



# PERSONALIZED LEARNING AND STUDENT GROWTH ACTION SUBMISSION FORM

Action Requirement*	Response
<p>Summarize the needs identified to implement this action from reviews of:</p> <ul style="list-style-type: none"> <li>• student performance data</li> <li>• curriculum documents</li> <li>• school professional development plan</li> <li>• technology plan</li> <li>• instructional evaluation framework</li> </ul>	<p>Student performance was assessed during the 2020-2021 school year using the iReady Reading and Math diagnostic in addition to other assessment data collected through Linkit and SRI. Historical data was also used in planning the instruction for the current school year. Teachers reviewed data and analyzed it during grade level and subject level PLC's, whole school meetings, district level grade and subject bands and the school wide improvement and ESSA teams. The diagnostic data placed students on a path to growth, then provided students with personalized instruction based on their placements.</p> <p>The following curriculum was used in addition to many other platforms to enhance personalized learning.</p> <p>The <a href="#">Reading Curriculum</a> is based on phonics, skills, strategies, grammar, high frequency words, and vocabulary.</p> <p>The <a href="#">Math Curriculum</a> is based on ongoing skills and strategies within each unit.</p> <p>The <a href="#">Writing Curriculum</a> is based on grammar, mentor texts and the writing process for published work.</p> <p>Schoolwide professional development included weekly Faculty Meeting, PLC's, weekly PD sessions known as What's up Wednesdays, monthly district wide PD sessions and PLC's in addition to periodic trainings offered as needed, where teachers shared which digital tools and successful tips for student learning, and monthly professional development meetings in literacy instruction, math instruction, and reviewing diagnostic data for iReady.</p> <p>For this school year, we utilized Classlink, a OneClick, single sign-on into web and Windows applications, and instant access to files at school and in the cloud including all the digital tools needed for a successful year. This allowed students access to all of the applications, programs, and web based content they would be using throughout the school year. They could log into one place and find their google classroom, seesaw, Epic! and all other digital resources.</p> <p>The LBPS School district used i Ready as an educational instructional learning tool for both students and teachers to collect data and</p>



# PERSONALIZED LEARNING AND STUDENT GROWTH ACTION SUBMISSION FORM

	<p>monitor progress. It is a platform where teachers have access to data to support and conference with peers, PLC's administrators, as well as parents and students to share growth, concerns, and plans for improvement. The program is used for an individual learning path. At weekly grade level PLC's teachers discussed glows and grows with the subject matter for instruction.</p>
<p>Summarize/list the steps to be taken to address needs identified above to facilitate implementation of this action. Areas of action should include:</p> <ul style="list-style-type: none"> <li>• professional learning and support</li> <li>• curriculum revisions and lesson planning</li> <li>• student supports (ex. tech, mentors, supplemental help)</li> <li>• new student opportunities and resources</li> <li>• innovative use of time and space (ex. scheduling, centers, virtual learning spaces)</li> </ul>	<p>Teachers administered testing through a variety of platforms to collect baseline data comparing it to historical data for each of their students. Data points included iReady, SRI, and Linkit, in addition to the many unit tests and writing prompts available. Data was uploaded to platforms in iReady and Linkit to compare assessment and organize students into small groups to meet their needs in all subject areas. Teachers designed plans for individual students to meet their needs. Teachers then met in grade level and subject area PLCs to strategize lessons, and targets to address small groups and individual students. These PLCs address planning of the following platforms and learning groups weekly.</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Math centers</li> <li>• Reading center</li> <li>• Breakout rooms in zoom were used to provide small group instruction.</li> <li>• Individual sessions with students</li> </ul> <p>In addition to grade level and subject area PLC's teachers met with the Scip team or School Improvement and ESSA teams to add more data analysis and tutoring opportunities to meet each students individual needs. In addition the following were used to add to and supplement instruction and student practice.</p> <ul style="list-style-type: none"> <li>• The online book library Epic! was used for independent reading and small group instruction.</li> <li>• The curriculum was linked to current New Jersey Student Learning Standards.</li> <li>• Students utilized zoom by sharing their screens with the class to show their critical thinking and problem solving.</li> <li>• Professional Development Opportunities were held weekly to help teachers identify areas to support their students. PD Sessions included             <ul style="list-style-type: none"> <li>○ Jamboard</li> <li>○ Google Classroom</li> <li>○ Google Suite</li> </ul> </li> </ul>



