

Personalized Learning Plans at CSSU 7th – 12th grades

Color codes for facilitators:

Middle school personnel

Advisor

House Counselor

Student independently

7th Grade

When	Task/Activity	Skill Development ¹	Format	Who Facilitates
By November	Log-in and create password		Intro PLP lesson (facilitator TBD)	TBD/PLP advisor
By November	Complete VSAC Middle Grades Strengths Survey Achieveworks? (multiple intelligence survey)		Naviance task- when, where TBD	TBD/PLP advisor
By November	Create an Academic Goal for the Year (VSAC)		Naviance Task- conversation between student and advisor	TBD/PLP advisor
January	Do What You Are (strengths inventory) Achieveworks tool		Naviance Task - TBD	TBD/PLP advisor
March-April	Complete Career Cluster Finder Add career clusters to my list Add careers to my list		Naviance Task - TBD	TBD/PLP advisor
February	Complete CSSU Middle Grades Values Survey		Naviance Task followed by conversation	TBD/PLP advisor
May	Create a Post-Secondary Goal but don't call it that		Task and conversation with school counselor	TBD/PLP advisor

¹ Promoting Quality Individualized Learning Plans, A How-to Guide, Solberg, V.S., Wills, J., Osman, D., Institute for Educational Leadership, National Collaborative on Workforce and Disability (NCWD), 2012.

	because that is ridiculous			
May	Student Self-evaluation		Naviance Task	TBD/PLP advisor
On-going	List the date and attendees for all PLP meetings.		On-going	TBD/PLP advisor
Conferences	Parent review		October and March parent conferences	TBD/PLP advisor

8th Grade

When	Task/Activity	Skill Development	Format	Who Facilitates
April	Course Selection		Naviance Course Selection	Middle School Counselor
June	Who Am I?		Naviance Who Am I?	Middle school personnel

Freshmen Year

When	Task/Activity	Skill Development	Format	Who Facilitates
Early September	Log in and change password	Information technology	Orientation Classroom presentation in Intervention (4 sessions/House)	School Counselor
August/Early September	Have Advisor review academic progress	Identify strategies for improving educational achievement and performance	Advisors review grade reports; check task box on Naviance page (student page?)	Advisor
September	Complete MAPS9 – Q1 – Core Values and Career Values Write Student Academic Goal	Demonstrate ability to identify abilities, strengths, skills, values, and talents by integrating results from an interest, values and skills inventory respectively Formulate relevant goal	Naviance Task completed in Extended Advisory; reviewed in conversation with Advisor	Advisor
September/October	Complete Learning Styles Inventory	Take and interpret results from inventory and relate to academic plan Understand strategies that match your learning style	Under About Me tab Students complete on own during Core time	Core teachers during Core time
January/February	Make Course Requests	Decision-making skill that shows congruence between goals and selected academic path	Students meet with Advisors in Extended Advisory and individual meetings with House Counselors	Advisor and School Counselor
February	MAPS 9 – Q3 – Interests and Abilities Create a Post-Secondary Goal	Skill for reflection and presentation; conversational skills;	Naviance Task – Extended Advisory	Advisor (currently not on the calendar, will need to add)
March	Complete Career Cluster Finder Add career clusters to my list	Describing short- and long-term career and life goals Prioritizing interests Researching information and	Is College Worth it? Guidance curriculum presented in classes during Intervention (4 sessions/House) and Naviance	School Counselor

March	Complete Career Cluster Finder Add career clusters to my list Add careers to my list	Describing short- and long-term career and life goals Prioritizing interests Researching information and options	Is College Worth it? Guidance curriculum presented in classes during Intervention (4 sessions/House) and Naviance Career Cluster Finder	School Counselor
May	Complete- Post 9 th -grade Summary	Reflection	Counselor making classroom presentation of survey in Core time (4 sessions/House) and Naviance Post-9 th Summary	School Counselor
June	Have parent review academic progress and plan	Demonstrated ability to reflect on progress and make a case for the fit between goals, ability, style, and values through presentation of intentional and personalized plan	Writing activity in which students connect longer-term academic and career goals with information from learning styles, values, and goals. Conduct a student-led parent/teacher conference that describes what the student has learned about him/herself to date, the learning opportunities needed to expand his/her range of skills, and plans for preparing to successfully transition to the next educational level.	Student, Core teachers, parents

