

Paris Pride 2.0: Upgrading School at Paris Independent

Paris Independent teachers and leaders have been busy this summer preparing to launch Paris Pride 2.0; a comprehensive learning system that promises preparedness for college, career, and life readiness. Leaders traveled to Richmond, California the last week of June for administrative training in preparation of full team training with teachers in July. Paris schools received generous funding from Mark Zuckerberg and Priscilla Chan, and Summit Public Schools to support the school district's vision of Success One by One. Paris Independent's vision for personalizing learning is also supported by the University of Kentucky's Next Generation Leadership Academy.

The training in Burlington, Kentucky this summer was attended by 12 teachers, along with the principal, Jami Dailey, assistant principal, Bertha Johnson, and assistant superintendent, Patrice Thompson. The school's counselor, Brandi Ogden, and instructional coach, Vickie Grigson, along with Superintendent Ken Bicknell joined teachers and leaders for two of the four days of full team training. The scope of the 4 day training proceeded from big picture thinking about the vision and outcomes of Summit Learning to making specific plans for the new academic year. The goal was for each teacher to be prepared to plan and facilitate Project Time instruction, lead effective one-on-one check-in's with students, and develop a coordinated plan with the grade level team to prepare students for Personalized Learning Time.

Paris Pride 2.0 is grounded in four interconnected pillars: Project Time (PT) instruction that is teacher directed; Personalized Learning Time (PLT) that is student-directed with teacher support and facilitation; 1:1 Mentoring and Habits of Success. Project-Based instruction replaces tests and exams with final products as the end-goal of a unit/project. Along the way, students complete formative assessments called Checkpoints that prepare students for the Final Products. All Checkpoints and Final Products are assessed on a student's mastery of 36 Cognitive Skills, everything from Predicting/Hypothesizing to Oral Presentations. Personalized Learning Time (PLT) is guided at the student's own pace and is content driven through Power Focus Areas that support learning and Project Time. Students plan and prioritize their learning based on their individual goals, move at their own pace, and receive support from their teachers, mentors, and peers. All students in grades 8-12 are assigned a mentoring class every day with a teacher mentor that will follow them throughout their high school years. A student's mentor is responsible for overseeing a student's comprehensive academic and social experience at school. Mentor teachers monitor how students are doing in all subject areas and in all domains of social and emotional development. An integral part of daily mentoring includes Habits of Success that support learners who have the skills, habits, and knowledge to reach their potential.

Personalizing learning through 1:1 technology, data driven decisions and goal-setting, along with Project-Based Learning has been the district's focus in recent years. Teachers and leaders feel poised for success this year as they launch Paris Pride 2.0 at every level. Teachers that attended the training in Burlington, Kentucky include: Amy Mason, Bree Bowens, Kristen Jones, Leslie Maynard, Chris Hogg, Michella Hopkins, Colleen White, Vonda Myers, Wes Neal, Keagan Mathes, Millie Manuel, and Ivonne Davila-Beegle.