

Transforming Beyond the Classroom

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API - Batesburg Leesville High School

Access this presentation: <https://bit.ly/i3roberts22>



Overview

- A culture shift at Batesburg-Leesville High School - The why
- Instructional and system design choices aligned to the innovation - The how
- Increased access and automation for shifting the burden of ownership - The what



Where are we?

Batesburg-Leesville
High School


Enrollment: ~550

64% Free & Reduced Lunch

52% Minority

9% ELL





The why: A culture shift at Batesburg-Leesville High School



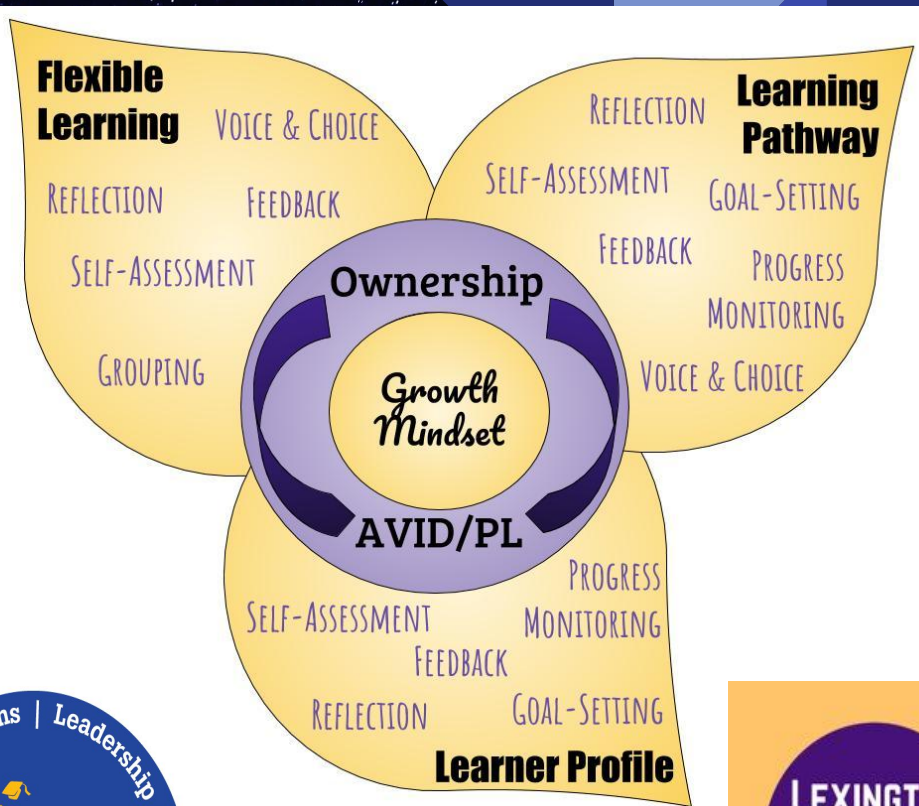
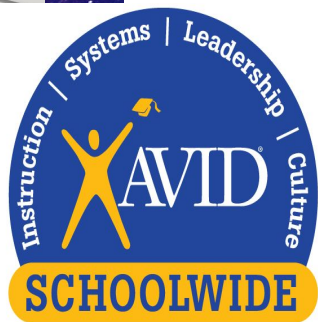
LEXINGTON COUNTY SCHOOL DISTRICT 3

Batesburg-Leesville Schools

"Preparing Students for the Future Now."

**WHERE RIGOR IS A
CULTURE OF
SUPPORTING
STUDENTS THROUGH
PRODUCTIVE
STRUGGLES &
CHALLENGING
EXPERIENCES TO
DEMONSTRATE
LEARNING AT HIGH
LEVELS**

#lex3grows



**LEXINGTON
SCHOOL
DISTRICT
3**

COLLEGE + CAREER SIGNING DAY

DON'T FORGET WHERE
YOU CAME FROM,
BUT NEVER LOSE
SIGHT OF WHERE YOU
ARE GOING.

Signing Day - BLHS 2018

Senior Signing Day

BLHS GYM - WED., 5/16 - 2:45PM



2021-22 Dual Enrollment Highlights

- 16 MTC Graduates
- 128 MTC-BLHS students
- Over 500 course enrollments, totalling over 1,550 college credit hours!

Past Three Years:

→ 2021-2022

- ◆ Fall - 113 students, 274 course enrollments
- ◆ Spring - 112 students, 197 course enrollments
- ◆ Total - 128 unique students; 527 course enrollments

→ 2020-2021

- ◆ Fall - 95 students, 205 course enrollments
- ◆ Spring - 82 students, 197 course enrollments
- ◆ Total - 106 unique students; 402 course enrollments

→ 2019-2020

- ◆ Fall - 43 students, 104 course enrollments
- ◆ Spring - 61 students, 136 course enrollments
- ◆ Total - 66 unique students, 240 course enrollments

147
students
projected for
22-23



Notable Highlights in CTE

Class of 2022 CTE completers

- 86 total completers in at least 1 pathway
 - 22 completing 2 pathways
 - 4 completing 3 pathways
 - 1 completing 4 pathways

Certifications

- 132 OSHA 10
- 10 CNA
- 121 Other Areas (ex. Welding, Telecommunications Operator, Hunters Education, CPR)

Ready to Work Testing

- Class of 2022: 95 students Silver+

Work Based Learning

- 50 students




Personal Learning



Relationships Rigor



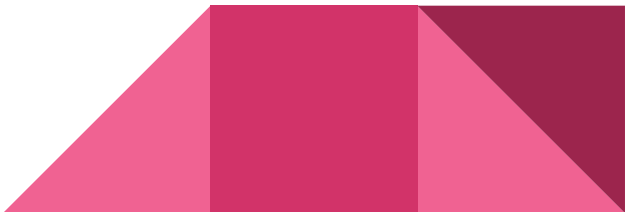
Intentional Growth



Knowing how and
being motivated to
learn

Barrier Breaking...to infinity and beyond

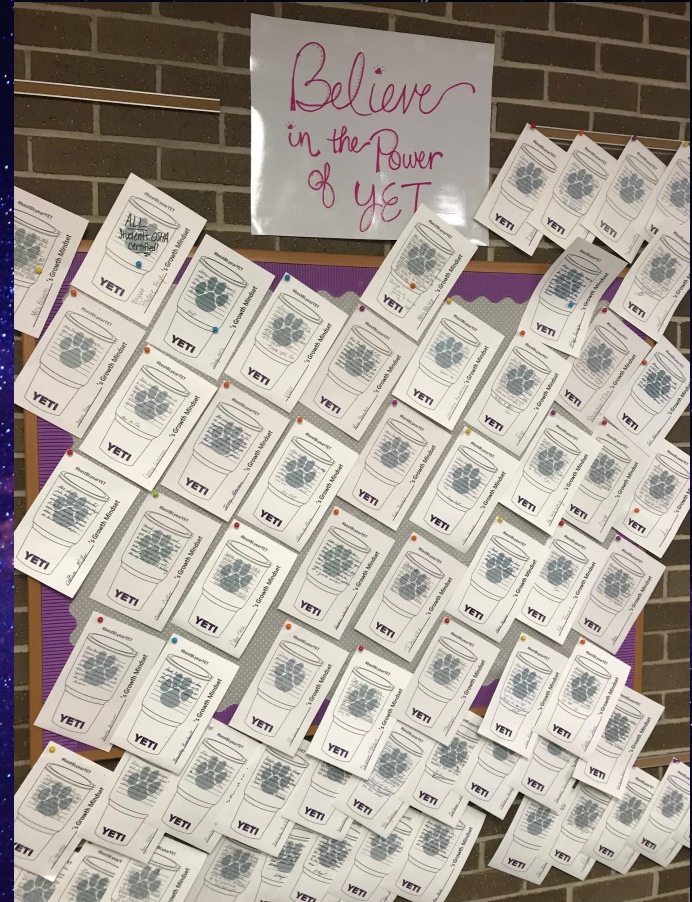
“Leaders can face challenges **from a variety of sources** - from traditional practices that are **not aligned** to the innovation, processes for allocating resources that are based on ***contrary operating assumptions***, and of ***those who prefer the comfort*** and predictability of the past ***or fear having to engage*** in unfamiliar practices.” (Rickabaugh, 2016, p. 112)

