Franklin West Supervisory Union

"A Belief in What is Possible"

FWSU ACTION PLAN

SUPPORTING ALL LEARNERS:
HIGH PERFORMANCE and EQUITY in a DIGITAL LEARNING CULTURE

Target 1 – Proficiency-Based Personalized Learning
FWSU students and staff design and engage in proficiency-based personalized learning that integrates collaborative inquiry, problem solving, and creativity.

Indicators of Success for this Target:

- Students and staff create original works as a means of personal or group expression.
- Students and staff create personalized learning networks to communicate and collaborate with others.
- Students and staff collaborate to design authentic questions and solve problems.
- Students join with staff in directing their educational experiences as independent, goal-oriented, and reflective learners.
- Students make decisions about personalizing their learning to facilitate the demonstration of proficiency.
- Teachers customize their instructional strategies using a range of information about individual learners so that learning opportunities are matched to learner needs, strengths, and interests.
- Teachers provide learners with multiple pathways for meeting standards so that students achieve proficiency in essential areas of learning.
- Teachers build relationships and offer relevant learning opportunities that incorporate multiple perspectives.

ACTION STEP	DESCRIPTION	INFRASTRUCTURE	PROFESSIONAL LEARNING CONTENT AND SKILLS	DATA COLLECTION/ EVALUATION
1.	Design, model, and highlight innovative, personalized social and academic proficiency-based learning opportunities that promote collaborative inquiry, problem solving, and creativity for students and staff	Scheduled time to collaborate with colleagues Platforms for sharing and modeling innovative practices Reallocate funds for resources needed Platforms for data collection	Student-centered curriculum, instruction, and assessment Universal Design for Learning guidelines Cross disciplinary and integrated curriculum Differentiation and personalization Authentic, performance-based assessment Expanding PLNs (embedded PL) Resources to support teacher learning for multiple pathways (i.e. internships, work-based learning, place-based learning, problem-based learning, early college)	Professional learning agendas reflect inquiry, creativity, and expectation of digital and face-to-face collaboration PLP evidence Blog data
2.	Support proficiency for all learners in student-centered, collaborative, digitally -rich learning environments	Digitally-rich learning culture Proficiency maps for content and transferable skills Learning scales Robust, balanced assessment system	Student-centered learning, collaboration, and change strategies for high-performance Mapping curriculum and assessment for proficiency Designing learning scales Universal Design for Learning guidelines MTSS	Staff surveys Performance data (state, local, classroom) Evidence of student-centered learning opportunities in classrooms documented through observational data collection
3.	Ensure that all learners are digitally proficient, as defined by ISTE Standards	1:1 embedded Tech Integration Specialists	Understanding and implementation of ISTE Standards Frameworks/models that intersect technology, content, and pedagogy	Classroom walk-through data collection on integration of digital tools and collaboration Surveys

		Time for consultation and coaching with Tech Integration Specialists		
4.	Engage all staff and students in creating personalized learning networks (PLN) that contribute to continuous learning and improved instructional practice	Wi-Fi and devices Differentiated professional learning opportunities Local, face-to-face and online offerings	Personal Learning Networks Curation PLN sources: e.g. Twitter, blogs, webinars, Schoology (connected communities)	Staff Twitter analytics Schoology analytics Survey data: engagement in students and staff in actively using PLNs

Target 2 – Leadership
FWSU students and staff lead innovative, personalized learning opportunities, both locally and globally.

Indicators of Success for this Target:

- Students and staff act as coaches, facilitators, collaborators, and co-learners in a personalized learning environment.
- Student and staff leaders innovate and take risks when faced with new challenges.
- Students and staff design and implement plans together.
- Students and staff monitor their initiatives and reflect together.
- Students and staff lead as engaged and responsible citizens.
- Students explore greater understanding of community, social issues, and the self in community.
- Student voice has the power to impact the perceptions of others.