Sophomore Year

When	Task/Activity	Skill Development	Format	Who Facilitates
September	Complete Learning Styles Inventory	Identify positive strategies that correspond to one's learning style and identify skills to develop for employability and self-actualization	Naviance Task	Students independently
October	MAPS10 – Q1 Goal Setting	Demonstrate ability to identify abilities, strengths, skills, values, and talents by integrating results from an interest, values and skills inventory respectively Formulate relevant goal	Naviance Task – Extended Advisory SMART Goal Format – recorded in Naviance	Advisor
December	Interpreting PSAT Results	Reviewing and analyzing information to better understand strengths, talents, and challenges. Identify plan for continual learning and improvement.	Individual meetings during English 10/MMW	House Counselor
December/January	Multiple Pathways Panel	Obtain information about options; know resources, process, and opportunities.	Large Group Presentation (80 students/block)	House Counselor
January/February	Academic Scheduling	Decision-making skill that shows congruence between goals and selected academic path	Individual meetings	House Counselor
March	MAPS 10 – Q3	Demonstrate ability to identify abilities, strengths, skills, values, and talents by	Naviance Task – Extended Advisory	Advisor

		integrating results from an interest, values and skills inventory respectively		
May	Complete Strengths Explorer (optional)	Identifying three themes of strength for students and corresponding careers	Located under About Me tab, can only be done once. Student can do on their own and review results with Advisor	Student and Advisor
June	Progress review	Demonstrated ability to reflect on progress and make a case for the fit between goals, ability, style, and values through presentation of intentional and personalized plan	Review progress relative goals Conduct a student-led parent/teacher conference that describes what the student has learned about him/herself to date, the learning opportunities needed to expand his/her range of skills, and plans for preparing to successfully transition to the next educational level.	Student, parent, and Advisor

Junior Year

When	Task/Activity	Skill Development	Format	Who Facilitates
September	Goal Setting	Formulate relevant goal	SMART Goal Format – recorded in Naviance	Student and Advisor
November	MAPS11 – Q2	Demonstrate ability to identify abilities, strengths, skills, values, and talents by integrating results from an interest, values and skills inventory respectively	Naviance Task – Extended Advisory	Advisor

January/February	Course Selection	Decision-making skill that shows congruence between goals and selected academic path	Individual meetings	House Counselor
April before break	Grad Challenge	Explore ideas of interest and design a personally meaningful learning opportunity which includes community resources and research.	Individual meetings	Advisor
April/May	MAPS 11 - Q4	Demonstrate ability to identify abilities, strengths, skills, values, and talents by integrating results from an interest, values and skills inventory respectively	Naviance task - Extended Advisory	Advisor
May	Grad Challenge Project Proposal	Design and write detailed project proposal for independent learning project	Naviance task - Grad Challenge Contract and Letter of Intent	Advisor
June	Progress review	Demonstrated ability to reflect on progress and make a case for the fit between goals, ability, style, and values through presentation of intentional and personalized plan	Review progress relative goals Conduct a student-led parent/teacher conference that describes what the student has learned about him/herself to date, the learning opportunities needed to expand his/her range of skills, and plans for preparing to successfully transition to the next educational level.	Student, parent, and Advisor

Senior Year

When	Task/Activity	Skill Development	Format	Who Facilitates
September/October	Post-secondary Planning meeting (college application process, gap year, work, military, etc.)	<p>Review long- and short-term goals and gather information that matches student strengths, interests, and abilities with post-secondary opportunities.</p> <p>Creatively review options (college and non-college) in preparation for planning and application process.</p> <p>Use time management skills to review relevant tasks and plan for senior year calendar.</p>	Individual meetings	House Counselor
	Goal Setting	Formulate relevant goal	SMART Goal – recorded in Naviance	Student and Advisor
October	Grad Challenge Project Proposal	Design and write detailed project proposal for independent learning project	Naviance task - Grad Challenge Contract and Letter of Intent	Advisors
December	Grad Challenge Mid-Year Summary Discussion	Reviewing progress on one project; identifying outstanding and remaining work and additional resources	Naviance Task – Grad Challenge Mid-Year Report	Advisor
March	Grad Challenge drafts due	Research and writing skills (see rubric)	Individual meetings with Advisors	Advisors
April/May	Grad Challenge documentation due: <ul style="list-style-type: none"> final papers Verification Form 	<p>Project management and organization</p> <p>Executive functioning skills</p> <p>Closure</p>	Submit final papers to Advisor	Advisor

	• Tangible Product Critique Form			
May	Review Post-Secondary Plan	Demonstrated ability to reflect on progress and make a case for the fit between goals, ability, style, and values through presentation of intentional post-secondary plan	<p>Prepare a senior-exit interview presentation for employers, parents, teachers that describe the interests, skills, and values the student is leaving high school with and the educational pathway s/he is planning to undertake to pursue the career objectives</p> <p>OR.....</p> <p>Conduct a student-led parent/teacher conference that describes what the student has learned about him/herself to date, the learning opportunities needed to expand his/her range of skills, and plans for preparing to successfully transition to the next educational level.</p> <p>Show tangible plan for post-secondary endeavors (work, training, college, gap year, military, etc.)</p>	Student, parent, Advisor
June	Senior Survey (post-12 th)		Naviance task	student