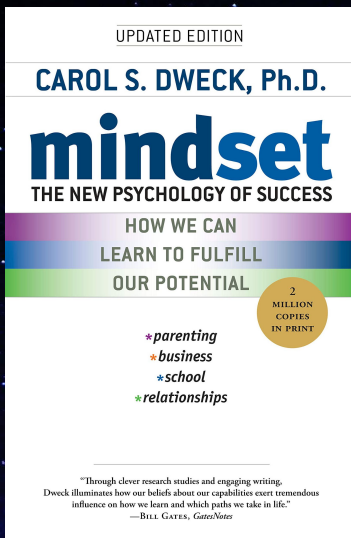


Culture is Vision Realized



#bestBLyearYET





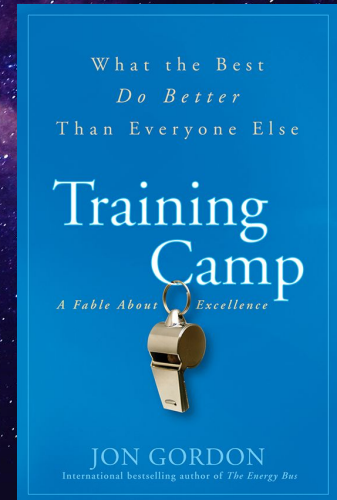
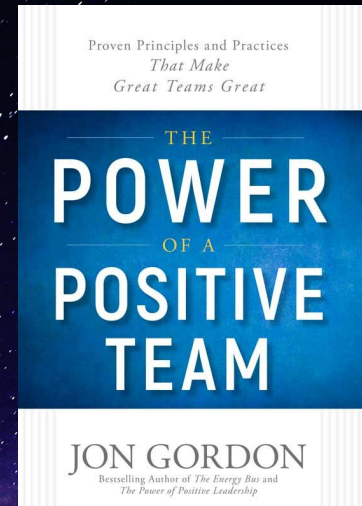
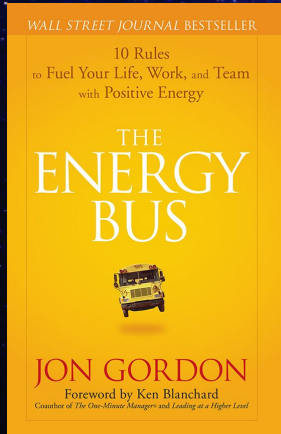
Fixed Mindset




Learning Mindset



Leader Mindset





The how:
Instructional and system
design choices aligned to
the vision



BLHS Epic Adventure 2021-2022

Support with grace, grow with grit, and
always showcase the greatness within

#GRACEGRITANDGREATNESS

- Intentionally create and use flexible groups based on skill-based pre-assessments
- Create assessments that demonstrate to the teacher a student what they have learned and how to apply it in an authentic way



BLHS Epic Adventure 2018-2019

- ★ Develop student's interaction with and ability to utilize DEEPER THINKING through the consistent increase in implementation level of AVID strategies.
- ★ Develop student's LEARNING MINDSET by inspiring and supporting instructional practices and documentation for competency progression.
 - Including:
 - Self-assessment
 - Goal setting
 - Voice/Choice
 - Progress monitoring
 - Feedback
 - Reflection

Goals matter
when you are
on a mission!



BLHS Epic Adventure 2019-2020

- ❖ Incorporate **higher-level questions** using focused note-taking strategies, collaborative study groups, class discussions, and problem-solving activities
- ❖ Routinely **spend time writing to clarify & organize** experiences
- ❖ Collaborate in formal structures for the **design of lessons that engage in rigorous** assignments
- ❖ Continue to develop and support **agency and ownership** in students through:
 - Authentic choice
 - Goal setting, self-assessment, and reflection
 - Accountability systems for "independent" work



BLHS Epic Adventure 2020-2021

Navigating through uncharted waters to find
love, joy, and learning #FINDINGOURBLWAY

- Develop and implement mastery progressions to support personalized learning for all students.
- Commit to knowing all our students beyond academic learning, thus, furthering authentic personalized learning experiences.



BLHS Epic Adventure 2017-2018

- ➔ Develop consistent use of feedback as a part of the assessment cycle building wide
- ➔ Inspire and support clear documentation for competency monitoring
- ➔ Develop and support targeted intervention practices for content and skill mastery
- ➔ Model technology use for communication, content, assessment, and feedback

**BATESBURG LEESVILLE HIGH SCHOOL
PROFESSIONAL DEVELOPMENT PLAN**

Epic Adventure: Support with grace, grow with grit, and always showcase the greatness within #GraceGritandGreatness

- Intentionally create and use flexible groups based on skill-based pre-assessments
- Create assessments that demonstrate to the teacher and student what they have learned and how to apply it in an authentic way

DATE/TIME	ACTIVITY	GOAL
August 9, 2021	<ul style="list-style-type: none"> • 8:00 - 8:30 - Welcome back breakfast - Media Center • 8:30 - 11:30 - Family Reunion <ul style="list-style-type: none"> ◦ Concert Songs, Welcome Back and "Nuts & Bolts 2021" • 11:30 - 12:30 - Lunch On Your Own • 12:30 - 3:45 - Work in Rooms 	<ul style="list-style-type: none"> • Reconnect and build excitement for the new year
August 10, 2021	<ul style="list-style-type: none"> • 7:40-10:30 - Work in rooms <ul style="list-style-type: none"> ◦ 8:30 - Building Leadership Team Meeting - PD Room • 10:30-11:30 - R&R in rooms (reading & reflection) • 11:30-12:30 - Lunch • 1:30 - 3:30 - Work in Rooms <ul style="list-style-type: none"> ◦ 2:00 - New to BLHS Info, Q&A - PD Room 	<ul style="list-style-type: none"> • Develop 21-22 instructional goals • Provide support for new faculty and staff to BLHS
August 11, 2021	<ul style="list-style-type: none"> • 8:00 - 11:30 - #GraceGritandGreatness - Media Center <ul style="list-style-type: none"> ◦ *Prewrite - read ch. 1 & complete Myers Briggs • 11:30 - 12:30 - Lunch • 12:30 - 3:30 - Work in rooms <ul style="list-style-type: none"> ◦ 3:00 - 3:30 4.0 Evaluator Virtual Meeting (Option 1) • Binder/Supplies Pick Up - Conference Room <ul style="list-style-type: none"> ◦ 12:30 - 1:00 - Fine Arts/World Lang. ◦ 1:00 - 1:30 - JROTC/PE/AVID ◦ 1:30 - 2:00 - Math ◦ 2:00 - 2:30 - English ◦ 2:30 - 3:00 - Social Studies/SPED ◦ 3:00 - 3:30 - CTE 	<ul style="list-style-type: none"> • Intro • Exp
August 12, 2021	<ul style="list-style-type: none"> • 8:45 Arrival to School • 9:00 - 11:00 - Greet Students and Parents • 11:00 - 12:30 - Work in Classrooms 	<ul style="list-style-type: none"> • Wel • relat

Detailed plans:
A guide, a
resource, and an
evidence bank

September 2, 2021	<p>Onward Chapter 1 Slides: https://docs.google.com/presentation/d/1l5m_GITVjMRlE8vL6l_m00l_OvrZCl-Wfn_zzUGIAkY/edit?usp=sharing</p> <p>Documents: https://drive.google.com/drive/folders/1lMYOoqPfh-Q5B68NLJSDFtMYZvL7g3KJ?usp=sharing</p>	<ul style="list-style-type: none"> • Complete personal inventories • Share Myers Briggs personality type • Discuss applications of personal inventories
September 8, 2021	<p>ViewSonic Training (Ashley Fort) https://docs.google.com/presentation/d/1xygdbfZR6zSKFb_8mhl_7rH3_2l_wSbyDESlOj5Y7lftw/edit?usp=drive_web&authuser=0</p>	<ul style="list-style-type: none"> • Develop and support use of Viewsonic boards for enhanced instruction
September 9, 2021	<p>Topic: Pre Assessment Slides: https://docs.google.com/presentation/d/13y58PyQYuT3SIVqTHPjICEinPrDrLWQl/edit?usp=sharing&oid=114022153953312215266&rtorf=true&sd=true</p> <p>Slide notes: https://docs.google.com/document/d/1eXUvPIdOE5asHhrcv2Hjsue3MJ_n_VaavlrwFgmT8pM/edit?usp=sharing</p> <p>Note catcher: https://docs.google.com/document/d/18Tq0ZxY7MKz9bGmW1wunTkg05Qw0499e0_toGHk2h8/edit?usp=sharing</p>	<ul style="list-style-type: none"> • Submit 1st evidence slide • Develop pre-assessment for next unit <p>Portfolio Template: https://docs.google.com/presentation/d/1pzvb7oB2eC_yaQ-WqtbajDkw76UVyJlcmKV1W32f-WI4/edit?usp=drive_web&authuser=0</p>
September 23, 2021	<p>Onward Chapter 2 https://docs.google.com/presentation/d/1J_0QW5CoZrLYEGs2rQ_ClmnfWmKOQgicqUvDsthy1-ys/edit?usp=drive_web&authuser=0</p>	<ul style="list-style-type: none"> • Examine concepts of emotions • Evaluate the impact of emotions on our resilience • Develop and practice skills for emotional management

Collaborative Goal Setting & Planning

My Drive > 2019-2020 Department Site Team Plans > BLHS - AVID Goals/Plans

BLHS - CATE

BLHS - English

BLHS - Fine & Related...