ACTION STEP	DESCRIPTION	INFRASTRUCTURE	PROFESSIONAL LEARNING CONTENT AND SKILLS	DATA COLLECTION/ EVALUATION
1.	Design multiple avenues for students and staff to lead, advocate, and serve within the school and community	Opportunities for authentic problem-solving with the community After school/summer learning opportunities	Leadership/advocacy development for students and staff Community-based learning Models of authentic learning	Portfolio artifacts Student surveys

		Service learning curriculum Transportation Data-base of community resources and projects Community-based learning opportunities Community-based Learning Coordinator	Strategies for developing student agency and independence	
2.	Ensure students take a leadership role in their learning using rich, authentic questions, problems they identify, and diverse resources to formulate solutions Shift teacher roles from director of teaching to facilitator of learning	Flexible scheduling resources Flexibly scheduled blocks of time within a master schedule Community partnerships Proficiency-based curriculum maps PLPs	Proficiency-based learning Design flexible schedules Shift to Personalized Learning (information, implications, communication) Define, explore, and experiment with problem -based learning (PBL) Explore and install innovative models of learning Curriculum mapping	S and E data collection PLP data collection Survey data Curriculum maps audit Data on flexible pathways
3.	Demonstrate learning habits, communication, and problem-solving skills necessary for collaborative learning and leadership	Transferable Skills SU-wide Common Core emphasis Speaking and Listening Standards, Mathematical Practices, and Science Practices PLN	"____ - based" Learning: e.g. problem-based, project-based, place-based Strategies to promote collaboration (inclusive of behavioral and social-emotional)	Students surveys PLP evidence Performance data

		PLCs/data teams Curriculum leadership	Strategies to integrate and assess standards	
4.	Revise policies and practices to reflect responsible use of all electronic devices in compliance with CIPA Educating Minor Rules	Policy and Procedures Manual Digital Citizenship integrated into core curriculum	Training for staff, students, and community in compliance with CIPA	Revised policies and procedures manuals Revised curriculum that includes documentation of implementation

Target 3 – Flexible Learning Environments FWSU maximizes flexible learning environments by redefining the school day, promoting learning experiences that extend beyond the classroom, and fostering creativity, innovation, and personalized learning opportunities for all.

Indicators of Success for this Goal:

- Staff, students, and community embrace digital, social, mobile learning styles.
- The school calendar and definition of school day is flexible and responsive to the needs of students.
- Students engage in answering authentic questions and solving problems in collaborative settings.
- Flexible learning environments are the context for collaboration and extend beyond the classroom.
- Students and staff integrate technology to redefine educational experiences.

ACTION STEP	DESCRIPTION	INFRASTRUCTURE	PROFESSIONAL LEARNING CONTENT AND SKILLS	DATA COLLECTION/EVALUATION
1.	Increase access to resources for all students	Contemporary digital tools 1:1 devices Assistive technology Community-wide wifi LMS	Universal Design for Learning Assistive technology implementation Use of digital tools to differentiate, personalize, and individualize learning	Classroom observation data indicate teaching and learning that incorporates personal devices and assistive technology to address the upper levels of SAMR PLPs indicate evidence of solutions stemming from diverse resources LMS analytics
2.	Provide students with access to content, resources, and methods for	Course content/resources available through virtual and blended/hybrid	User groups, work sessions, and embedded PD focused on virtual and	Data from parents/ students surveys

	learning beyond the school day and beyond the school walls	learning environments and opportunities Community-based learning options Transportation Community Liaison (regional) Time for personalized learning plan engagement and reflection	blended/hybrid learning environments Strategies that facilitate flexible learning Community-based learning/service learning networks Universal Design for Learning	
3.	Develop opportunities for students to demonstrate transferable skills in authentic settings	Flexible classroom settings,schedules, and groupings Access to mobile learning devices LMS Work-based learning and internship structure in schools	Transferable skills Frameworks that intersect technology, content, and pedagogy (e.g. TPK, TRUDACOT, Grappling's Tool) "____ -Based" Learning: problem-based, project-based, place-based, work-based Planning for proficiency in transferable skills	Evidence of proficiency in transferable skills in PLPs Data collected from Learning Targets Performance assessments Student PLPs indicate evidence of authentic problem solving, data collection, and collaboration in teams/cohorts

Target 4 – Engaged Community Partners

FWSU staff and students engage in authentic learning opportunities with local, regional, state, and global partners to make a difference in their community, state, and world.

