

FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY

School District: Fountain Lake School District
Grade Levels: 5-8
Student Enrollment Cap: 455
Address of Proposed Charter: 4207 Park Avenue, Hot Springs, AR 71901

Concerns and Additional Questions:

Confirm the enrollment cap. General information states 430, but the budget template shows that 440 students are anticipated in 2014-2015 and 455 are anticipated in 2015-2016.

The Fountain Lake School District would like to set the enrollment cap at 455 students. The charter school will serve all students enrolled in the district. The district anticipates possible student growth through school choice. With the staff and current facilities the school could serve in excess of 500 middle school students.

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and

- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the process for developing personalized learning environments. Explain what data and other information will be considered and identify those who will be involved in the process.
- Explain how the personalized learning environments differ from the personal success plans. Provide the research on the success of using personal success plans.

All students will have a personalized education plan that will be developed by the student, parent, and school mentor. This plan will be developed around the student's academic,

emotional, and social needs to address their college and career goals in the 21st century. The data used for this plan will include but not limited to NWEA, ACTAAP, TLI, or other similar assessments. Student interest will be based on student/parent surveys in conjunction with the school counselor and advisory team. Students will be placed into enrichments and advisory groups based on their individual needs. The PSP is the process in which all students will be required to think analytically, be creative, and dream about their future employment. The personalized learning environment takes the PSP and addresses the individual student's current needs and provides a process for individual growth toward their plan for success. Fountain Lake administrators did a research scan of personalized learning plans and utilized this research in the development of their charter application. In order to assure that the research was considered, a written research summary was developed and shared with the design team. It is attached for your review.

- Provide a daily schedule for each grade, 5-8.

(See Attached)

- Name the businesses committed to providing extended job-shadowing opportunities for students.

The following businesses have been a resource in providing job shadowing activities for the students of the Fountain Lake School District and the district will continue to use these employers and elicit others to expose students to jobs in the 21st Century:

Arkansas Game and Fish Commission
Department of Agriculture – Forest Service
Waggin Wheel Vet Clinic
Accent
National Park Medical Center
Ortho Rehab
Walgreens
Community Counseling Services
Henderson State University
First Baptist Church Preschool
Lakeside Primary School
Arkansas Surgical Hospital
Middleton Heat & Air
Hot Springs Chrysler
Glisson's Motorsports
Greeson Inc.
Brady Mountain Resort
Exceptional Massage Institute
Mueller's Bakery

Garland County Library
B&F Engineering
MidSouth Engineering

Army Corps of Engineers
The Pet Clinic
Sykes
Mercy Hospital
First Step
Mountain Valley Water
National Park Service
Hot Springs Convention Center
LifeNet
Magnet Cove High School
Jesseville Elementary School
Ecom Global Medical
Riser Ford
Regions Bank
Gayla's Gowns
Cutting Korner
Shear Madness
Arvest Bank
Hot Springs National Part Dental
Group
Harrison Energy Partners
City of Hot Springs
Hot Springs Village Voice

Hot Springs Police Department
Gayla's Gowns
Kutting Korner
Shear Madness
Hot Springs Fire Department

KLAZ 105.9
Ben E Keith Co.
Pepsi Beverages Company
AAR
Triumph

- Provide the rationale for differing the opportunities for Pre-AP students and students who are not taking Pre-AP courses in regard to project-based learning.

All students will be a part of project based learning, however the Pre AP students will be held accountable to the more rigorous Pre AP curriculum.

- State which courses the charter will want to have imbedded.

The district has requested waivers for the following courses which are going to be embed into the student's personalized learning environment: Career Orientation, Keyboarding, Physical Education, Health and Safety, and Oral Communication.

- Explain the role of Responsive Education Solutions (RES) with the charter school, as the budget includes funds for professional services from RES. Provide the contract between the RES and Fountain Lake School District.

RES will be used as needed for professional development needs only. Attached is a copy of a proposal that RES provided for the district to consider.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The district understands that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.

- Explain why the plan outlined in the application cannot be implemented as part of the current high school.

Our expectation is for all students to leave the Fountain Lake School District prepared for life after high school in the 21st century. The data shows that many of our students are falling short in this area. The RIT scale scores of the NWEA MAP Assessment relate to the predictive relationship of success on the Explore, Plan and ACT. Currently, Fountain Lake Middle School MAP predictive score for Mathematics indicates that 20% of the student body is prepared for college and the Literacy rate of readiness is currently 27%. 97 of the 99 graduates in the class of 2013 scored a combined composite score of 18.0 on the ACT, which is below the state average composite of 20.2. In addition, only 6% of the 2013 graduates made the college readiness benchmarks in all areas (English, Math, Social Studies, and Biology). Considering our current middle school status of "Needs Improvement" with the ESEA and looking closely at this data, one can see that a high majority of our students are proficient or advanced on the ACTAAP, but fall short in predictive relationship of achieving success on the Explore, Plan and ACT. In order to ensure success for our students, they must be on track for college/career readiness by the end of the 8th grade. Therefore, we must change the way we approach the education of our students. The traditional structure in which we have educated our students is not working.

