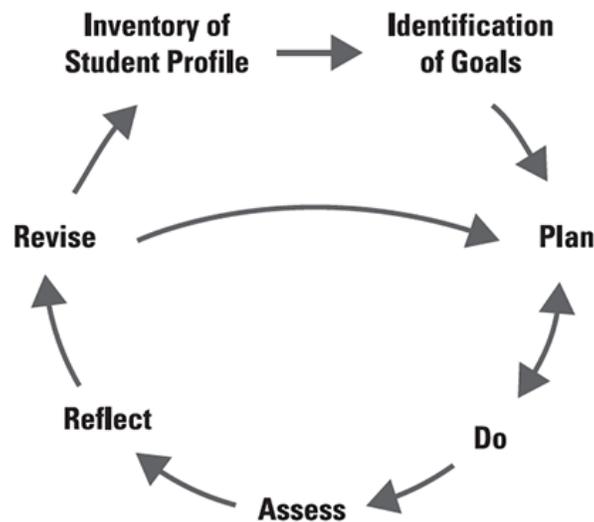


## OVERVIEW

Creating your Personalized Learning Plan provides you the opportunity to reflect upon your learning and future, and enables the adults in your school to better understand you and how to best support your learning and your goals. While the PLP can be seen as a written plan that you have developed, you should think of this as a “living” document that can change as your needs and ideas change. Your honesty and commitment to this process are paramount to the end results having a positive impact for you.



## STUDENT PROFILE

The first step in developing a Personalized Learning Plan will be for you to build a profile. Your school will identify a process to help you with this.

First, you’ll answer some questions such as:

- Who am I? *What defines me as a person and member of my community?*
- How do I learn? *How do I learn best to meet my academic goals?*
- What are my skills and interests? *What do I like to do and what do I do well?*
- What is my future path? *What do I want to do with my life after high school?*

Second, you will have the opportunity to complete a series of activities that will help you learn more about how to use your strengths and interests to help you consider your future path. Your school may choose to use one or more of the following activities: a learning style inventory; a Myers-Briggs Inventory; career assessments, or interest surveys.

Third, you will build a list of strengths and challenges.

Completing these steps will help you build goals for your Personalized Learning Plan. It will be helpful to revisit your profile frequently, at least on a yearly basis.

## **IDENTIFICATION OF GOALS**

Considering your interests, values, strengths and skills, you will now work through a process to identify personal and post-secondary goals. A goal is most helpful to you if it is something that is important to you, specific, and measurable. Questions that might help you form your goals include:

- What do I want to accomplish?
- Am I willing and able to work toward this goal?
- How will I know when it is accomplished?
- What is my timeframe for accomplishing this goal?

Writing these goals should occur with the support of a teacher, advisor or counselor and your family. Once you have set your goals and believe that you can achieve them, you can then write a plan that will help you reach your goals.

## **PLAN**

The Personalized Learning Plan is a guide to help you meet your goals. It's important that you are engaged from start to completion and take primary responsibility of seeing that the goals are being achieved.

Considering your goals and the common learning expectations set forth by your school, you will want to map out your academic plan. With the help of people at your school, you will learn ways that you can meet the common learning expectations that have been identified for all students at your school. From there, you will want to identify choices you have in courses and learning experiences that will help you meet the school's requirements and your goals.

A few questions to consider in this step include:

- What learning expectations are common for every student at my school?
- Where do I have choice in course selection?
- How might various activities help me meet both my goals and common learning expectations at the same time?
- How might learning experiences outside of my school help me meet common learning expectations and/or my goals?
- How will I know if I have been successful at following my plan?
- When will I have the opportunity to adjust my plan if things change?

Once your plan is developed, it will be important for you to revisit this plan regularly to be sure that you are on track and adjust if your plans or interests change

## **DO**

Once your Personalized Learning Plan is developed, the real work begins. It is now time for you to begin working on your plan and achieving your goals. Remember to review your plan regularly and utilize the human resources you identified as important to your success. Communication will be important if you are to achieve success in meeting your goals. The people who helped you develop this plan will be a great resource to you as you "do" your Personalized Learning Plan.

Tips for success:

- Your plan is a road map to success. Meeting your goals as written will ensure success; be sure to take the action steps necessary to complete them! Pay attention to deadlines and make sure you are meeting them.
- In the event of challenges or barriers to your success, be sure to talk with your parents or school advisor to access resources that may help resolve them, allowing you to continue moving forward.

## **ASSESS**

You have identified your goals, mapped out your academic path, and are working through your action steps. Now you need to check on your progress. As you review your goals on a regular basis, you will figure out which goals to extend, revise, or remove and which goals you have met.

This step requires you to review your progress and provide evidence of your accomplishments. It might be helpful to assess your plan in small parts, rather than as a whole. As you consider your accomplishments, you will want to provide evidence that supports your claim.

This step can be done through a self-evaluation; discussions with your family, school staff, and peers; and possibly with the support of members of your community.

Questions you might consider when assessing progress include:

- Which goals have I met?
- How do I know that I've accomplished my goal or am making progress?
- Where in my academic plan am I feeling challenged?
- How do I know that I am challenged?
- What kinds of information do I need to show that I have made progress?
- How will I display or share this information with others?

Continue this process with each area of your PLP. Upon conclusion, you will have a snapshot of your accomplishments and an idea of what to do next.

## **REFLECT**

The nature of goals, short-term or long-term, requires assessment and reflection at various points along the way. The process of setting goals, assessing, and reflecting exists in a continuous cycle. Reflection helps you consider your role in the learning process and guides you in the next steps of your Personalized Learning Plan.

You will have an opportunity to review your progress and reflect on the overall experience. Your teacher, advisor, or counselor may help you in this process. Your family or peers can support your reflection and provide feedback, which may help you in the annual revision of your Personalized Learning Plan.

It is important that you reflect and gain feedback at least once a year in a formal way. Informally, you may stop and reflect on your progress and the experience at any time throughout the year – with or without the support of your team. Reflections can come in various forms and may include a journal entry, a dialogue, a presentation, a video, or a format that you and your school staff find suitable.

Questions you may want to consider as you prepare your reflection include:

- What did I learn from the assessment portion of the Personalized Learning Plan process?
- What have I learned about myself thus far?
- What went well? How do I know?
- What do I wish had gone differently?
- What did I have control over?
- What do I better understand about my own learning and goal setting?
- Was there any unexpected learning? What was it?
- How could I use this experience to revise and/or make my next plan?

The reflective process and the feedback you receive will help you in revising your Personalized Learning Plan to be sure it reflects who you are and what you want to achieve.

## **REVISE**

In this step of the cycle, you are expected to revise your plan based on the reflective process and changes in goals, interests, and circumstances. Reasons for goal revisions should be documented in the plan.

The revision process occurs between you, your advisor or teacher or counselor, and a parent or guardian. This process must happen annually, although it could be helpful to you to review your plan each marking period. If you know that you want to make changes in your plan before the official revision period, please request a meeting with your teacher, advisor, or counselor.

When you meet, everyone should review the reflections and feedback. Together, you will then revisit your goals and academic plan. If you choose to make changes, you should document the reason for those changes and adjust the action steps that will be taken to meet any new goals.

Questions to consider during the revision process include:

- In looking at my reflection, what has encouraged me to change my goal?
- What level of effort did I put into meeting my previous goals and actions?
- Were my goals realistic given my motivation and effort?
- How are my new goals more in line with my future plans?