BLHS - Math

BLHS - PE/JROTC

BLHS - Science

BLHS - Social Studies

BLHS - Student Supp...

BLHS & BLMS - World...

Files

English

- English Department will use interactive notebooks (1.1)
- English Department will use interactive notebooks (1.1)
- English Department will use interactive notebooks (1.1)

Math

- Math Department will use interactive notebooks (1.1)
- Math Department will use interactive notebooks (1.1)
- Math Department will use interactive notebooks (1.1)

Science

- Science Department will use interactive notebooks (1.1)
- Science Department will use interactive notebooks (1.1)
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History

- History Department will use interactive notebooks (1.1)
- History Department will use interactive notebooks (1.1)
- History Department will use interactive notebooks (1.1)

Art

- Art Department will use interactive notebooks (1.1)
- Art Department will use interactive notebooks (1.1)
- Art Department will use interactive notebooks (1.1)

Physical Education

- Physical Education Department will use interactive notebooks (1.1)
- Physical Education Department will use interactive notebooks (1.1)
- Physical Education Department will use interactive notebooks (1.1)

Music

- Music Department will use interactive notebooks (1.1)
- Music Department will use interactive notebooks (1.1)
- Music Department will use interactive notebooks (1.1)

Health

- Health Department will use interactive notebooks (1.1)
- Health Department will use interactive notebooks (1.1)
- Health Department will use interactive notebooks (1.1)

Other

- Other Department will use interactive notebooks (1.1)
- Other Department will use interactive notebooks (1.1)
- Other Department will use interactive notebooks (1.1)

BLHS Collective Goals

AVID Site Team Plan

Site Team Goal

Intentionally create and use flexible groups based on skill-based pre-assessments

Use focused collaborative study group strategies to support the implementation of flexible, skill-based groups.

Site: ☐ Elementary Site ☒ Secondary Site

Name of the AVID Essential that this goal aligns with: CEC: 1.8 & 1.9

Experienced Sites: Is this recommended in your CSS? ☐ Yes ☐ No

AVID Level of Use: ☐ Not AVID (0) ☐ Meets Certification (1) ☒ Routine Use (2) ☐ Institutionalization (3)

Who is the target audience for this goal? ☐ Grade Level(s) 9-12 ☐ AVID Elective ☒ Schoolwide

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

Action Steps: How will we make it happen?	Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress/progression?	Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?	Connections to: <ul style="list-style-type: none"> • CSS recommendation • District strategic plan • School improvement plan • Other school initiative
<p>All courses will use the Collaborative Study Group Strategies. This will be achieved through the following actions:</p> <ul style="list-style-type: none"> • Develop professional learning to support creation and use of skills-based preassessment • Achieve faculty-wide 	<ul style="list-style-type: none"> • Building leadership team will develop monthly PLC sessions aligned to action items • Teachers will contribute to "evidence slides" to document learning and implementation progress • Administrative, BLT, and peer 	<ul style="list-style-type: none"> • Samples of student work will be submitted each semester. • Samples will be evaluated at the end of the first semester and the end of the school year to compare growth trends. • AVID binders, templates, and 	<ul style="list-style-type: none"> • Per recommendation of the CSS observation group who denoted that BLHS needs to focus on collaborative study group strategies. • Goal 2 Strategy 2 of the District Strategic Plan and School Improvement Plan, which addresses the need for

Goals & Growth: Reflection and Planning Document

Focus/School Goal (select 1 or more)

Further the implementation of Personalized Learning through:

- ☐ Examine level of rigor in learning targets, daily tasks, assessments, and projects
- ☐ Continue to develop and support agency and ownership in students through: Authentic choice
- ☐ Continue to develop and support agency and ownership in students through: Goal setting, self-assessment, and reflection
- ☐ Continue to develop and support agency and ownership in students through: Accountability systems for independent work

Continue expansion of AVID schoolwide through:

- ☐ Incorporate higher-level questions using focused note-taking strategies, collaborative study groups, class discussions, and problem-solving activities
- ☐ Routinely spend time writing to clarify & organize experiences (e.g., revisiting writing for growth)
- ☐ Collaborate in formal structures for the design of lessons that engage in rigorous assignments

Goal: Your goal for development within the focus

Implement: Describing your work
Development So Far:

Next Steps:

Reflect: How is it going? Other thoughts and pondering within the focus

Share: Key points others should know - What works, doesn't, and needs refinement

Reflection Prompt:

Thank you for allowing me to visit your classroom. Please choose two of the following questions and respond to them. I am excited to hear your feedback about this lesson.

1. How do you believe the lesson went?
2. What portions of the lesson are you most proud?
3. Were there any portions of the lesson that troubled you or that you wished had gone differently?
4. If you could teach this lesson again, what would you do differently?
5. Do you believe your students met the objectives for the lesson?
6. How can I assist you now?

**Authentic
Voice!**

Teacher Reflection:

1. How do you believe the lesson went?

The lesson took place over 2 days and overall was average. Day 1 the students did well with the initial information and were able to answer questions based on their research about the types of galaxies. Day 2 the students seemed engaged and completed the work, but did not make the connections I had hoped for from day 1 to day 2.

4. If you could teach this lesson again, what would you do differently?

I am going to switch the order of activities. I was hoping the pictures would spark more interest in space and galaxies in general. Next time I will have color print outs of the galaxies and have students organize them without detailed instructions to see how they would organize the galaxies. Then have them explain why they organized them in that particular way before teaching about the different types. After the lesson I would revisit the pictures and see if the students wanted to change the way they organized the galaxies.

Virtual Tour

≡ BLHS - Faculty

Stream

Classwork

People

Grades



BLHS - Faculty



Meet

Join

Visible to students

Class code

7y2oune

Upcoming

No work due soon

View all



Announce something to your class



Era Roberts

8:01 AM (Edited 8:15 AM)

Surprise! Today's PD is "flipped". After working on putting this together for y'all, Mrs. Bryant and I truly felt like you needed personal time to dig into and reflect on these activities. **Please stop by my office today to pick up your materials packet and refreshments.** Then, review the attached video. Once you have completed the video and activities, enter your reflection into the Google Form. Your entry in the Google Form will serve for today's attendance. Please let me know if you have any questions or difficulties.



Screencastify

<https://watch.screencastify.co...>



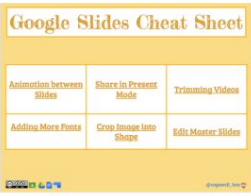
Google Forms: Sign-in

<https://docs.google.com/form...>

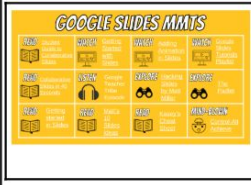


Add class comment...


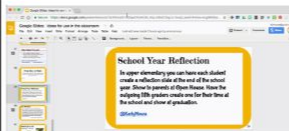


EXPLORE	YOUR TASK
<p>Check out this Advanced Cheat Sheet adapted from Ben Cogswell.</p> 	<p>1. Select the learning tasks below that would be most beneficial to you.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add animation between slides <input type="checkbox"/> Edit master slides <input type="checkbox"/> Trim videos within Slides <input type="checkbox"/> Add more fonts <input type="checkbox"/> Crop image to shape <input type="checkbox"/> Share in present mode only


APPLY	YOUR TASK
<p>Check out Google Slides as a user!</p> <ul style="list-style-type: none"> Navigate to Google Slides Create a new Slides presentation about your Spring Break plans <p>Include three of the following learning targets in your creation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add animation between slides <input type="checkbox"/> Edit master slides <input type="checkbox"/> Trim videos within Slides <input type="checkbox"/> Add more fonts <input type="checkbox"/> Crop image to shape 	<p>Paste the link to your presentation below. Share in present mode only (see above)</p> <div></div>

EXPLAIN	YOUR TASK
<p>This is a multimedia text set (MMTS). Documents of this type are designed to give the user opportunities to learn using a variety of media types...reading, watching, listening, etc. Explore this MMTS to learn more about classroom implications of Google Slides.</p> 	<p>How might you use Google Slides with your class? How can this exploration of Google Slides, along with the share out from your peers help you move forward with personalized learning in your classroom? Jot a few notes:</p> <div></div>