Indicators of Success for this Goal:

- Learning opportunities are designed to build proficiency in transferable skills.
- Students pursue interests and opportunities, challenge convention, and make positive contributions in their community, state, and world.
- Collaborative projects and partnerships are part of the fabric of the broader community.
- Students and staff participate in a global dialogue with partners located outside of their school community and engage in authentic investigation and problem solving.

ACTION STEP	DESCRIPTION	INFRASTRUCTURE	PROFESSIONAL LEARNING CONTENT AND SKILLS	DATA COLLECTION/ EVALUATION
1.	Plan and manage instruction to address problems relevant to students and their community; design and present solutions to authentic audiences	Provide flexible transportation Video-conferencing	Problem-based learning Accessing community information and resources	Blog analytics for Target 4 School log of field work/community partnerships Surveys
2.	Engage community partners in a focused, collaborative inquiry process to address community needs	Community Liaison: *-Communication model to solicit community partners* *-Develop and maintain community partners to guide school-based inquiry*	Integration of planning and assessment of transferable skills in flexible learning environments Business/Community partnership models	Feedback from regular Partners' Meetings Monitor growth of community involvement in student learning in school through surveys
3.	Develop global partnerships for innovative learning opportunities	Digital tools Exchange partners and projects Video-conferencing Curated list of global collaboration opportunities available for all teachers	Global education Intercultural competency Train-the-trainer model for technology components	Monitor growth of global student/classroom partnerships in accomplishing academic goals through surveys Curated list of global collaboration opportunities available for all teachers Curriculum maps reflect integration of global perspective, resources, and collaboration

			Model global collaboration and include global perspectives, resources, collaboration in PD	Increased number of global exchanges in FWSU

Glossary

Assistive Technology: Any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

CIPA: The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers.

Common Core: The Common Core State Standards Initiative (CCSS) is a U.S. education initiative that seeks to bring diverse state standards into alignment. There are Common Core Standards for English Language Arts (ELA-Literacy) and math.

Guaranteed Viable Curriculum: The Guaranteed Viable Curriculum (GVC) is the definition of what we want students to know and be able to do in FWSU at each grade level. It is based on key Power Standards and Indicators developed by teachers in FWSU. The GVC is non-negotiable; it is the learning that all teaches commit to addressing for each child even though they use a variety of learning environments, structures and approaches.

IEP: An Individualized Education Plan (IEP) describes the educational program that has been designed to meet that child's unique needs. Each child who receives special education and related services must have an IEP.

PBL: Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems; Place-based learning (PBL) immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community; Project-based learning (PBL) is a methodology in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

PLC: A professional learning community is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups to examine student work for evidence of learning.

PLN: A personal learning network is an informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment. In a PLN, a person makes a connection with another person with the specific intent that some type of learning will occur because of that connection. PLNs can be face-to-face, digital, or a combination of both.

STEM: STEM has become a common acronym, particularly among policy advocates and government officials, for the fields of Science, Technology, Engineering, and Mathematics. In recent years some schools have expanded STEM to **STEAM** (add the arts) and to **STREAM** (adding a focus on reading).

UDL: Universal Design for Learning is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments that can accommodate individual learning differences through allowing for multiple means of representation, expression, and engagement..

MTSS: Multi-tiered Systems of Support is a systemic, continuous- improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students academically, behaviorally, and socially-emotionally.

PLP: Personalized Learning Plans are plans developed by students—typically in collaboration with teachers, counselors, and parents—as a way to help them achieve short- and long-term learning goals, most commonly at the middle school and high school levels. Personal learning plans are generally based on the belief that students will be more motivated to learn, will achieve more in school, and will feel a stronger sense of ownership over their education if they decide what they want to learn, how they are going to learn it, and why they need learn it to achieve their personal goals.

PBGR: Proficiency-based graduation requirements are the locally-delineated set of content knowledge and skills, as well as content-neutral transferable skills that have been determined to qualify a student for earning a high school diploma.

NGSS: The Next Generation Science Standards are a multi-state effort to create new education standards that are "rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education."