



Ensuring Success for **Each** Student

Building a Culture of
Personalized Learning

LOCUST GROVE HIGH SCHOOL COHORT 15 SCHOOL

When was the last time you had an "aha" moment? That moment when the learning just clicked into place? It is a wonderful feeling, and chances are, you were pursuing a topic you were passionate about or a topic in which you had to persevere to achieve that learning. At Locust Grove High School, we are all about "aha" moments and helping students reach them through perseverance and through pursuing passion projects. Every student meets with their Instructional Focus class for two hours a week in which they have time to research a topic of their choosing. Those topics cover a wide range of interests: raising bees, grooming dogs, becoming an astronaut, studying African American hair, constructing bicycles from PVC pipe, teaching



Adaptive PE, rebuilding cars, learning what it takes to be a working musician, and many, many more. Teachers

are there as facilitators, to help students refine their driving question, to help them with research, and to assist them in finding experts (both near and far) about their topic.

Our Exhibit Night on December 14 gave students a chance to defend their Passion Project Proposal and to get feedback from parents, students, teachers, and community guests. On March 21st, LGHS students took their passion projects on the road to Unity Grove Elementary one of their feeder schools. They are now connecting their projects to competencies in academic subjects and are preparing for their final presentation on May 8. This is student agency in action, and this is what Locust Grove High School strives to provide for all students: finding their voice, which allows them to take charge of their learning.



When a student at Locust Grove High School was recently asked what made LGHS different, he replied, "We can learn how we want to learn. If I want to learn this way and you want to learn that way, you can do that. I'm a hands-on learner and I can learn in that way. I get to go to elementary schools and teach kids what I've learned about Ag Science which is my passion. That's what makes us different."

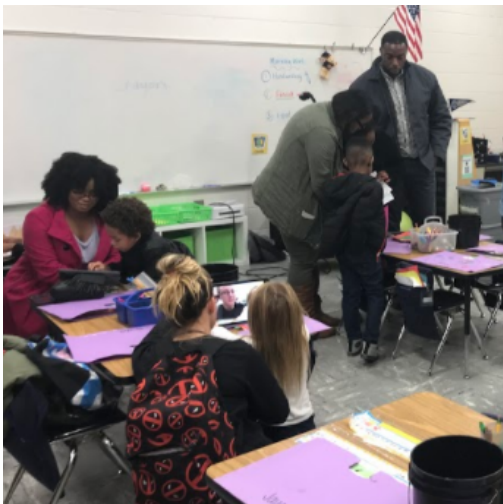
FLIPPEN ELEMENTARY

COHORT 16 SCHOOL

“Life doesn’t require that we be the best, only that we try our best.” H. Jackson Brown Jr.

This is a quote that describes our Personalized Learning (PL) philosophy at Flippen Elementary. We are focused on providing teachers with the training, resources and freedom to make changes in their classrooms. This year we have seen many changes. Not only is our building being renovated, but teachers are also renovating their practices, cleaning out the old teacher focused activities and replacing them with student-driven learning.

All teachers completed Formative Instructional Practices (FIP) training and are implementing the practices in their instruction. Teachers have collaborative planning with the PL project manager & coach, iTeach representative and county TOSAs. We have also personalized our monthly PD. Based on our teacher need survey, teachers attend personalized PD focusing on technology integration, using data for goal driven learning, authentic learning or competency based learning. All of these focus on increasing student agency in the classroom.



These new ideas have lead to changes in the classroom. We had our first school wide PBL showcase in December. The first PBL’s were competency based and gave the students the opportunity to practice their skills of creativity, communication, collaboration and critical thinking. The addition of 1:1 technology allowed students more opportunities to collaborate with experts as well as different ways to showcase their learning. Grade levels are already planning for the Spring showcase and looking at ways to increase student agency and authenticity in the PBL’s.

This is also true for our math playlists. Teachers, and in many cases students, continue to refine math playlists to incorporate more student agency and real world learning. Teachers continue to work on planning with the backward design model allowing all students to start at the higher DOK levels to provide meaning for their choices.

Students and faculty are not the only ones learning more due to the implementation of Personalized Learning. Parents also have the opportunity to learn more during monthly parent workshops. Topics have included Growth Mindset @ home, What is DOK?, Cyber-Safety and Math Strategies to Use at Home.

All of this work is showing positive results. FLES saw an increase in CCRPI scores, star approval rating and MAP scores. Students, parents, and staff also see the changes in the positive attitudes and environment in the school.

TUSSAHAW ELEMENTARY

COHORT 17 SCHOOL

Christopher Columbus said, "You can never cross the ocean until you have the courage to lose sight of the shore." At Tussahaw, teachers are taking risks and stepping out of comfort zones! With student agency being their main focus, they are learning new ways to engage and help their students take ownership of their learning journey! Continue reading to learn more about their professional learning communities and Technology Club.

With so many data sources at teachers' disposal, their blended learning PLC group is trying to figure out which data is best to drive instruction and which data is best to put in the hands of students. They want their teachers to be able to use data effectively to form small groups and make instructional decisions, and their students to be able to use data to understand where they are in the learning process and where they need to go. In addition, they are focusing on teaching students how to use this information to monitor their own progress and make intentional decisions for themselves as a learner.



Members of the authentic learning PLC are teaching science and social studies in a whole new way that has totally sparked an excitement for learning for both teachers and students. They are learning how these practices can be used across the board in all subjects and the natural way literacy and the Lucy Calkins writing program can be integrated. They are gaining content knowledge and teaching strategies that then allows them to jump out of their comfort zone. The result will be the creation of cross-curricular, relevant, authentic learning experiences for their students. Their culminating task is to create a school-wide authentic learning experience for their annual multi-cultural celebration.

This PLC work has really begun to move them forward in their personalized learning journey and will help sustain this work in the future. Next year, they are planning to partner PLC teachers with non-PLC teachers so they can share their knowledge and be a support throughout the year.

The excitement continues with the recent implementation of their Technology Club. Students meet twice a week during IF time to learn new programs and apps. The students are becoming technology experts and are tasked with instructing their teacher and classmates so that programs and apps can be used more effectively in the classroom. The students can be different each week in hopes that all students get a sense of knowing what it feels like to teach new things to others. They have just begun this work and are excited to see how it empowers their students! They are continually trying to "lose sight of the shore" as they cruise for success at TES!

For more information contact: Shelly Burch, project manager or visit their website: <https://schoolwires.henry.k12.ga.us/domain/13539>



For more information:
www.henry.k12.ga.us/personalizedlearning