

Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 1:

All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result:

1.3 Review the Grading and Reporting Handbook to identify opportunities that support personalized learning.

Summary Report:

Two committees (one elementary and one secondary) consisting of central office staff and school principals, were established to begin the review process of the Grading and Reporting Handbook to identify opportunities that support personalized learning. As a result, several changes were made to the Elementary and Secondary Grading and Reporting handbooks. The definition of personalized learning was discussed and a philosophy of personalized learning was created. Examples of personalized learning were inserted into the handbooks. In addition, the committees reviewed the Katy ISD instructional cornerstones which serve as a foundation for the curriculum. The instructional cornerstones are also the foundation of the Legacy Learning Framework that is part of the overall strategic design process. The Legacy Learning Framework links multiple goals and the specific actions within those goals to provide an overall focus to the strategic plan. As Katy ISD moves forward with implementation of the strategic plan, a common theme of the Legacy Learning Framework will become evident as goals and actions are accomplished.

Upon review, the committee determined that supports for personalized learning are identified in the handbooks. Examples of personalized learning relate to differentiated instruction and a wide variety of assessment options. Currently, the Grading and Reporting Handbook specifies requirements for teachers to offer re-assessment opportunities for both elementary and secondary students to ensure they have more than one opportunity to demonstrate mastery of the objectives. The committee reported that the previously established re-assessment opportunities supported personalized learning for students. Committee members understand the diverse needs of the District which create different challenges that are unique to each campus. The Grading and Reporting Handbook has structure for consistency, but also provides flexibility for each campus to make decisions regarding re-assessment to best meet the diverse needs of all students.

Characteristics of personalized learning may include the elements of student choice, creativity, research, planning, and presentation that meet individual learning styles or strengths of students. The District believes that standardized tests do not always measure academic success and the same holds true for teacher-designed tests. Therefore, teachers are encouraged to consider a range of assessment options which may include, but are not limited to, objective examinations, portfolios, performance, projects and written responses. Furthermore, for the Elementary Grading and Reporting Handbook a previous committee had recently completed significant work on the report card areas of work habits and citizenship comment codes to provide feedback to parents. This is another example of customizing grade reporting to meet the needs of all stakeholders.

Moving forward, an annual process for review has been established which gives teachers the opportunity to provide feedback to the principals. Principals will provide feedback to the Department of School Leadership and Support. The assistant superintendents will work closely with the executive directors of elementary and secondary curriculum and instruction to implement any necessary changes to the Elementary and Secondary Grading and Reporting handbooks in the future.