselors, PL coach, and Project Manager will participate when parents are unavailable. | ● Project Manager  
● Design Team  
● Teachers  
● Counselors  
● Advisory Team | ● Training | September 2016 | 100% of students will log onto Blender and begin to create goals. Completed Student-Led Conferences |
| The Advisory focus team will plan activities to enhance students’ socio-emotional and life skills and to support self-awareness and self-efficacy. | ● Dean of Students  
● Project Manager  
● Administrators  
● Advisory Team | ● The Advisory Guide  
● County Resources | July 2016 | Student Surveys  
Teacher Surveys  
iWalkthrough Observations |
| Teacher and students will be trained and required to create and keep a digital portfolio of learning artifacts to show mastery of required graduation competencies. | ● Dean of Students  
● Project Manager | ● Access to Portfolio Platform | August 2016 - June 2018 | Completed Portfolio Artifacts in the Learner Profile |
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### Goal Type
- **Process Goal**
- **Student Achievement Goal**

### PL Tenet
- **Learner Profile**
- **Competencies/21st C. Skills**
- **PBL/Authentic Learning**
- **Tech-Enabled**

### Goal #3 (Identify S.M.A.R.T. goal here):
From February 2016 to July of 2018, 100% of the teachers will use the HCS Graduation Competencies to measure student progress through the course standards. Progress toward this goal will be measured by evaluating the use of competencies in lesson plans and a 2% increase in graduation rate each year.

### Objectives:
- Teachers will increase their knowledge and utilization of HCS Graduation Competencies and how they relate to the Georgia Standards of Excellence and their course content.
- Teachers will plan their lessons/units and culminating assessments utilizing both the HCS Graduation Competencies and Georgia Standards of Excellence during the 2016-2017 school year.
- Teachers will plan their lessons/units and culminating assessment primarily utilizing the HCS Graduation Competencies beginning with the 2017-2018 school year.

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</table>
| Teachers will review and become familiar with their course specific and 21st century skills competencies. | • Administrators  
• PL Coach  
• Project Manager  
• TOSAs and/or Content Coordinators | • HCS Graduation Competencies  
• 21st Century Skills Competencies | April 2016 - May 2017  
Lesson/Unit Plans  
iWalkthrough Observations | |
| Teachers will receive professional learning on incorporating the HCS Graduation Competencies and the Georgia Standards of Excellence into their classroom instruction. | • Administrators  
• PL Coach  
• Project Manager  
• TOSAs and/or Content Coordinators | • HCS Graduation Competencies  
• Georgia Standards of Excellence | Three times per semester  
April 2016 - May 2017  
Lesson/Unit Plans  
iWalkthrough Observations  
Training Sign-in Sheets | |
| Teachers will continue to work with consultants to develop instructional units that are based solely on graduation competencies. | • Administrators  
• Consultants  
• PL Coach  
• Project Manager | • Training by Consultants | March 2016 - May 2018  
Training Sign in Sheets  
Monthly Lesson/Unit Plans | |
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<table>
<thead>
<tr>
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<th>Goal # 4 (Identify S.M.A.R.T. goal here):</th>
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</thead>
<tbody>
<tr>
<td>❑ Process Goal</td>
<td>❑ Learner Profile</td>
<td>Teachers will decrease traditional (teacher-focused lectures) instructional strategies and engage in whole group instruction less than 35% of time by June 2018. Students will be fully transitioned into flexible learning environments such as the dynamic classroom.</td>
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<tr>
<td>❑ Student</td>
<td>❑ Competencies/21st C. Skills</td>
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<tr>
<td>Achievement Goal</td>
<td>❑ PBL/Authentic Learning</td>
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<td>❑ Tech-Enabled</td>
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### Objectives:
- Students will practice and refine their 21st Century Skills within flexible, technology-enabled learning environments.
- Students will exercise voice and choice as it relates to their own learning.
- Students will accept ownership for their own learning and take advantage of opportunities to move on when ready.

### Strategy/Action

| 100% of Teachers will attend technology-enabled professional development that will address the use of 21st century skills to engage students, in the use of Move-On When Ready and Blended models. Course offerings will strategies pertinent to each of the content areas. | Administrators  ● PL Coach  ● Project Manager | Meeting with Dr. Blanton (March 2016)  ● Consultants  ● Training | January 2016 - June 2018 | 25% of staff each 6 months | Training Sign in Sheets  Lesson/Unit Plans  iWalkthrough Observations and Data  TKES Evaluations |
| Teachers will incorporate technology-enabled strategies that promote engaging, inquiry-based products in their lesson/unit plans. This will decrease the amount of time in whole group instruction to less than 35% of the time. | Administrators  ● PL Coach  ● Project Manager | Consultants  ● Training | January 2016 - June 2018 | Administrative Review of Lesson/Unit Plans  iWalkthrough Observations and Data  TKES Evaluations |
Teachers will receive professional learning that involves the utilization of flexible learning (collaborative groups, individual practice, student-teacher conferences) and other dynamic learning strategies that allow for more student choice and ownership and for greater guidance and facilitation by the teachers.

<table>
<thead>
<tr>
<th>Role</th>
<th>January 2016 - June 2018</th>
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<tbody>
<tr>
<td>Administrators</td>
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<tr>
<td>PL Coach</td>
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<td>Project Manager</td>
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<td>Consultants</td>
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<tr>
<td>Training</td>
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- Training Sign in Sheets
- Lesson/Unit Plans
- iWalkthrough Observations and Data
- TKES Evaluations