What are the key beliefs of Personalized Project-Based Learning? (PPBL)

Each child pursues authentic curiosities and receives what they need to develop social and academic potential. We are able to teach academic skills and knowledge as well as habits of mind in cross-curricular ways where learning does not happen in silos. We may ensure time for playful learning where students discover, practice, and revise their thinking.

There is a focus on applied learning in real-world contexts and settings in order to motivate students to persist in their learning and engage with adults working in the student’s interests.

Why PPBL?
- Cultivates future ready skills for all students
- Improves student and teacher engagement
- Closes the achievement and opportunity gap

Enrollment Criteria
Must be a current SMMUSD student or a student/family that can establish residency within the SMMUSD attendance boundaries.

Admission Guidelines
- Seek to enroll 100 students
- Seek to ensure a minimum of 26% Socio-Economically Disadvantaged and/or English Learner students
- Seek to have a balanced representation from SMMUSD middle school programs, LMS, JAMS, SMASH and MMS
- Provide an opportunity for resident students not currently attending SMMUSD schools access to the program
- Identify a waiting list for all interested applicants

Applications Due:
May 7, 2019, 3 p.m.

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Personalized Project-Based Learning Pathway (PPBL)
Starting in the 2019-20 school year, the Santa Monica-Malibu Unified School District will begin a PPBL pathway with a cohort of 100 ninth graders. The PPBL pathway is a Santa Monica High School program.

Location: Innovation Center: Lincoln Blvd. / Ocean Park. The Innovation Center campus will be shared by Olympic Continuation High School, Off Campus Learning Center, Independent Study, Personalized Project Based-Learning pathway, and starting in 2021-22, a Capstone program.

What if a student wants to play a sport? Or continue music? Or take honors or AP classes? Or has an IEP? And more . . . Please refer to the Frequently Asked Questions page online: https://bit.ly/2TUlouN

School Program Components (based on Big Picture Learning school design):

- One to two day-a-week small group field experience and/or individual internship (when the student is ready) with a mentor, an expert in the field of the student’s interest. The students complete authentic projects (projects at internship sites that benefit the student and the mentor) with deep investigations.

Individual Learning Plan: Every student’s work is documented in an Individual Learning Plan created and updated each trimester with the learning team (the student, parent, teacher advisor, and whenever possible, the mentor) in a Learning Plan meeting. The student’s learning plan addresses student’s interests, talents, and needs.

Advisory Structure: In order to personalize instruction based on student strengths and needs, class size ratio is 25 students to one advisor/teacher for a minimum of two years (preferably four). The advisor/teacher’s role is to manage the students’ LTI and individual, personalized Learning Plans. Advisor/teachers also facilitate workshops (STEAM or Humanities). Advisors/teachers conduct one-on-one meetings regularly with each student.

Humanities: Integrated curricular learning of Biology, Visual Art and Engineering Standards. Math integrated into projects and labs where applicable and separate dedicated math workshop lessons as appropriate.

Exhibitions: Students demonstrate their learning each semester through exhibitions where peers, staff, family, community mentors, and other invited members of the public serve as the feedback panel.

College and Career Readiness: Core courses are A-G approved and the expectation is that students are exposed to curriculum that would allow them to demonstrate mastery on standardized tests (CAASPP, SAT, ACT). Students must take college entrance exams and apply to college or post-secondary school programs. This model supports students in creating post-high school plans (college and career).

Project-Based Learning: Culture of Curiosity, Growth and Joy
- Student learning through interests
- Integrated curricular projects based upon essential questions
- Community partnerships that support adult mentor with student apprentice relationships on and off the school campus

Learning through hands, mind, and heart

Integrated curricular learning of Biology, Visual Art and Engineering Standards. Math integrated into projects and labs where applicable and separate dedicated math workshop lessons as appropriate.