# PERSONALIZED LEARNING AND STUDENT GROWTH ACTION SUBMISSION FORM

	<ul style="list-style-type: none"> <li>○ Pear Deck</li> <li>○ Mote</li> <li>○ FlipGrid</li> <li>○ Nearpod</li> <li>○ Peekapak for SEL needs</li> <li>○ Seesaw</li> <li>○ Google Meets</li> <li>○ iReady</li> <li>○ Google SLip and Slide</li> <li>○ PE and Movement</li> <li>○ Blooket</li> </ul> <p>All of these areas addressed student engagement, motivation, participation and performance and helped to plan and implement meeting each student's individual needs.</p>
<p>Provide a list of the 5-10 most effective and widely used digital learning tools, resources, and/or strategies and how the school uses or intends to use them to personalize learning for students.</p>	<p>As a school we found these digital platforms the most effective to engage both teachers and students at this time.</p> <ul style="list-style-type: none"> <li>● SeeSaw</li> <li>● Google Classroom</li> <li>● Nearpod</li> <li>● Google Jamboard</li> <li>● Kahoot</li> <li>● Flipgrid</li> <li>● Epic</li> <li>● Connect Ed</li> <li>● i-ready for math and reading</li> <li>● Mote</li> <li>● Google Jamboards</li> <li>● Peekapak - SEL</li> <li>● PE/ Movement in Virtual Atmosphere</li> </ul>
<p>Summarize your progress to date in implementing this action, such as PD, activities, and how steps to personalize learning have improved student engagement, motivation, participation, options, and performance.</p>	<p>What's up Wednesdays were provided for teacher professional development hours to be trained in different digital platforms. iReady was monitored and set for each student's individual learning path in reading and math to p[rovided opportunities for individual learning and growth. This also showed daily , weekly, and monthly growth taking place from September to June through diagnostic reports.</p> <p>In addition to the above, the Long Branch School District utilized the Peek-a-Pak social and emotional learning program. This program was provided to help ease and motivate students to participate with</p>



# PERSONALIZED LEARNING AND STUDENT GROWTH ACTION SUBMISSION FORM

their peers. In addition it was used to help students self-regulate during such a difficult learning year. SEL has a large impact on student engagement, motivation, participation, options, and performance, realizing that the Peekapak platform was essential for all students whether home, in hybrid settings, or in person. Growth has been noted throughout the year and plans are in place to continue these positive results by implementing more connections for students learning next year through the addition of the necessary digital platforms used this year.

PD Session Offered During the Year

Administrative Goal Professional Development 20-21			
NAME OF PROFESSIONAL DEVELOPMENT	DATES	PRESENTER	AGENDA
Google Classroom Set Up	9/14 2-5, 9/15 K & 1	Mastroianni	n/a
Whole School Peekapak PD Training	9/25	Peekapak Presenters	n/a
Grade 3-5 Jamboard	9/24 from 1:15-2:00P.M	Mastroianni/Alston	n/a
Grades K-5 Jamboard	9/23 from 1:15-2:00P.M.	Mastroianni/Alston	n/a
Google Meets	9/30	L. DeMuro	<a href="https://www.youtube.com/watch?v=rgAswxXNTdk&amp;feature=youtu.be">https://www.youtube.com/watch?v=rgAswxXNTdk&amp;feature=youtu.be</a>
Uploading videos to you tube for translations	10/5	S. Kaplan	n/a
Google Check-in (K-2)	10/7	Alonzo/Merckx	n/a
K-5 Substitute Plans on Google Classroom	10/9	A. Liska	<a href="https://docs.google.com/presentation/d/1HSv_H9u1VthswKzIMGQuJ-xcIIPbl5FwQKKQadVjJZw/edit#slide=id.g96a9e5957d_0_17">https://docs.google.com/presentation/d/1HSv_H9u1VthswKzIMGQuJ-xcIIPbl5FwQKKQadVjJZw/edit#slide=id.g96a9e5957d_0_17</a>