Providing & Owning Choice

EXTEND & CONNECT	YOUR TASK
<p>Connect to other content areas!</p> <ul style="list-style-type: none"> View this collaborative slides presentation where teachers from all over have crowdsourced ideas for using slides in the classroom!  <p>Check out these Chrome extensions for Slides!</p> <ul style="list-style-type: none"> Alice Keller Slideshot <ul style="list-style-type: none"> SlideShot creates a screenshot every minute and saves the image in Google Drive. Drive Slides by Matt Miller & Alice Keeler <ul style="list-style-type: none"> DriveSlides allows you to create a Google Slides presentation out of images in a Google Drive folder. Simply open a folder in Google Drive that contains JPG, PNG or GIF images. Press the DriveSlides Chrome extension icon to open the Google Slides presentation with your images automatically added. The Slides are created in your Google Drive, within the same folder. Slide Sorter <ul style="list-style-type: none"> Slides sorter allows you to organize a Google Slides using a convenient Sorter Panel. It is brought to you by denisseheeran.com 	<p>After viewing the Crowdsourced slides presentation add an idea of your own to the actual shared presentation. Paste a link to your slide below by clicking on your slide in the presentation and copying the URL at the top (see GIF below =).</p>  <div></div>

BONUS IDEA: Plan a Virtual Museum Trip from your classroom with the help of [David Lee EdTech](#). Check out [THIS TEMPLATE](#) that will make it a breeze!



Ashley Fort

6 students

Mar 28 (Edited Mar 28)


Novice A & B Google Slides Materials

1

DONE

5


NOT DONE




Novice A & B Google Slides Superhero Training!

Google Docs

Each student will get a copy



Add class comment...



Ashley Fort

5 students

Mar 28 (Edited Mar 28)


Advanced Google Slides Training

0

DONE

5


NOT DONE



Advanced Slides Superhero Training!

Google Docs

Each student will get a copy



Add class comment...



SC Competency Fellows

MAKING THE Profile of a South Carolina Graduate ACTIONABLE

COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE

USE SOURCES

I can engage with diverse sources of information.



DESIGN SOLUTIONS

I can engage in a systematic design process, independently and with others.



REASON QUANTITATIVELY

I can think and solve problems like a mathematician.



NAVIGATE CONFLICT

I can contribute toward healthy dynamics between individuals and among communities.



LEAD TEAMS

I can lead teams of diverse individuals for a range of purposes.



SUSTAIN WELLNESS

I can support my own physical, emotional, and social health.



INVESTIGATE THROUGH INQUIRY

I can frame questions and organize an investigative process.



EXPRESS IDEAS

I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.



READ CRITICALLY

I can make meaning of, engage with, and critique diverse forms of media.



LEARN INDEPENDENTLY

I can set and achieve learning goals through planning, self-monitoring, and good decision-making.



DEVELOP NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose.



ENGAGE AS A CITIZEN

I can demonstrate citizenship to improve my community and country for myself and for others.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

BLHS - English Progressions (H)

Analyze context, point of view, and purpose

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none">❑ I can describe what the author is trying to get me to think/feel, and I can think critically about whether I agree or disagree.❑ I can use details from the text to talk about ways that I do/don't identify with the author or main character(s).❑ I can discuss whose perspective is missing and possible reasons why.	<ul style="list-style-type: none">❑ I can figure out which values, beliefs, or ideas the author is trying to get me to agree with, and I can think critically about whether I agree or disagree.❑ I can contrast the author or main characters' point of view with other points of view presented in or excluded by the source.❑ I can discuss how different audiences may experience this story/source differently from me and why (e.g., social identity markers, such as race, religion, language, gender, class).	<ul style="list-style-type: none">❑ I can draw from textual evidence to analyze which values, beliefs, or ideas the author is trying to get me to agree with, evaluating sources for credibility (when applicable).❑ I can contrast the author or main characters' point of view with other points of view or information presented, excluded, or misrepresented by the source.❑ I can recognize examples of bias in the author's presentation of information, and assess the reliability of the author as a source.❑ I can discuss how different audiences may experience this story/source differently from me and why.	<ul style="list-style-type: none">❑ I can draw from textual evidence to critique the values, beliefs, or ideas promoted by the author, evaluating sources for credibility (when applicable).❑ I can contrast the author or main characters' point of view with other points of view or information presented, excluded, or misrepresented by the source, and discuss the impact on the reader's perspective.❑ I can analyze examples of bias in the author's presentation of information, and assess the reliability and credibility of the author as a source of information.❑ I can discuss how different audiences may experience this story/source differently and why.❑ I can make connections between author's purpose and the historical or contemporary context of the source.

SELF-ASSESSMENT NOTES & REFLECTION:

My next steps are...

It is important for me to remember to...

TEACHER COMMENTS

*A unit is a bridge
for engagement, rigor, and
learning!*



Pre-Assessment Rubric

Emerging	Developing	Proficient
<ul style="list-style-type: none"> Assesses isolated, specific concepts Confirms what students don't know Lacks application of specific skill(s) Heavy use of multiple-choice, true/false, or fill in the blank questions Takes more than half a class period to administer Generates a score similar to a grade 	<ul style="list-style-type: none"> Tied to important goals of the unit Assesses the application of skills needed in the unit Questions allow for subjectivity but do not provide a clear direction for instruction based on student response. Identifies students strengths, but maybe based on student self-assessment Outcomes provide some instructional implications but could be refined to achieve more targeted gr 	<ul style="list-style-type: none"> Tied to important goals of the unit Uses a few, open-ended questions to assess critical precursor skills and understandings Accessible to all students - everyone can do something successfully Makes student thinking visible: <ul style="list-style-type: none"> Varied questions provide enough details about student strengths and misconceptions to develop flexible groups Reveals significant differences among

Feedback & Notes:

Lived Learning

	REFLECT	TARGET	EVIDENCE
Pre-Assessment Design	<input type="checkbox"/> I can design a quality pre-assessment by: <ul style="list-style-type: none"> Designing questions aligned to the learning progression Use concise questioning (3-7 questions) Use format that provide evidence of thinking (open-ended, short answer, problem solving, justifications, etc.) 		
Data Analysis Protocol	<input type="checkbox"/> I can describe a plan for implementation and delivery based on student needs <hr/> <input type="checkbox"/> I can articulate why analyzing student work is more valuable than a percentage/score to understanding student needs within their pathway <input type="checkbox"/> I can explain the process I use for analyzing student work and how that information informs planning for student learning experiences		



	A	B	
1	Faculty Member	Link to Competency Rubric <i>Paste the link to the rubric you created in this column</i>	Implementation R <i>Fill in this column with about growing our prac</i>
2	Adams, Gary R	https://docs.google.com/document/d/1p_YucWphzOlvPEQdDfQrnZ5LhEi3880PS_tNaShgU/edit	
3	Ash, William	Rubric	
4	Banks, Pamela Frick	Unit 3 Rubric	
5	Baxley, Kim	Rubric	
6	Bolduc, Mark	https://docs.google.com/document/d/1W6JUyV8tHmkm161NCEF4yLE2S6ynpHBOHXfNzl21c8/edit	
7	Bowne, Davis	Rubric Link	
8	Brown, Joshua	https://docs.google.com/document/d/1Wd0DaJEEsADiR3k48246DQtQ9k-NNJn1F6Rtp7xkFU/edit?usp=sharin	
9	Browne, Lyle	https://docs.google.com/document/d/1e3XeEpME6JXTXKJnyBnJou4bco7ZHvSPHu4GecWLhel/edit?usp=shar	
10	Bryant, Matthew Shane	https://docs.google.com/document/d/e/2PACX-1vQ9T9ZdxD6C14EYXeKhrl2y4e1eqINXktck_ISk16O1fqHQdID8f	
11	Buzhardt, Brantley	Buzhardt VIP Rubric	
12	Campbell, Leslie Cade	https://docs.google.com/document/d/1KtHvFTdq0qr_UyCWv3ehaYHLh9QXOb_ik6n-2M20lg/edit?usp=sharing	

Monitoring Individual Practice Time

	DEVELOPING	LEVEL 4	MASTERY
SETTING GOALS		<p>~I can set a SMART goal that relates to how well I will complete a specific task.</p> <p>~I can use details about the task to explain how long I think the task will take me, and what specific practice skills and musical pedagogy are involved.</p>	
MAKE A PLAN		<p>~I can make a detailed plan for completing the task, including key activities and deadlines.</p> <p>~I can identify whether certain steps require help from others.</p>	
MONITORING PROGRESS		<p>~After recording an exam video I can assess my performance, and how I'm progressing toward my goal.</p> <p>~When I reach a challenging section, I can recognize it quickly, and generate ideas about how to change my approach, rehearse smartly, or get the specific help I need to keep progressing.</p>	
TAKING STRATEGIC ACTION		~Instead of giving up, I can change my approach or my environment, or ask for help in a positive way, in order to help me get back on track.	