For the good of our students, our district must change how it prepares our students to be successful in life after high school. Thus, there is a need for a conversion charter school to give the district the structure to develop Personal Success Plans for every student. The district has applied for several waivers that will allow flexibility in developing the PSPs. Currently the school day is inflexible due to state standards that require courses to be taught each year as stand-alone courses. By imbedding keyboarding, career orientation, physical education, and health and safety, the daily schedule will be made more flexible to allow extended blocks of time to teach the project-based career focus units that will address individual student needs. The district is seeking a waiver to allow oral communication to be taught at the eighth grade level as it will be embedded into project-based instruction. In addition to course waivers, the district is requesting a waiver to increase the number of students a teacher can have assigned to them during the day as well as expand individual class size. This waiver would allow the flexibility to have larger classes to address specific needs of students. As stated in the application this would be limited to no more than 185 students in a day and no more than 37 in one particular class.

In conclusion, the district has attempted for the past several years to do innovative educational practices within the current guidelines and data shows that our efforts have not been successful. In preparation for a more personalized learning approach, FLMS went one-to-one with netbooks in 2009. Teachers received training to incorporate technology into student tasks as well as instruction. In addition to netbooks, FLMS Teachers were provided Promethean Boards and trained several teachers with the Promethean Train the Trainer model. In the fall of 2013, FLMS went 1:1 with Chromebooks thus allowing the elementary to take ownership of the netbooks. Fountain Lake Middle School has made academic gains by extending the literacy block with common core units of study and implementing an enrichment period. Teachers have had embedded professional development on Common Core for two years and have participated in both state and district provided trainings for this implementation. Teachers have had a tremendous amount of input in the curriculum development. While implementing last year teachers realized and share the constraints that prohibit further academic gains. In order to make the requested instructional changes, FLMS needs flexibility with the state requirements of non-core classes. This flexibility and design of personalized learning cannot be done without

the requested waivers. As a district, we are committed to do whatever it takes to give our students the greatest opportunity to dream about their future and provide a personalized path to fulfill those dreams.

- Confirm that a Chromebook has already been purchased for each student or provide the line item where the expense is included in the budget.

Students in grades 5-12 received Chromebooks to start the 2013-14 school year. Students in grades 5-8 have had a netbook for the previous four years. Technology will be utilized greatly in the charter school as it is vital in preparing students for the 21st century.

C-6: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Define the term "similar demographic student populations."
- Name the Arkansas schools that currently have similar demographic student populations.

The Fountain Lake School District utilizes the Office for Education Policy's (OEP) definition of similar demographic student populations since they have completed a report for the district focusing on merit pay policy. The Arkansas schools that currently have similar demographic student populations as defined by OEP include:

- Brookland
- Elkins
- Glen Rose
- Harmony Grove (Saline)
- Mansfield
- Lavaca
- Perryville
- West Fork
-

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the statement that all science, career-tech, social studies, PE, and health teachers went through Literacy Design Collaborative (LDC). Explain why ELA teachers did not participate.

The ELA teachers were involved in the Common Core Curriculum Mapping Project and developed literacy units that were aligned to the Common Core. The Common Core Curriculum that ELA teachers developed were based on LDC templates. The teacher participated in the training via the involvement and training onsite by the instructional facilitator.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain if a licensed gifted and talented teacher will be employed.

Yes, a licensed GT teacher will be employed. We currently have one teacher that serves our students grades K-12. GT students are presently served in grades 5-8 through Pre-AP classes. In order to ensure flexibility for this process the district is requesting a waiver to give the school the ability to make programmatic changes in the GT program during the implementation of the charter. The district will make the commitment to meet the GT needs of all students

C-9: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-10: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Meets the Standard

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;

- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Specify the qualifications to be required for the principal, assistant principal, counselor, instructional facilitator, and teachers.

All the above positions shall meet ADE requirements.

C-12: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

Meets the Standard

C14: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Meets the Standard

C15: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Meets the Standard

C-16: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

- **Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation**
 - Pursuant to Ark. Code Ann. §6-5-1003, the Department of Career Education develops program standards for career and technical education courses of study. While the Charter Authorizing Panel has the authority to grant this waiver, the applicant should also seek approval from the Department of Career Education to embed these courses.

