

Point Isabel ISD Blended Learning Project S.A.I.L.



Honor Tradition – Lead Innovation

Why Blend?

- Each student attains the skills and mindsets needed to succeed in the college/career pathway of their choice.
- The current “factory” model design of schools no longer meets the needs of 21st century learners.
- A personalized, competency based approach to learning will close the achievement gap for struggling learners and offer additional choices for students capable of moving at a faster pace.

What is Blended Learning?

- Any formal education program in which a student learns at least in part through online learning, with some element of student control over **time, place, path and/or pace.**

Blended: Using Disruptive Innovation to Improve Schools (2015)

Common Definitions

- **Student achievement** - Each student attains the skills and mindsets needed to succeed in the college/career pathway of their choice.
- **Personalized (individualized) learning** - Learning that is tailored to an individual student's particular need – it is customized to help each individual succeed.
- **Competency based learning** - Students demonstrate mastery of a given subject (possession, application, creation of knowledge, skill or disposition) before moving on to the next one. Students move at their pace of mastery, not the pace of the class, or a fixed amount of time.

Four Common Blended Learning Models

- **Rotation** – students rotate among learning centers, of which at least one is competency based online content
- **Flex** – primary online content with teacher serving as a facilitator/coach to support the learning
- **A La Carte** – course taken entirely online while also attending a traditional school
- **Enriched Virtual** – course that offers face-to-face learning as needed but most of the learning is online and independent

PIHS Implementation Plan

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Flex model for all 12 th graders taking Government/Economics (pilot year)	Flex model for all core content 12 th grade courses	Flex model for all core content 10-12 th grade	Flex model for all core content 9-12 th graders	100% Flex model for all PIHS students

Implementation will be expanded at a more rapid rate based on evaluation of pilot year projects.

PIHS Expected Outcomes

- A 100% flexible attendance schedule coupled with a personalized learning experience based on relevant content will result in :
 - Increase in the level of academic discipline student rating
 - Increase in internship participation
 - Decrease in course failure rates
 - Increase in enrollment in higher education

PIJHS Implementation Plan

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Station rotation model for 7 th grade math (pilot year)	Station rotation model for 7-8 th grade math	Station rotation model for 6-8 th grade math	Station rotation model for all math courses	Add one other content area to math courses

Implementation will be expanded at a more rapid rate based on evaluation of pilot year projects.

PIJHS Expected Outcomes

- Increase math performance as measured by STAAR
- Decrease placements in ISS
- Decrease students reporting being bored in class based on a student survey
- Increase number of students indicating they have someone to talk to at school based on a student survey

Elementary Implementation Plan

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Flipped and station rotation model for 1-3 rd and 4 th grade math class	Flipped and station rotation model for all 3-4 th grade math classes	Flipped and station rotation model for all 3-5 th and station rotation for grades 1-2 nd math classes	Flipped and station rotation model for all 3-5 th and station rotation for grades K-2 nd math classes	Flipped and station rotation model for all math classes and add one other content area

Implementation will be expanded at a more rapid rate based on evaluation of pilot year projects.

PIISD Elementary School Outcomes

- Increase math performance as measured by STAAR
- Increase advanced academics level as measured by STAAR
- Decrease number of students in afterschool tutoring

Commitment

- In a recent survey, 100% of teachers (91% participation rate district-wide) indicated their willingness to transform their learning environments and teaching styles to help more students reach their maximum potential.

Transition Requirements

- Additional devices at each campus
- Professional development for teachers to shift roles
- Additional online content with a learning management system (LMS)
- Modernization of classrooms and independent learning centers (S.A.I.L. zones) to promote personalized learning experiences
- Continuous evaluation for real time adjustments to ensure success

Questions?

- Have questions or comments about Blended Learning Project S.A.I.L. ?
email projectsail@pi-isd.net
- Want to learn more about Blended Learning?

Check out these sources:

<http://www.raiseyourhandtexas.org/programs/blended/>

<http://learningaccelerator.org/blended-learning>