Era Roberts

12:34 PM Yesterday



@jobbrown@lex3.org

I really like how you worked 1 complete competency (all skills) at 1 level. I found your used of "developing" and "mastery" to be a unique idea, and I'm interested to learn about how you are using those columns in practice with your students. I also really liked how you incorporated concepts related to band in just a "light touch." Your focus is primarily on developing the skill you need for your learners, but it's grounded in their work in band. Nice job! As you implement over the next month, be thinking about what is working well and what challenges or changes you want to make note of moving forward. Happy implementing!

[Show less](#)

Reply or add others with @

Featured Problem:

Read and annotate both poems from 1899: "The White Man's Burden" by Rudyard Kipling, and "The Black Man's Burden" by Reverend H.T. Johnson. Compare and contrast the *perspectives* of each author. Use and cite textual evidence to support your responses to the questions below:

1. What "*burden*" does each author describe?
2. Why are their *perspectives* on these "*burdens*" so different? (How do you explain the perspective of each author? What might have influenced their views on this topic?)
3. What *purpose* might each author have had in writing their particular poems? (What did they hope to achieve with their writings?)
4. How did the author's *perspective* influence their *purpose*? (What is the connection between purpose and perspective?)

Student Work:

Developing	Target	Exceeding
	<div><input type="checkbox"/> I can explain my ideas using examples from the text to support my thoughts on the topic.</div> <div><input type="checkbox"/> I can analyze the text by comparing and contrasting various perspectives on the topic.</div> <div><input type="checkbox"/> I can connect the author's purpose to the perspectives presented in the text.</div>	

Standard: E2. RL. 5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

Pathway:	1. Emerging	Grade
	Struggled to <i>explain</i> what the text <i>directly</i> says as well as the <i>meaning</i> behind the text. Did not <i>identify evidence</i> from the text.	
Learning Objective:	1. <i>Explain the meaning</i> of the text and use at least one piece of <i>evidence</i> to <i>support the explanation</i> .	
Must Do:	Read the text and complete the Google Form Comprehension check.	
Task for Pathway:	Emerging Task 1: -Set up Focus Notes on the text. For your "Cues" (left side) write the following questions: Then answer the questions on the "Notes" side (right side) with the page and line number for the answer.	
	Emerging Task 2: -Complete the Main Idea chart here in your Focus Notes. -Focus on finding the main idea of the text with supporting details.	
	Emerging Task 3: -Writing Response Continuing with your Focus Notes, place the following questions on the "Cues" side" Next, looking back at your first set of responses and chart, answer the questions on the "Notes" side. -Use graphic organizer to begin the writing process	
	Emerging Task 4: Summative: <i>Explain the meaning</i> of the text and use multiple pieces of <i>evidence</i> to <i>support the explanation</i> . Using the graphic organizer, write a formal response that explains the meaning of the text with multiple pieces of evidence to support explanation. - Writing focus on box #1-2	

Developing Voice & Self-Assessment

Nov 30- Dec 4 Learning Guide

Attendance

[Complete Unit snapshot](#)

[Redo Application](#)

READ, **READ**, **READ** everything! Communicate to me any issues!

Due Date	Title	Objective	Vocab	Resources	Self Assess	Graded
11/30	System & Basic Matrix check in	To make sure everyone is clear on solving systems and working with matrices.	System System solution Matrix Determinant	Previous weeks' WLG	Matrix Operations Quizizz	
12/1	Cramer's Rule	Solve 2 variable linear systems using Cramer's Rule.	Determinant Cramer's Rule System solution	(7a,b,c) Slidedeck & Video (7a,b,c) 2x2 example (7a,b,c) 2x2 notes w/ ex (7a,b,c) Notes w/ exs	In class examples Solutions PDF w/ 2 linear eqs	
12/2	Cramer's Rule	Solve 3 variable linear systems with Cramer's Rule.	Determinant Cramer's Rule System solution	(7a,b,c) 3x3 notes	3x3 det examples pdf Pick and choose Site with solutions	

Summative Tasks

Featured Problem:

This section becomes the summative performance task(s) that will allow a student to demonstrate mastery.

Student Work:

This section provides students information about how to present and submit his/her response to the task(s).

Developing

Target

Exceeding

I can state my answer to the problem using

This section become the targets you identified in “informing your rubric” based on pre-assessments

*A unit is a bridge
for engagement, rigor, and
learning!*

Pre-Assessment

Growth Opportunities

Summative
Assessment



Why should **competency based grading** be a factor in personalized learning?

- **Learner Profiles**

- Who are the students in your class? What are their growth needs? **How can you use diagnostic data to differentiate?**

- **Flexible Learning Environments**

- How does the physical, social-emotional, cultural, and digital environment of your classroom **enhance student growth and support a growth mindset?**

- **Learning Pathways**

- How can you structure and scaffold learning experiences to help students attain mastery? **How will you assess and score?**



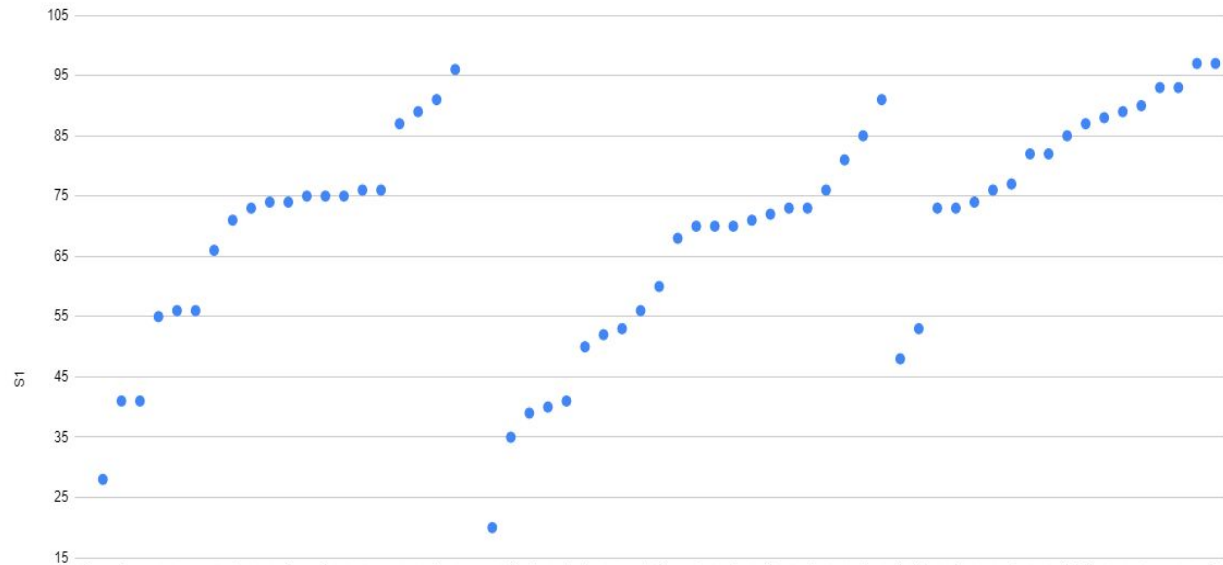
Grading for Mastery rather than Compliance

- **Compliance: Student is a pleasure to teach.**
 - “Good” or “smart” students complete every assignment, act respectfully in class, nod at the right times, and score well on assessments based on memorization or “right” answers.
 - Teachers offer grades for “completion” rather than skill. Formative assessments may relate to building content/contextual knowledge rather than displaying skill attainment.
- **Mastery: Student has mastered _____ skills.**
 - Students use pre-assessments to determine skill level, formatives to grow skills, and summatives to determine skill attainment. Clear objectives tied to each assessment level are provided to students to track progress. Scores reflect the level of skill mastery based upon a competency-based rubric for the unit. Students reassess until target mastery is achieved.