We request a waiver to embed Career Education coursework into the middle school coursework. We will determine the process for requesting approval from the Department of Career Education. We need the flexibility for students to be able to incorporate the skill development into regular courses based on the fact that our district provides 1:1 Chromebooks for all students. In order to maximize the ability of our students to utilize this technology tool and others, we need to provide keyboarding training integrated into our daily instructional practices. This will allow our students to incorporate real world skills in their project-based learning activities.

The applicant will also seek approval from the Department of Career Education to embed the Career and Technical Education curriculum into other courses.

- **Gifted and Talented**

- The applicant should explain why the waivers of the statutes and rules regarding gifted and talented programs is necessary when the applicant “ensures that all students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.” (Page26 of Application).

In order to ensure flexibility for this process the district is requesting this waiver to give the school the ability to make programmatic changes in the GT program during the implementation of the charter. The district will make the commitment to meet the GT needs of all students.

- **Fine Arts**

- The applicant should confirm that it will comply with **Ark. Code Ann. § 6-16-130** or seek waiver of this statute.

In order to ensure flexibility for this process the district is requesting this waiver to give the school the ability to make programmatic changes during the implementation of the charter. The district is committed to embedding these standards into the PGP’s of students. The applicant hereby confirms that it will comply with Ark .Code Ann § 6-16-130.

C-17: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

The applicant should explain its obligations under the Garland County School Desegregation Case Comprehensive Settlement agreement and explain why the proposed public charter school will not inhibit its obligations under the Agreement.

“The Garland County School Desegregation Case Comprehensive Settlement Agreement (Agreement) requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant hereby confirms that the operation of a conversion charter middle school would not inhibit its compliance with the Agreement.”

OTHER COMMENTS

BUDGET

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.
- Provide details about the following expenditures as proposed in the budget:
 - Supplies pertaining to administration;
 - Equipment pertaining to administration;
 - Dues and fees pertaining to regular classroom instruction;
 - Travel expenses pertaining to regular classroom instruction;
 - Miscellaneous expenses pertaining to regular classroom instruction;
 - 63220 pertaining to a special education vendor;
 - Travel expenses pertaining to the gifted and talented program;
 - Dues and fees pertaining to the gifted and talented program;
 - Travel expenses pertaining to guidance services;
 - Dues and fees pertaining to guidance services;
 - Supplies pertaining to media services;
 - Travel pertaining to media services;
 - Purchased services pertaining to maintenance and operations;
 - Equipment pertaining to maintenance and operations;
 - Fees pertaining to maintenance and operations;
 - Fees pertaining to transportation; and
 - Dues and fees pertaining to data processing.

The above concerns are a reflection of the current middle school budget (2013-14). The district is committed to using all resources to address the fiscal needs of the students in the middle school.

Personalized Learning Research Summary

“The only thing that interferes with my learning is my education.” Albert Einstein

The Challenges

Changes in workplace culture, values and expectations

Times have changed. The internet has disrupted every business, including education. 1 Schools now have a responsibility to prepare students for careers and industries that may not yet exist. Because of changing environments, businesses are looking for workers who can learn on the job. They want employees who know and can use their strengths and adapt, create and innovate in the workplace. According to the American Institutes for Research, today’s economy demands a better-educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Addressing this issue will require significant change across the entire education system. ⁷

Current school design model that teaches the “average student”

In the face of overwhelming evidence that all learning is personal and largely idiosyncratic, we continue to design schools as if learning were mechanical, uniform, and thoroughly impersonal – as if students respond identically to the experiences they have in school. ⁶

Four percent of dropouts in the US are intellectually gifted. That comes up to 50,000 minds each year who don’t fit in the average model. How much of this is bad design? We design learning environments for the average learner. We call our system age appropriate, but it is not. Learners vary on many dimensions of learning . . . If you design learning for the average, you design it for nobody . . . Designing average destroys talents in two ways:

- 1. The existing educational environment cannot challenge learners as it creates an environment where they become bored and sometimes drop out.*
- 2. It means that your weaknesses will make it harder for you to see your talent. ¹*

Educational Equity

Educational Equity is not simply about equal access and inputs, but ensuring that a student’s educational path, curriculum, instruction, and schedule be personalized to meet a student’s unique needs inside and outside of school. ³

Why choose Personalized Learning?