# PERSONALIZED LEARNING AND STUDENT GROWTH ACTION SUBMISSION FORM

I-READY Using data to plan instruction	10/14/,10/15/,10/21,10,22	iReady Presenters	n/a
What's Up Wednesday: Pear Deck	12/9	M. Newberry	<a href="https://docs.google.com/document/d/1wFSI9yxOQaLLQdiWj-y06VI1zKztYclzKumXi3Gs86k/edit">https://docs.google.com/document/d/1wFSI9yxOQaLLQdiWj-y06VI1zKztYclzKumXi3Gs86k/edit</a>
What's Up Wednesday: Connecting in person and remote learners	12/16	L. Manzo	<a href="https://docs.google.com/document/d/1_j8nx7bQ4HG0dCHjuodvKtGwLuxJ8lQl/edit">https://docs.google.com/document/d/1_j8nx7bQ4HG0dCHjuodvKtGwLuxJ8lQl/edit</a>
What's Up Wednesday: See Saw	1/6, 1/13, 1/20	Alston	<a href="https://docs.google.com/document/d/1qeOzTSHElePqy15KZGhMS3usM_GaMzDuTQ0dvUVvypnw/edit">https://docs.google.com/document/d/1qeOzTSHElePqy15KZGhMS3usM_GaMzDuTQ0dvUVvypnw/edit</a>
SeeSaw (District PD Day)	1/26	<a href="#">Document Listing Presenters</a>	<a href="https://drive.google.com/drive/folders/1kMfVSvazAyNS24Jqw5haEerLVVh41pd1">https://drive.google.com/drive/folders/1kMfVSvazAyNS24Jqw5haEerLVVh41pd1</a>
What's Up Wednesday: NearPod	2/3	K. Vargas	<a href="https://docs.google.com/document/d/1-n9loIqLnawv7NJOLblm1q8SoBLcO8k35uw4_ZFsCTE/edit">https://docs.google.com/document/d/1-n9loIqLnawv7NJOLblm1q8SoBLcO8k35uw4_ZFsCTE/edit</a>
What's Up Wednesday: Google Slip & Slide	2/10	S. Kaplan	<a href="https://docs.google.com/document/d/1UXmXwGyDizBuY_I8PpCPRJES7D4S1dbx-xqSanfbaYY/edit?ts=6022adcd">https://docs.google.com/document/d/1UXmXwGyDizBuY_I8PpCPRJES7D4S1dbx-xqSanfbaYY/edit?ts=6022adcd</a>
What's Up Wednesday: Math: Google Classroom Gradebook Training	2/17	J. Melendez	<a href="https://docs.google.com/document/d/105iWjP8ohK7dXxvWB0A-VeoVApVMQV2QRCY9hcGK-lw/edit?ts=602bf079">https://docs.google.com/document/d/105iWjP8ohK7dXxvWB0A-VeoVApVMQV2QRCY9hcGK-lw/edit?ts=602bf079</a>
What's Up Wednesday: ELA: Jamboard Check-In & Voice "Motes"	2/17	L. DeMuro	<a href="https://docs.google.com/document/d/1FZ7e3Z8D4WsLsrerKkkAgnSIYSWn0yw5ZWTlhOTijEM/edit">https://docs.google.com/document/d/1FZ7e3Z8D4WsLsrerKkkAgnSIYSWn0yw5ZWTlhOTijEM/edit</a>
What's Up Wednesday: Flipgrid	2/24/21	C. Zergebel & K. Ciccone	<a href="https://docs.google.com/document/d/1i2MimKRjekYPQWPI90xwaXespbdrTtlChjmWijKN128/edit?usp=sharing">https://docs.google.com/document/d/1i2MimKRjekYPQWPI90xwaXespbdrTtlChjmWijKN128/edit?usp=sharing</a>
iReady	3/11/21	iReady Presenters	<a href="#">Resources</a>



# PERSONALIZED LEARNING AND STUDENT GROWTH ACTION SUBMISSION FORM

iReady	3/18/21	iReady Presenters	<a href="#">Resources</a>
What's Up Wednesday: SEL & Physical Activities in a Virtual Classroom	3/24/21	M. Abner & R. Ricigliano	<a href="https://docs.google.com/document/d/1ddW76P_kDtIJAwGt2PyaYnIXu7946mNIJakVpTTioVQ/edit?usp=sharing">https://docs.google.com/document/d/1ddW76P_kDtIJAwGt2PyaYnIXu7946mNIJakVpTTioVQ/edit?usp=sharing</a>
What's Up Wednesday: Blooket	4/28/21	M. Vitale & C. Zergebel	<a href="https://docs.google.com/document/d/1Dhdx_Co-PEfPvjQ1nyAcl7kNaXrFtrFEbT4m2YK8GS4/edit?usp=sharing">https://docs.google.com/document/d/1Dhdx_Co-PEfPvjQ1nyAcl7kNaXrFtrFEbT4m2YK8GS4/edit?usp=sharing</a>