**NESSC NextGen Personalized Learning Initiative Required Activities\* Implementation Grid – 2016 Launch**

1. **Teaching and Learning**

***For each activity you identify as completed, provide evidence in a separate section.***

***C = Complete; IP = In Progress; NY = Not Yet***

| ***Required Activity*** | **Aligned GBP Dimension** | **Deadline** | **Status** **(C, IP, NY)\*** | **Action steps if not completed (with implementation date and person responsible for its completion)** |
| --- | --- | --- | --- | --- |
| The school has clearly defined graduation learning standards that lead to college and career readiness (and is on track to adopt these for the start of the 2016-2017 school year). | 1.3 Academic Expectations | December 2015 |  |  |
| The school board has taken steps to support proficiency-based graduation through policy and/or adherence to a state requirements (and is on track to adopt these for the start of the 2016-2017 school year). | 1.3 Academic Expectations | December 2015   |  |  |
| The school must have adequate bandwidth to support access for all students. | 1.7 Technology Integration | December 2015  |  |  |
| School must have trained Professional Learning Group facilitators. | 1.8 Learning Communities | August 2016  |  |  |
| Every course and learning pathway offered by the school leads to graduation and college and career readiness. All courses are open for all students. | 1.1 Equity | August 2016  |  |  |
| All students have a personalized learning plan. | 1.2 Personalization & Relevance | August 2016  |  |  |
| Students are empowered to make demonstrable decisions about how, when, and where they engage in learning within classrooms and in other settings. | 1.2 Personalization & Relevance | August 2016  |  |  |
| Every student completes and submits an application to college, the armed services, career or trade licensing program, certificate-producing training program, or equivalent. (Note: all students may not necessarily pursue the opportunities to which they apply). | 1.3 Academic Expectations | August 2016  |  |  |
| Student learning reported based on the demonstration of proficiency in each learning standard. | 1.4 Standards-Based Education | August 2016  |  |  |
| Students, parents and teachers can access student achievement data aligned with graduation learning standards. | 1.4 Standards-Based Education | August 2016   |  |  |
| The school has a multiple-methods assessment system to measure student achievement of all graduation learning standards.  | 1.5 Assessment Practices | August 2016   |  |  |
| Every student has access to an electronic computing device (either via a *Bring your own device* policy or provided by the school). | 1.7 Technology Integration | August 2016   |  |  |
| All teachers must participate in professional learning groups for at least 2 hours per month. | 1.8 Learning Communities | August 2016   |  |  |

1. **Organizational Design**

***For each activity you identify as completed, provide evidence in a separate section.***

***C = Complete; IP = In Progress; NY = Not Yet***

| ***Required Activity*** | **Aligned GBP Dimension** | **Deadline** | **Status (C, IP, NY)** | **Action steps** |
| --- | --- | --- | --- | --- |
| The school board has taken steps to support policy that enables students to use learning outside of school and the school day through Extended Learning Opportunities (ELOs), internships, and early college opportunities to demonstrate achievement of standards (and is on track to adopt these for the start of the 2016-2017 school year). | 2.3 Multiple Pathways | December 2015   |  |  |
| The school has implemented an annual process to review student learning data in order to support continual improvement. | 2.8 Continual Improvement | December 2015 |  |  |
| The principal and other educators in the building regularly visit classrooms and collect data about the extent to which instructional practices are aligned with personalized learning and share and analyze data on the overall instructional patterns with the full faculty at least twice a year. | 2.8 Continual Improvement | December 2015 |  |  |
| The school has a formal process to share information on student learning between middle and high school teachers. | 2.4 Transitions | August 2016   |  |  |
| The school has implemented a system of comprehensive interventions and supports that provides support to every student. | 2.5 Intervention & Support | August 2016   |  |  |
| Students, teachers and parents can access student performance data in real time. | 2.7 Data Systems & Applications | August 2016  |  |  |

1. **Leadership**

***For each activity you identify as completed, provide evidence in a separate section.***

***C = Complete; IP = In Progress; NY = Not Yet***

| ***Required Activity*** | **Aligned GBP Dimension** | **Deadline** | **Status (C, IP, NY)** | **Action steps** |
| --- | --- | --- | --- | --- |
| The school has a leadership team comprised of teachers, students, and administrators with a process for parental involvement. | 3.3 Shared Leadership | March 2014 |  |  |
| The principal participates in a monthly meeting (in-person, virtual, and/or phone-call) with other principals in the LIS in a Professional Learning Network sharing successes, discussing and addressing challenges, and learning with and from one another. The superintendent assures that the principal will have the time and support to meet this requirement. | 3.2 Administrative Leadership | September 2014 |  |  |