Proficiency-based Learning: Action Plan Timeline

1. Spring of 2014
   - HU Fac/Staff conduct Global Best Practices Self Assessment
   - Develop Vision, Goals and Harwood [Action Plan 2014-17](#) for Personalized Learning
   - Create Harwood Leadership Team
   - Personal Learning Plan pilot - CBMS and HUMS

2. Fall of 2014
   - Begin implementation of Action Plan - specific to teacher professional development and instructional design for personalization
   - Submit and awarded NextGen Grant for Personalized Learning

3. Spring 2015
   - Begin policy development for Proficiency-based Graduation
   - Begin professional development in aligning courses with proficiencies, writing scoring criteria and creating criterion based assessments
   - WWSU Team attends PBL Seminar Series
   - Continue with instructional design for personalization
   - Begin professional development for Teacher Advisory and Personal Learning Plans

4. Fall of 2015
   - Adopt new policies
   - Create WWSU Leadership Team
   - Continue with the above work
   - Conduct vertical mapping and scoring criteria development
   - Begin Communication Plan
   - Begin studying grading and reporting of other schools and researching tools
   - Develop PBL Guide

5. Spring of 2016
   - Continue with all the work above
   - Begin discussing grading and reporting options and make decisions
   - Research extended learning blocks and scheduling tool
   - Elementary, middle and high school teachers pilot Jump Rope - a PBL reporting tool
   - Receive notice of PowerSchool upgrade PBL reporting
   - Make decision to use PowerSchool
   - Make decision to use Enriching Students for ELO, write a handbook
   - Set up Enriching Students system

6. Summer 2016
   - Continue with all the work above
   - Set up PowerSchool System - beginning August 10 when it became available

- Prepare teacher pre-service training for Enriching Students and PowerSchool Pro

7. Fall of 2016
   - Continue with all the work above
   - Update PBL guide to include PowerSchool Pro grading and reporting specifics
   - Conduct student and parent trainings
   - Finalize progress report - PowerSchool was not able to generate a report that showed student progress toward the Proficiencies overall. We had to work with them to create a custom report. This was completed and we began testing it in November.

8. Winter (December - February of 2017)
   - Continue with all the work above
   - Issue first PBL Progress Report
   - Conduct Parent Forum - January 5. During the forum Tom Drake scribed all questions.
   - Review all parent questions and write an FAQ
   - Draft a plan to further evaluate the use and function of grading and reporting system including the reporting tool (PS).
   - Begin process of collecting data for the evaluation
   - Consulted with PowerSchool - is there leverage for reporting differently
   - Surveys conducted
     - Teacher
       - PBL Evaluation sent to all Harwood teachers. [31 Harwood teacher responses reporting that there are too many performance indicators; need more time collectively to do alignment; feel confident in teaching and that approach is holding all students to high standards; need more support communicating to students and parents.]
       - Progress Report survey sent to all CBMS teachers. [7 responses in total. 68% reported that the flow from PowerSchool to progress reports did not work well, and 32% reported that it did work well.]
     - Parent
       - PBL Help for Families sent to all parents in grades 7, 8, and 9. [85 responses in total reporting that parent/teacher conferences and more frequent reporting would be the most helpful to understanding student progress. Difficulty in understanding PowerSchool and that Parent Teacher conferences are too short were the most reported comments.]
       - Progress Report survey sent to all CBMS parents. [92 responses in total. 37% reported that the progress report was helpful in understanding how their child was progressing in his/her learning, and 53% reported that it did not. 32% reported that the progress report gave a better understanding of PBL, and 68% reported that it did not.]

- ○ Parent / Student
  - ■ HU- Progress Report Feedback sent to all students and parents in grades 7, 8, and 9 [57 responses to this survey reporting that the Meets and Not Meets Course Expectations was most helpful whereas the Terminology was the most confusing.
- ○ Student
  - ■ CBMS sent a survey to all CBMS students. [193 responses in total. 56% reported that the progress report was helpful in understanding progress in his/her learning, and 44% reported that it did not. 45% reported that the progress report gave a better understanding of PBL, and 55% reported that it did not.]

9. Spring of 2017 (March - May)
   - Continue with all the work above
   - Reconvened teachers who piloted a different reporting system (Jump Rope) in spring of 2016
   - Reviewed survey data and other input from various stakeholders to evaluate the grading and reporting system
   - Discuss implications with WWSU, HU and CBMS Leadership Teams
   - Come to agreement on the changes we need to make in order to address and support the needs of teachers, students and parents
   - Identify how - i.e. if a new reporting tool is necessary and if so, which one
   - Identify the revisions need to be made to reporting practices
   - Draft a plan to roll out any changes including training and communication
   - By Memorial Day, communication about changes to the grading and reporting system for 2017-18 will be shared with students and their families, and will include details reflecting how 9th grade student performance will be reflected on the transcript.

Personalized Learning and Proficiency-based Graduation: Communication for the Class of 2020 -

1. First communication outlining the key changes for graduation went home on December 8, 2015. The communication was sent to all parents of students in grades 7-12 and the elementary school principals put the communication in their newsletters.
2. A second letter to parents of students in the class of 2020 went home. The purpose of that letter was to outline the process we will use to both inform and engage parents of incoming 9th graders.
3. Introductory Parent Forum for parents was held on January 19, 2016. This was followed by a letter that included FAQ: General Questions about Proficiency-based Education and an invitation to attend the upcoming 'Coffee Hours'.
4. The first 'Coffee Hour' was on January 28, 2016 and this too was followed by a letter that included FAQs: Proficiency-based Graduation Policy and Procedures along with a reminder of the next 'Coffee Hour'.
5. The second 'Coffee Hour' was on February 11, 2016 and the topic was Proficiency-based Grading and Reporting. this too was followed by a letter that included FAQs: Proficiency-based Grading and Reporting along with a reminder of the next 'Coffee Hour'.

6. The third and final 'Coffee Hour' was on March 3, 2016 and the topic was Flexible Pathways. This too was followed with an FAQ.
7. PBL Update letter was sent to parents in both June and August informing them about the adoption of PowerSchool as our proficiency-based reporting tool.
8. In September a letter was sent to families inviting them to attend training sessions for PowerSchool. Later that month, the Harwood Proficiency-based Reporting and Grading guide was shared with parents.
9. In December 2016, we sent the Proficiency-based Grading and Reporting Update letter to parents, highlighting that now that the first reporting period was complete, we would begin addressing areas of need. This letter also included a link our first FAQ for grading and reporting, along with a request for parents to submit additional questions so we could update the document.
10. January 2017, we conducted a Parent Forum on Grading and Reporting. During the forum Tom Drake scribed all questions. These were reviewed by the Harwood Leadership Team and we issued an updated FAQ.
11. February 2017, the FAQ was shared again along with a letter that acknowledged the challenges of the new system, and that revisions would be made to support all stakeholders.