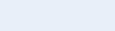
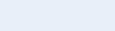


MAKING IT PERSONAL

As part of last year's Race to the Top contest for districts, applicants had to design a four-year plan that would personalize learning for students. Through programs and technology, the 16 winners approach personalized learning in different ways.

DISTRICT	AWARD (IN MILLIONS)	SCOPE	DETAILS	TECHNOLOGY NEEDS
Carson City, Nevada	\$ 10.0 	4 middle and high schools, 4,109 students	E-portfolios for students to track academic progress, goals; high schools organized around six career clusters; project-based learning to further develop students' interests; professional development for teachers on student goal-setting.	Laptops for program implementation specialists at each school; new e-portfolio software.
Charleston County, South Carolina	19.4 	19 schools, 9,493 students	New digital learning platform to capture all student data in one place; teachers use new platform to assign tasks and use rapid-response daily assessments; digital personalized learning plan for every student; project-based learning and online courses to meet individual student interests.	Mobile device for every student and teacher.
Galt Joint Union, California	10.0 	6 elementary schools, 3,800 students	Personalized learning plans for every student; computer-adaptive tests to inform lessons; personalized learning coaches for teachers.	Increased access for students and teachers to "virtual learning devices."
Green River Educational Cooperative, Kentucky	40.0 	112 schools in all grades, 59,311 students	Individual career profiles for every student; grouping and regrouping students to tailor learning; personalized learning teams will work with school leaders, teachers; elimination of school time for students who demonstrate off-campus subject mastery.	Wi-Fi on school buses, with access expanded later to churches and businesses.
Guilford County, North Carolina	30.0 	24 middle schools, 17,000 students	Personalized learning plans for students; students grouped into learning cohorts; new "personalized learning environment facilitators" to coach school personnel.	Mobile, hand-held device for each student and teacher, which features digital content, online learning platform, instructional software, subscriptions.
Harmony Public Schools, Texas	29.9 	36 middle and high schools, 12,240 students	Project-based learning, goal-setting, and academic and career maps for students; "custom day" schedule with 2 hours a day of remediation in math/English, advanced classes, or electives; data dashboard to combine all data points into a single, user-friendly Web portal accessible to students, parents, educators.	Portable devices for each student to take home.
Idea Public Schools, Texas	29.2 	All 25 schools, 12,617 students	One-on-one coaching for educators to use personalized learning in core classes; new dashboard to incorporate all student-assessment data; more digital learning tools and software.	Offer more books on digital devices, add adaptive reading software to computer labs, create a tablet "app" for educator observation tool.
Iredell-Statesville, North Carolina	20.0 	15 middle and high schools, 9,321 students	30 minutes of "SWAG" time (or Supporting Warriors to Achieve Greatness) to pursue personal interests; college and career mapping for students; blended learning coach in each school; in-person and digital instruction for students.	Digital device for each student to take home.
KIPP DC, District of Columbia	10.0 	All 10 schools, 3,040 students	New learning-management system to combine assessment/achievement data into one spot; resident teachers guide small-group learning while lead teachers concentrate on personalized learning.	Scale up iPad distribution for teachers, increase iPad and computer access for students, increase use of software such as Dreambox for math, create online observational platform for teacher evaluations.
Lindsay Unified, California	10.0 	All 8 schools, 4,074 students	New digital learning (student) platform with standards/assessment data in one place; personalized "sequence of instruction" for students based on placement tests and updated with formative-assessment data; new digital facilitator platform that provides instructional content tied to standards, intensive teacher-training modules in technology, student leadership.	Netbooks, tablets, or mobile devices to take home.
Metropolitan School District of Warren Township, Indiana	28.6 	16 schools in all grades, 11,611 students	Individualized goal-setting for students, with the ability to monitor progress through a digital platform; teacher training in new technologies; students in grades 7-12 use online coursework to earn high school credit based on competency versus seat time; extended school hours to increase Internet access for students.	Laptops in 30 wireless, high school English classrooms; 6,750 iPads across all grades; \$25 in apps per iPad per year; 110 fortified iPads for special needs students; 500 additional wireless access points for high-density buildings.
Middletown City School District, New York	20.0 	All 7 schools, 7,000 students	Transition to blended learning classrooms with personal and digital instruction; creation of new Hybrid Learning Management System that provides digital content for students and the ability for teachers to monitor progress; pilot a competency-based promotion policy for elementary students (versus seat time).	iPads or similar tablets for all students in grades 8-12; 40 Chrome notebooks for elementary students.
New Haven Unified, California	29.4 	13 schools, 12,719 students	Academic and career plans created for each student; parent and student digital modules to track progress; teachers use technology, online assessment, and open education resources to free up time for small-group instruction.	Broadband devices for take-home use for 4,500 students and 170 teachers in high school, and 430 teachers and 8,400 students in middle school.
Puget Sound Educational Service District, Washington	40.0 	261 schools, 147,085 students	New regional data portal for students, teachers, parents; personalized student plans for career and college; equip all K-8 students with adaptive math instructional tools.	New digital tools, to be determined, to personalize STEM learning.
Miami-Dade, Florida	30.0 	49 middle schools, at least 11,760 students	Replicating iPrep math model in all 49 middle schools with personalized math learning plans for students; renovated, high-tech classrooms, individualized instruction, student assistance profiles to flag students at risk of failure.	Wireless technology for renovated math classrooms; 30 laptops per classroom for students to take home; 60 laptops per classroom for in-school use; laptops for 147 teachers.
St. Vrain Valley Schools, Colorado	16.6 	8 elementaries, two middle schools, 1 high school, 5,757 students	Improving STEM in select schools by creating individualized academic and career plans, expanding Web-based "telementoring" between students and busy professionals; creation of high school "innovation center" to provide real-world experiences tailored to their interests with STEM professionals.	Each "innovation center" high school student will have a technology device.

—MICHELE McNEIL

SOURCES: U.S. Department of Education; Individual District Applications