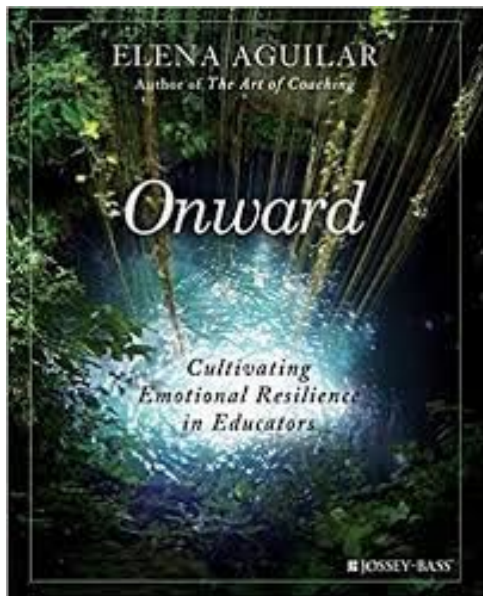
Grading Conferences

2nd 59% (13/22)		4th - 89% (16/18)	Overall - 72%	
Crs Num	GR	Student	S1	Comments
USHC - 1st	11		28	Missing assignments
USHC - 1st	10		41	Missing assignments
USHC - 1st	12		41	Missing assignments, lots of absences
USHC - 1st	10		55	Missing assignments
USHC - 1st	10		56	
USHC - 1st	10		56	Missing assignments
USHC - 1st	12		66	
USHC - 1st	10		71	Missing assignments
USHC - 1st	12		73	Missing an assignment, needs to work on redoing test
USHC - 1st	10		74	
USHC - 1st	11		74	
USHC - 1st	11		75	
USHC - 1st	10		75	

S1 vs. Student



On the pulse: When instructional goals are not enough



Onward - Chapter 3:
**Tell Empowering
Stories**
pp. 69-93 ✦ 11/11/2021

**The Promise of
Storytelling**
"This might be the hardest and most important habit to cultivate. It's the bait that gives you the power to decide what to think" - p. 70

Storytelling: Pre-Assessment
Review the directions on p. 130, complete the pre-assessment on p. 130 & 131

Statements	Yes	No
I am aware of many of the thoughts I have. I can recognize that a thought is a thought and not a fact or "gut" truth.	<input type="radio"/>	<input type="radio"/>
I am aware of how my thoughts influence my feelings.	<input type="radio"/>	<input type="radio"/>
I can catch myself in a thought that doesn't make me feel good.	<input type="radio"/>	<input type="radio"/>
I recognize and interpret thoughts that undermine my resilience.	<input type="radio"/>	<input type="radio"/>

Statements	Yes	No
I have clear ideas of my perspective on things in my life.	<input type="radio"/>	<input type="radio"/>
I can add and release my thoughts when I want.	<input type="radio"/>	<input type="radio"/>
I can understand other people's perspective on my life. I have been able to see my life from their perspective.	<input type="radio"/>	<input type="radio"/>
I can write my perspective in words, stories, and art.	<input type="radio"/>	<input type="radio"/>
I can recognize my feelings, beliefs, and how they can be externalized in my writing and art.	<input type="radio"/>	<input type="radio"/>
I can write about my feelings, beliefs, and how they can be externalized in my writing and art.	<input type="radio"/>	<input type="radio"/>

In order to tell empowering stories, it is useful to consider these elements:

—p. 71

1. Be aware of thoughts
2. Recognize and shift distorted thoughts
3. Uproot problematic core beliefs
4. Craft new stories
5. Share your stories

Thinking outside the box...

- Additional minutes of instructional support without additional minutes in the school day

Half-Time

Making the most out of the middle of your day!

Half-Time Schedule

Half-Time	Monday	Tuesday	Wednesday	Thursday	Friday
English, Art, Avid, and Foreign L (8)	Office	Supervision	Office	Supervision	Department
Math and PE (8)	Department	Office	Supervision	Office	Supervision
Science, JROTC, FAC (8)	Supervision	Department	Office	Supervision	Office
Social Studies and SpEd (8)	Office	Supervision	Department	Office	Supervision
CATE (8)	Supervision	Office	Supervision	Department	Office

Tier 1: By the numbers

(enrollment approx. 550)

2017-2018

- 3,766 sessions
- Totaling 112,980 minutes

2018-2019

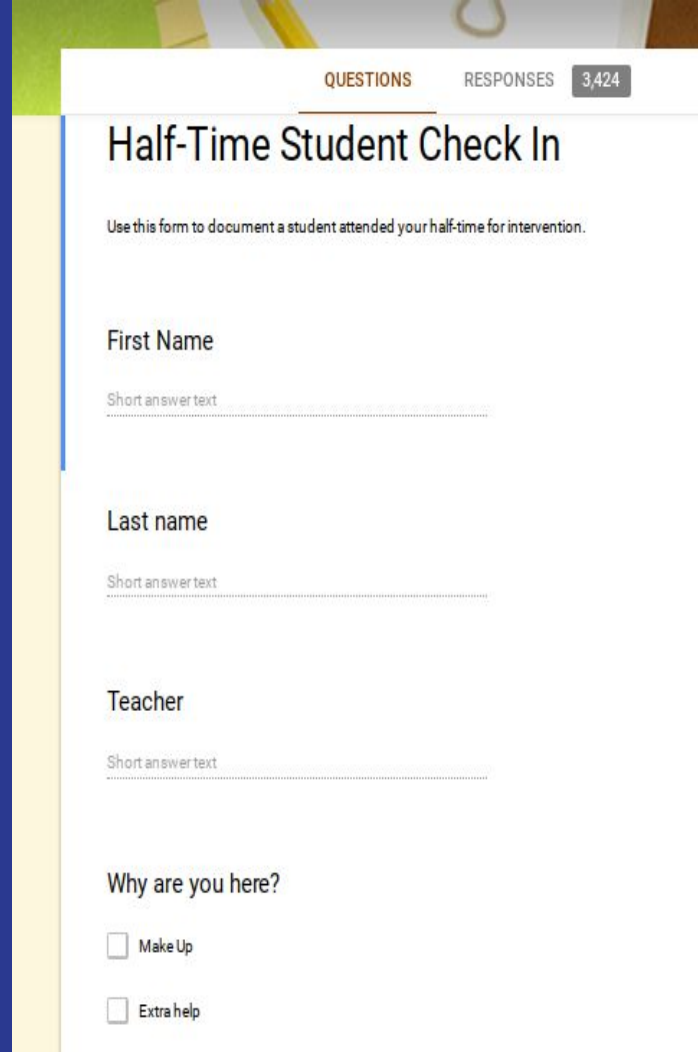
- 5,216 sessions
- Totaling 130,400 minutes

2019-2020 **stopped logging in March 2020*

- 3,346 sessions
- Totaling 83,650 minutes

2021-2022 **limited structure*

- 3,553 sessions
- Totaling 88,825 minutes



The screenshot shows a Google Form titled "Half-Time Student Check In". At the top, there are tabs for "QUESTIONS" and "RESPONSES" with a count of "3,424". Below the title, there is a description: "Use this form to document a student attended your half-time for intervention." The form contains several text input fields: "First Name", "Last name", "Teacher", and "Why are you here?". Each text input field has a "Short answer text" label and a dotted line indicating the input area. At the bottom, there are two checkboxes: "Make Up" and "Extra help".

QUESTIONS RESPONSES 3,424

Half-Time Student Check In

Use this form to document a student attended your half-time for intervention.

First Name

Short answer text

Last name

Short answer text

Teacher

Short answer text

Why are you here?

☐ Make Up

☐ Extra help



The what:

Increased access and
automation for shifting the
burden of ownership

Continuum of an Expert Learner



An expert learner is an individual who wants to learn, who knows how to learn, and who, in their own individual and flexible ways, is prepared for a lifetime of learning.

