



PERSONALIZED LEARNING PLAN

CRITICAL ELEMENTS

The choice of formats for Personalized Learning Plans (PLPs) is a local school decision that should be made paying attention to local needs, structures, and capacity. The Critical Elements listed below outline the minimum components that need to be included in a PLP in alignment with state statute. It would be appropriate for a school to use this checklist when reviewing local PLP designs to ensure that they meet the critical elements aligned to the Act 77.

These Critical Elements are applicable across all grade levels except where noted concerning the identification of post-secondary action steps for students in grades K-6.

Schools may choose to include additional elements not listed here.

Finding the Right Match for Your School

Please use this tool to review and create Personalized Learning Plans. To find the best fit when reviewing, indicate whether the element is present, absent, or close.

Critical Elements of a Personalized Learning Plan

		Present	Close	Absent
Student Information	Student name and student ID			
	Name of school			
	Date of initial plan development			
	Dates of each update and/or ensuing meetings			
	Participants in each development meeting listed <small>Including student, family member or advocate, advisor/mentor/core teacher(s)</small>			
Self Knowledge / Student Profile	Student Strengths, Abilities & Skills <small>Could include such things as relationships, positive characteristics, leadership, communication, etc.</small>			
	Student Core Principles <small>What do you (student) stand for? What do you value?</small>			
	Results of Career Assessment <small>Inclusive of learning styles inventory</small>			
	Academic Achievement			

Present
Close
Absent

Individual Student Goals

Identification of individual student goals

These goals could: be long or short term; include intentions for getting involved in volunteer, community service, or co-curricular activities; include academic learning standards beyond the common learning expectations identified below; or note and address personal or family issues happening in or outside of school.

Individual student goals action steps

Action steps should include what students will do both immediately and over time, the overall timeline, evidence that will demonstrate progress, and a means for student reflection.

Post-Secondary Goals

These should identify what students want to be prepared to do after graduation from high school. Such activities could include attending a 2 or four-year college, enlisting in the military, enrolling in certificate-granting training programs, or employment.

Post-Secondary Goals Action Steps

Action steps should include what students will do both immediately and over time, the overall timeline, evidence that will demonstrate progress, and a means for student reflection. Such steps could include but are not limited to college visits, career and college programs of study, applications to college or for employment, or exploration of options within the military.

*While schools should work with students in grades K-6 regarding post-secondary goals in order to increase awareness for all students, identifying post-secondary goal action steps for students in these grades may have little impact on students at these ages. Consequently, this would be seen as an optional activity for students in these grades.

Demonstration and verification of achievement of action steps

To support the goal setting process, it is important that students have opportunity to document progress toward achievement of their goals. A school should devise a process where students will provide evidence and record achievement of the identified action steps prior to revising or updating a Personalized Learning Plan.

Common School Goals

Identification of common student learning expectations

These are the common academic expectations required for graduation or advancement in grade levels. The core of these will not vary from student to student.

Common learning expectations action steps

These identify how students will attain the student learning expectations. Action steps could include the courses students intend to take, dual enrollment, early college, internships, CTE courses, or student designed learning options. Each strategy should identify a timeline and evidence that will demonstrate accomplishment. In addition, students should identify how they will reflect on their progress overall.

Demonstration and verification of achievement of learning expectations*

In accordance with the Education Quality Standards passed by the VT State Board of Education, students are required to demonstrate achievement of academic student learning expectations in order to receive a high school diploma. This policy requires each school to devise a process to measure achievement and record successful demonstration. Integrating this record keeping into the PLP would enhance the cohesion of the PLP but is not a required component of the PLP in accordance with VT statute.

* This step is suggested and supports alignment with VT State Board Policy concerning Education Quality Standards (Rule 2000). It is not required for compliance with PLP statute.

Transition

Transition Plans

This identifies steps students will take concerning transitions into a new school, within a school, or onto future actions after a current school. These action steps are not necessarily tied to achievement of either individual student goals or common student learning expectations although they could be.

		Present	Close	Absent
Reflection	Student self-evaluations At least on an annual basis, students should engage in an evaluation of the components of their PLP. Students may look at last years PLP to support their self evaluation.			
	Parent/Guardian Reflection At least on an annual basis, parents/guardians should engage in an evaluation of the components of their student's PLP.			
	Teacher/Advisor(s) Reflection At least on an annual basis, teacher/advisor(s) should engage in an evaluation of the components of their student's PLP.			

Considerations For Electronic Personalized Learning Plans

The PLP Working Group highly recommends use of electronic databases to coordinate student personalized learning plans. Many of these are commercially available; in other cases, schools have created local electronic versions. Wherever these come from, schools should ensure that their electronic PLPs meet the criteria outlined above. In addition, schools should attend to the following considerations that pertain specifically to electronic PLPs.

- Students, parents, and teacher/advisors should have easy access to the PLP using easily accessible on-line tools. Downloading of additional software should be kept to a minimum.
- Individual and sensitive data should be secure and protected. Schools should ensure that all FERPA requirements are followed with PLP materials and information on individual students.
- Schools should ensure that PLP information is backed up on a daily basis.
- Schools should ensure that if using a commercial program, student PLPs can be downloaded in cases where contractual obligations are discontinued.
- Schools should ensure that other software frequently used by students is compatible with the requirements of the electronic PLP system.
- As much as possible, electronic PLP systems should interface with other databases in the school. For example, if the PLP system and the Student Information System interface smoothly, many of the above-mentioned components can be automatically filled in the PLP.