As reported in “Mind, Brain and Research,”

- *Learning experiences shape the physical architecture of the brain.*
- *The brain's adaptability means that each student's abilities are continuously changing.*
- *The changes in the brain's connections that underlie learning occur when students are actively engaged in learning relevant information.*
- *Passive exposure to information does not necessarily lead to learning.*
- *Learning is happening all the time, both in formal and informal settings. Instructional strategies should meet the different needs and interests of students.*¹

Student-centered approaches to learning take advantage of what we know about how students learn. This occurs when educators:

- *Embrace the learner's experience and research on teaching and learning as the starting point of education.*
- *Emphasize motivation and engagement as central to learning.*
- *Harness the full range of learning experiences at all times of the day, week, and year.*
- *Expand and reshape the role of the educator.*
- *Determine progression based on mastery.*¹

What is a Personalized Learning System? What does it look like?

A Personalized Learning System is essentially a student-centered approach to learning.

*Personalized Learning can be formally defined as: The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners, typically with the support of technology.*⁵

*Personalized learning is a culture shift, a change that impacts the entire school community. Moving to learner-centered environments is more than just handing over the keys to the learner so they drive their own learning. This is about developing a self-sustaining system where teachers become partners with their learners as learners take responsibility for their own learning.*¹

*Understanding how each learner is motivated and engaged is central in designing learner-centered environments. The essential element in creating these environments is to give the learner voice and choice in the learning so he or she has a stake in what is learned and how it is learned.*¹

*Personalization is different from differentiation and individualization is that personalization is learner-centered and the others are teacher-centered.*²

In a Personalized Learning Environment, the Learners:

- *Drive their learning.*
- *Connect learning with interests, talents, passions and aspirations.*
- *Actively participate in the design of their learning.*
- *Are responsible for their learning, including voice and choice on how and what they learn.*
- *Identify goals and benchmarks for a learning plan along with guidance from a teacher.*

- Develop skills to select and use appropriate technologies and resources to support and enhance learning.
- Build a network of peers, experts, and teachers to guide and support their learning.
- Demonstrate mastery of content in a competency-based system.
- Become self-directed, with the ability to monitor their progress and reflect on learning.²

At a Symposium on Personalized Learning in August, 2010, the following essential elements were identified by the attendees as central to personalized learning:

1. *Flexible, Anytime/Everywhere Learning*
2. *Redefine Teacher Role and Expand “Teacher”*
3. *Project-Based/Authentic Learning Opportunities*
4. *Student Driven Learning Path*
5. *Mastery or Competency-Based Progression/Pace*

These 5 core components of personalized learning lay the critical groundwork for providing opportunities to meet the needs of all students based on their needs, abilities and preferences. And while personalized learning is not about the technology itself, technology is a critical driver and conduit to transforming our current one-size-fits-all system.³

What are some of the benefits?

- Students develop skills to self-direct, self-monitor, and become independent, expert learners.¹
- Students learn how to reflect on what they learn and make adjustments for understanding.¹
- Assessment of knowledge, skills, learning styles and interests is ongoing and dynamic.³
- Low-level skill is not enough; students must demonstrate a high level of mastery.³
- A range of social, emotional and physical needs can be accommodated.³
- Instructional resources are virtually unlimited. Students can be mentored by members of the community as well as school-based educators. These mentors may include informal learning providers (e.g. museums, boys/girls clubs, and businesses), social workers and health providers, scientists and other experts perhaps available online, and other tutors and teachers available in online communities.³
- Online or blended learning opportunities can provide access to courses not otherwise available, give additional help or support, and allow for learning at variable times.³
- Project-based and authentic learning opportunities help increase the relevance of learning and improve a student’s ability to apply knowledge and use critical thinking skills.³
- Personalized learning is standards-based, student-centered, differentiated, and flexible.
- The CDE Study survey on personalized learning ranked some of the top benefits when transitioning to this new approach. They include: 69% increased student engagement, 51% improved performance of staff and administration, 39% greater student retention, 28% improved test scores, 22% higher grades, 22% better attendance.⁵

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn,” Alvin Toffler

Questions to Consider

- *What innovative models, practices, and technologies can provide a paradigm shift to a student-centered, personalized learning system?*
- *What do practitioners need to implement, support and scale personalized learning and overcome barriers?*
- *What new school/institution culture is needed to transform to a system of personalized learning?*
- *What is required to manage a personalized environment where every student is a “school of one?”³*