Bray, B., & McGlaskey, K. (2015)
Make Learning Personal. Corwin, A
Sage Company
KnowledgeWorks.org

Continuums within each level

Profile of a South Carolina Graduate

COMPETENCIES & SKILLS MAP

Click for slides

READ CRITICALLY

- 1.1 Choose and apply strategies to make meaning
- 1.2 Evaluate main ideas or themes
- 1.3 Evaluate context, point of view, and purpose
- 1.4 Evaluate craft

EXPRESS IDEAS

- 2.1 Engage in academic discussion with others
- 2.2 Determine purpose and audience
- 2.3 Choose and develop my message
- 2.4 Develop craft
- 2.5 Prepare the medium
- 2.6 Finalize, practice, or prepare
- 2.7 Engage, respond, and reflect

INVESTIGATE THROUGH INQUIRY

- 3.1 Frame a research question
- 3.2 Form a hypothesis
- 3.3 Develop and strengthen the plan
- 3.4 Collect and analyze data
- 3.5 Share findings

REASON QUANTITATIVELY

- 4.1 Analyze and interpret data
- 4.2 Model and represent mathematical information
- 4.3 Solve problems
- 4.4 Construct explanations

USE SOURCES

- 5.1 Select and contextualize sources
- 5.2 Use systems to organize information gathered
- 5.3 Synthesize multiple sources

DESIGN SOLUTIONS

- 6.1 Define and explore a design challenge
- 6.2 Generate and select ideas for prototyping
- 6.3 Test and iterate

LEARN INDEPENDENTLY

- 7.1 Set goals and make plans
- 7.2 Monitor progress and adjust

NAVIGATE CONFLICT

- 8.1 Recognize and process my feelings
- 8.2 Recognize the feelings and perspectives of others
- 8.3 Work toward resolution

LEAD TEAMS

- 9.1 Build shared purpose and clarity
- 9.2 Mobilize the team to work effectively
- 9.3 Manage challenging issues
- 9.4 Reflect on learning and leadership

BUILD NETWORKS

- 10.1 Initiate purposeful connections
- 10.2 Nurture and sustain relationships

SUSTAIN WELLNESS

- 11.1 Understand my identity
- 11.2 Practice positivity and gratitude
- 11.3 Advocate for myself
- 11.4 Build physical health
- 11.5 Build life practices that foster health and wellness

ENGAGE AS A CITIZEN

- 12.1 Participate in community
- 12.2 Investigate enduring problems
- 12.3 Take action to improve my community

Announcements Request

<https://goo.gl/forms/WwKdkGIXkkYMfD4j2>

Brief Leave Form (early/late/mid-day less than 30 minutes)

<https://goo.gl/forms/ctvGXIG51NPxu6D2>

BLHS Events Calendar (also shared with students & community)

https://calendar.google.com/calendar/embed?src=lex3.k12.sc.us_QUI900o7g7o0mn3h4f3v11qo0%40groupp.calendar.google.com&ctz=America/New_York

Panther Spotlight Student Nomination

<https://goo.gl/forms/62nKTKT3I251GFcv1>

Half-Time Student Check In (use for students you want to require to attend ½ time)

<https://goo.gl/forms/vLrq7VfjpiWboV112>

Half-Time Students Pulled (use to see if student was pulled by another teacher during your office hours)

<https://docs.google.com/a/lex3.k12.sc.us/spreadsheets/d/1CAPfs1fV60jd6oLpq67ltlhEj5Vilhkjdsv8fQOqmGY/edit?usp=sharing>

Half-Time Student No Shows (use to report for failure to attend ½ time)

<https://goo.gl/forms/BdtdiOUGTPvSCQxF3>

Half-Time Students No Shows List (use to see if report for failure to attend ½ time)

[https://docs.google.com/spreadsheets/d/18N8HxayzHcMLh\[SquB7icyiRXzstocsrpWxHQgcCP24/edit?usp=sharing](https://docs.google.com/spreadsheets/d/18N8HxayzHcMLh[SquB7icyiRXzstocsrpWxHQgcCP24/edit?usp=sharing)

Lesson Plan Template

<https://docs.google.com/document/d/1LwyTB11MrI08RMzdzdt9c8FVjBW4WlNmPdWsL1cH4f28/copy>

Monthly Club Meeting Calendar (Send email to egambrell@lex3.org to request a date; also shared with students)

https://calendar.google.com/calendar/embed?src=lex3.k12.sc.us_hp74fkrvv9pn4ho2ueuftrkrmk%40groupp.calendar.google.com&ctz=America/New_York

PD/Faculty Meeting Calendar

https://calendar.google.com/calendar/embed?src=lex3.k12.sc.us_j0c5dk5o34e3603s1gph4mlkmk%40groupp.calendar.google.com&ctz=America/New_York

Work Order: Maintenance & Technology

<https://login.myschoolbuilding.com/msb?acctNum=245951127&productID=ITD>


Password: Lex3

District Publicity Request Form

https://docs.google.com/forms/d/e/1FAIpQLSdwp79LPaeW_ZSTefzp9KLSOG3nS_NBFu6CtYn6-NZCgipuA/viewform?c=0&w=1&includes_info_params=true


If you can
link it...link
it

Sharing


**Sonya Bryant**
Mar 26


We have only three more "wake-ups" until Spring Break. For those of you unfamiliar with this term, I learned it from the Gambrell children this year. It is an awesome way to count down the days until that big vacation. I learned this in December. We all know that time will fly once we return from break and before you know it, we will be counting the "wake-ups" until Summer Break.


As we near the end of the school year, I challenge you to take stock in your classroom or office and make sure the learning environment is exactly what you would have it be. I am attaching an article about the messages clutter sends when we allow it in our learning spaces. Please reply back to the post after reading the article and let's do some online sharing of our thinking!


**How Your Classroom Environment Can Improve Behavior - Smart Classroom Management**
<https://www.smartclassroommanagement.com/2011/10/08/classroom-environment/>


18 class comments


**Paul Spence** Mar 26
I like the part about "excellence is expected." For me, you are the leader in the classroom. Students should be following your example. If your work area and environment is chaotic and messy, you're sending the students the signal that it's okay for them to be chaotic and messy.


**Akwile Polidore** Mar 26
I will do some spring cleaning and organize the chaos :D)


**Teddy Higgins** Mar 26
Interesting. I need to look at cleaning up a bit. Oh by the way, counting wake-ups is a military term.

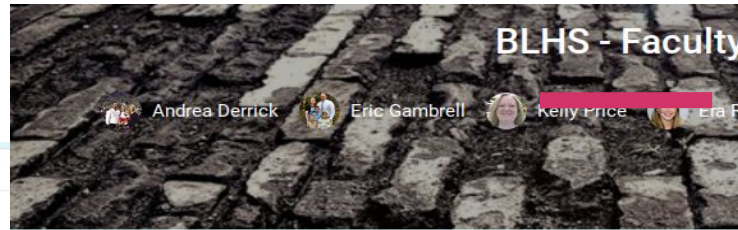
**Tonya Watson** Mar 26
This article stepped up my toes! I will be more cognizant of the message a messy desk sends! It is so true, when you walk in a room, the room "makes a statement".

**Pam Banks** Mar 26
That is why I have spring cleaning at home and school

**Miya Phelan** Mar 26
Time to declutter, sometimes we forget the picture our classroom make.

**Era Roberts** Mar 26
As I come to understand my routines more, I can see I need a set destination for it doesn't have a home yet and for I'm not done with it yet. Those are different and neither need to be in the same pile on my desk. Everything needs an orderly place, even if that place is a waiting space. I'm great at digital filing, but the real papers and I may need an Interventionist every now and then. Like most, I can do better! :) Thank you for the reminder!

**Eric Gambrell** Mar 26
Everything has a place and it's my responsibility to make sure it's in its place! When I walk in the weight room I have to get the weights in their correct place. I have always been taught that if you are assigned a place be proud to show it off and sign your name to it. The weight room and shed by the practice field have been my assigned place for the past six years. Just a month ago I saw the shed and made a comment to the throwers how did we allow it to get this way? The next day they decided to empty it out and organize it the way it is supposed to be organized. To their surprise they found the tape measure they thought had been stolen. I have to give credit to Coach Hopper. He is one of the most organized people I have ever been around. Because of his organization I'm sure we have saved thousands of dollars in our PE and Athletic department. He is able to answer questions about stats and players from twenty plus years ago because of his organization. As a former player and now coacher I know that when I



Andrea Derrick



Eric Gambrell



Kelly Price



Era Roberts

Show deleted items ☐

Students can post and comment

UPCOMING



Era Roberts

May 10 (Edited May 10)

Instructional PD, see you in the PD room with your device

1st block: 8:15 - 9:15

2nd block: 9:55 - 10:55

3rd block: 12:30 - 1:30

4th block: 2:10 - 3:10



Era Roberts



Sonya Bryant



Eric Gambrell



Andrea Derrick

Show deleted items ☐

Only teachers can post or comment

UPCOMING



Eric Gambrell

Jun 1

6/1 Conflict Resolution



Conflict Resolution

YouTube video 1 minute

Week at a Glance: 5/31-6/2

Good morning,

Housekeeping

- **Safety** - As a reminder, we have self-locking doors to provide another line of protection for those in our classrooms. **Do not prop open doors.**
- **Dress** - Feel free to wear school-appropriate jeans next week for our last three days.
- **Thursday Lunch** - At 11:30 am on Thursday, we will gather in the media center for our final lunch together for the year. The administration will provide drinks, paper products, and chicken tenders. Please bring your favorite dish to share.
- **Grades** - Due by noon on 6/2. Be sure all comments about things like half-time, make-up work, or similar, are removed. These grades are final. Parent contacts must be made and documented for all students with a final grade of 59 or below.
- **End of Year Prep**
 - Check-out sheets will be placed in your boxes by Wednesday morning.
 - Any faculty member leaving BLHS, must check out with Mrs. Bryant
 - All rooms in the main building must be prepared for painting this summer.
 - Please use the end of the year as a time for cleaning out and de-cluttering.
 - Do not clean rooms and clear out during instructional time.
- **Half-Time** - No Half-Time for the remainder of the year. 7:40-8:25 should be used to support students who need assistance.
- **Books** - If you have textbooks to check-in, get with Coach Gambrell ASAP.

Here is your week at a glance:

- Monday
 - No school
- Tuesday
 - Half-day for students
 - 1st Block 8:30-9:15
 - 2nd Block 9:25-10:10
 - 3rd Block 10:20-11:05
 - Lunch 11:05 -11:40
 - 4th Block 11:45-12:30

- Thursday
 - Grades due by noon
 - Check out form due prior to leaving; those leaving BLHS must do a final check out with Mrs. Byrant
- Friday
 - Have a great summer!

Summer Opportunities

- **Summer PL PD** - Do you need some structured time this summer to explore, develop, and refine personalized learning for your students? Lexington Three is excited to host a "Deep Dive" June 6th-8th. Our goals are simple: Day 1- Time to work on and expand/revise progression documents; Day 2 - Choice sessions to more deeply explore specific areas of PL shared by teachers from across the district; and Day 3 - Provide time for planning of implementation for next year. The invitation includes general information with a link to RSVP. Be sure to RSVP so that we can send more detailed information including the Zoom info to individuals who plan to participate.
 - Invitation: ■ Summer PL Party Deep Dive.pdf
- **Save the Date** - John Spencer, the author of Empower, will be coming to Columbia on July 28th! The event will be held in Columbia with a day of learning designed around his LAUNCH model. All certified staff are encouraged to attend with the lens of how LAUNCH can be applied to your role in engaging students and helping them develop ownership of learning in all areas of our schools. Additional details including time and location will be forthcoming. Lexington Three is excited to be offering a trade day for participants since this is outside of contract days. We will also be joined by staff from the other Lighthouse districts so this is an opportunity for networking within the Lighthouse Cohort. **For staff who participate on July 28th, you can trade that time for working on Monday, August 8th** which is the first day back for certified staff.
 - See the save the date, including informational links, here:
 - SAVE THE DATE!.pdf

[Important links](#) - for when you need it

Week at a Glance: 5/23-27

Good afternoon,

Housekeeping

Everything's in there!



- My Drive
- Shared with me
- Recent
- Computers
- Starred
- Trash

Storage
10.9 GB used

GC

Search results

Name

- AVID for Teachers (GC)
- General BLHS Resources 4 Students (GC)
- Rtl for Teachers (GC)
- Nuts & Bolts Resources (GC)
- BLHS 1:1 Initiative Protocols (GC)
- Announcements for Students (GC)
- Half-Time for Students (GC)



- My Drive
- Computers
- Shared with me
- Recent
- Starred
- Trash

Storage
22.1 GB used

Search Drive

My Drive > Personalized Learning: Main Folder

Name

- Personalized Learning - What is it?
- personalized learning - furniture
- Personalized Learning
- Lex 3 November 2018 Resources
- Lex 3 and Edgefield Resource
- Instructional Coaching Network B
- Flexible Learning Environments
- F2F Session 1 November 15
- BLHS 2018-19 PL Cohorts
- BLHS - Eng. Dept. Personalized Learning
- BLE-Personalized Learning
- What are PL Pathways.pdf

Automate when possible

BLHS - Students

Today May 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	May 1	2	3	4	
		8am MTC ENG 102 Final 8:30am VirtualSC Exams 9:40am MTC PSY 201 Final	9:40am MTC CPT 170 Final 10am MTC HIS 202 Final	8am MTC Final - MAT 120		
6	7	8	9	10	11	
8am MTC CRJ 101 Final		AP Lit Test Eng. 1: Writing EOC		AP US Test		
13	14	15	16	17	18	
PLTW EOC - Biomedical Science	AP Calculus Test	BLHS Senior Signing Day 11am Walker White Orientation Lun		AP Human Geo Test Last day to submit for Senior Exa		
20	21	22				
2nd block EOC	4th block EOC	3rd block EOC Senior 3rd and 4th Exams				
27	28	29				

EVENTS

Sep 5
Labor Day Holiday
ALL DAY

Sep 13
Board of Trustees
Meeting
6:00 PM – 7:00 PM





Sep 16
Interim Reports Go Home
ALL DAY

Sep 20
Jostens Senior
Graduation Meeting
12:30 PM – 1:30 PM

See All Events

Stay Connected

Share with specific people

-  blhs_students_efb32b11@lex3.k12.sc.us See all event details ✕
-  blhs_students_teachers_31228596@lex3.k12.sc.us See all event details ✕
-  eroberts@lex3.k12.sc.us Make changes and manage sharing
-  ADD PEOPLE

Learn more about [sharing your calendar with someone](#)



Fast, free screen recording

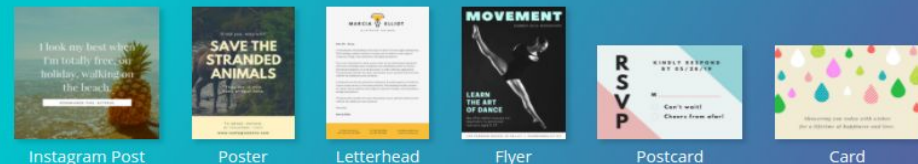
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- <https://www.screencastify.com/>
- <https://www.canva.com/>

Create a design



BatesburgLeesvilleHS

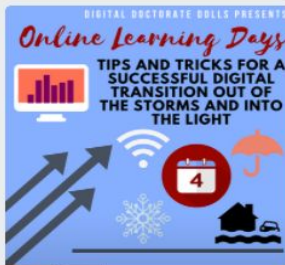
@Bates_Lees_HS

Following

EOC and exams are coming up. This video answers some questions about the testing schedule. Also, more...



Don't Forget where you came fr...



EOC and Exams Information

More information here:

<https://sites.google.com/lex3.k12.sc.us/blhs/pantherpostings/home>
youtube.com

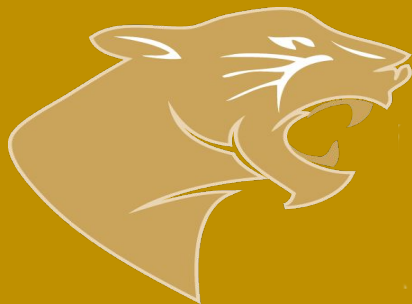
11:01 AM - 15 May 2018

How do we supervise and support resource use?

Compliance	Supervision & support are direct	<ul style="list-style-type: none">● Check usage reports● Have clear goals and regular reporting● Create conditions for accountability● Ex. OSHA 10, Achieve3000, etc.
Commitment	Supervision & support are personally beneficial	<ul style="list-style-type: none">● Coach from personal goal setting● Strong emphasis on “why”/greater outcomes● Create conditions for personal accountability
Connected	Supervision & support are ingrained into the cycle; strong cohesion	<ul style="list-style-type: none">● Develop goals within a shared leadership framework● Utilize those leaders to develop small groups for sharing & coaching● Develop a culture of learning within community

Teacher Climate Survey

Response	#	Value
Caring	37	37
Honest	29	29
Consistent	27	27
Fun	21	21
Active	21	21
Real	23	23
Interesting	18	18
Inconsistent	6	0
Curious	4	4
Fake	2	0
Uninterested	1	0
Untrustworthy	1	0
Permissive	1	0
Lazy		0
Mean	1	0
Unfair		0
Total	192	93.8%



Relationships Realized

Classroom Strengths: Well-Managed Learning, Supportive Learning, Equitable Learning

Climate Strengths: Caring, Honest, and Consistent

Observation Summary (eleot)

Construct	Score
Equitable Learning	3.04
High Expectations	2.89
Supportive Learning	3.36
Active Learning	2.80
Progress Monitoring	2.56
Well-Managed Learning	3.59
Digital Learning	2.89

Overview

- A culture shift at Batesburg-Leesville High School - The why
- Instructional and system design choices aligned to the innovation - The how
- Increased access and automation for shifting the burden of ownership - The what



Access this
presentation:

<https://bit.ly/i3roberts22>



Era Roberts
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API - Batesburg Leesville High School

**A leader is best when
people barely know
he exists, when his
work is done, his aim
fulfilled, they will say:
we did it ourselves.**

—LAO TZU