Resources

1. *Personalize Learning, Transform Learning for All Learners*
[www.personalizelearning.com/search/label/personalized learning](http://www.personalizelearning.com/search/label/personalized%20learning)
2. *Personalization vs. Differentiation vs. Individualization Report, v2, (2013),*
Barbara Bray and Kathleen McClaskey
3. *Innovate to Educate: System [Re]Design for Personalized Learning, A Report From the 2010 Symposium, Mary Ann Wolf, PhD*
4. *How Personalized Learning is Supported by New Technologies*
5. *Pathways to Personalized Learning, A Research Report from The Center for Digital Education*
6. *Changing Systems to Personalize Learning*
7. *College & Career Readiness & Success Center at American Institutes for Research*

5th Grade Student Schedule Sample

8:00-8:20	Advisory (Career and Character Focus)
8:25-10:20	English/Social Studies or Math/Science Block (Personalized project based learning)
10:30-11:00	Personalized enrichment/intervention
11:00-11:30	Lunch
11:35-1:10	Personal Success plans covering a rotation through eight focus areas: career exploration, technology studies in NETS, project based activities, Art, Music, EAST/STEM, broadcasting
1:15-3:30	English/Social Studies or Math/Science Block (Personalized project based learning)

6th Grade Student Schedule Sample

8:00-8:20	Advisory (Career and Character Focus)
8:25-10:15	English/Social Studies or Math/Science Block (Personalized project based learning)
10:20-11:00	Music/Art/PE/Project Based Activity* (4 days- PE 1 day)
11:00-11:30	Lunch
11:30-12:20	Personalized Learning Enrichment/Intervention
12:20-1:10	Rotation of Robotics, Pre-Engineering, EAST/STEM, Project Based Lab, Foreign Language, Broadcasting
1:15-3:30	English/Social Studies or Math/Science Block (Personalized project based learning)

*Students from 5th and 6th could be combined based on personalized need (based on data)

7th Grade Student Schedule Sample

Time	3 Days a Week	2 Days a Week
8:00-8:20	Advisory	Advisory
8:25-9:15	Science Core Instruction	Speakers Focus on Collaborative Projects with students of same interest/tasks but not necessarily from class or grade
9:20-10:10	English Instruction	Career Exploration
10:15-11:05	Math Core Instruction	
11:10-12:00	Social Studies Core Instruction	
12:00-12:30	Lunch	Lunch
12:35-1:15	7 th Grade Athletics/ PE/	7 th Grade Athletics/ PE/
1:20- 2:00	Enrichment/Intervention	Enrichment/Intervention
2:05-2:45	Performing Arts/Visual Arts	
2:50-3:30	Student Choice based on Personal Success Plan	

*Project Lab is a time to focus on project of student choice

Teacher prep occurs during the 7th grade Athletics/PE

8th Grade Student Schedule Sample

Time	3 Days a Week	2 Days a Week
8:00-8:20	Advisory	Advisory
8:25-9:15	Science Core Instruction	Speakers Focus on Collaborative Projects with students of same interest/tasks but not necessarily from class or grade
9:20-10:10	English Instruction	Career Exploration
10:15-11:05	Math Core Instruction	
11:10-12:00	Social Studies Core Instruction	
12:00-12:30	Lunch	Lunch
12:35-1:15	Enrichment/Intervention	Enrichment/Intervention
1:20- 2:00	Student Choice based on Personal Success Plan	Student Choice based on Personal Success Plan
2:05-2:45	8 th Grade Athletics/ PE/	8 th Grade Athletics/ PE/
2:50-3:30	Performing Arts/Visual Arts	Performing Arts/Visual Arts

*Project Lab is a time to focus on project of student choice

Teacher prep occurs during the PE/Music/Project Based Activities

Middle School 2013-2014 Charter Schedule 11 21 2013 idea 3 M W TH

7th grade	8-8:20	8:25-9:15	9:20-10:10	10:15-11:15	11:20-12:00	12:00-12:30	12:35-1:15	1:20-2:00	2:05-2:45	2:50-3:30
	Advisory	English	History	English	History	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	Science	Science	Science	Science	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	Math	Math	Math	Math	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	English	History	English	History	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
8th grade	8-8:20	8:25-9:15	9:20-10:10	10:15-11:15	11:20-12:00	12:00-12:30	12:35-1:15	1:20-2:00	2:05-2:45	2:50-3:30
	Advisory	English	English	English	English	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	Prep	Science	Science	Science	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	Algebra	Algebra	Math 8	Math 8	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	History	History	History	History	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
						Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
7/8 Grade Monday, Wednesday, Thursday Schedule										
PSP= Personal Success Plan Selection Course...Foreign Language, Art/Music, Broadcasting, Robotics, Project Based Labs										
PBA=Project Based Activity Area Mentor/Supervisor										