



219 North Main Street, Suite 402  
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

## Personalized Learning Plan Critical Elements

The choice of formats for Personalized Learning Plans (PLPs) is a local school decision that should consider - with student and staff input - local needs, structures, and capacity. It would be helpful for a school to use this list of critical elements when developing PLPs to ensure that they meet the mandate and purpose of PLPs described in Act 77:

“The plan shall be developmentally appropriate and shall reflect the student’s emerging abilities, aptitude, and disposition. The plan shall define the scope and rigor of academic and experiential opportunities necessary for a secondary student to complete secondary school successfully, attain postsecondary readiness, and be prepared to engage actively in civic life.”  
16 V.S.A. §942 (10)

Schools may choose to include elements not listed here that align to their own specific school and community values. Additional guidance on the personalized learning planning process can be found for students and adults in the companion documents [Student Guide: How to Develop Your PLP](#) and [Personalized Learning Planning Process: Framework for Adults](#).

This document has organized recommended critical elements that align with the student and adult PLP companion documents. This organization does **not** suggest a recommended template, format or design to the actual PLP.

### **Plan 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 [*e.g., student, family member or advocate, advisor/mentor, core teacher(s), etc.*]

### **Student Profile**

- Student strengths, abilities and skills [*such as relationships, positive characteristics, leadership, communication, etc.*]
- Student core values [*e.g., What do you stand for? What is important to you? Why? Who inspires and influences you? Why? What do you value?*]
- Baseline Assessments results [*including academic, career and interest assessments/inventories to use as a basis for measuring student growth*]

## **Student Goals**

- Secondary school goals [*These goals should be both long and short term; include the school's common learning expectations and the student's proposed pathway to meeting those expectations; and integrate the student's personal core values and interests.*]
- Post-secondary goals [*These should identify what students want to do after graduation from high school as well as what they need to do to prepare for those after-graduation goals. These goals could include attending a two or four-year college, enlisting in the military, enrolling in certificate-granting training programs, or employment.*]

**Note: If you are developing PLPs with students prior to 7<sup>th</sup> grade you could include primary as well as secondary and post-secondary goals**

## **Action Steps**

- Student goals action steps [*Action steps should include what students will do both immediately and over time, the overall timeline, and evidence that will demonstrate progress. Action steps should clearly indicate the relationship between short-term and long-term goals (e.g., maintaining a certain academic performance level will allow me to meet specific higher-education institutions eligibility requirements).*]
- Post-secondary goals action steps [*Action steps should include what students will do both immediately and over time, the overall timeline, and evidence that will demonstrate progress*]

## **Achievement of Action Steps**

- Progress toward meeting student goals
- Progress toward meeting common learning expectations and goals (as a means to measure student growth, achievement of action steps, and goal attainment).
- Assessments could include:
  - baseline assessment results,
  - evidence of student learning,
  - benchmark assessments,
  - performance assessment, self-assessment, peer assessment, formative assessments

## **Reflection**

- Student Self-evaluations [*This evaluation process should include questions and generate thinking that can inform the revision process (e.g., Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?)*]
- Parent/Guardian Reflection [*This is an opportunity for stakeholders to provide feedback and an external reflection for the student to consider when entering the revision process.*]
- Teacher/Advisor(s) Reflection [*This is an opportunity for stakeholders to provide feedback and an external reflection for the student to consider when entering the revision process.*]

## **Revision**

- Documentation of the revision process [Because the personal learning planning process is cyclical and ongoing, it is important for students to be able to reflect on their growth and revise based on their learning.]
  - edits, amendments, improvements, alterations, etc.
  - correspondence of revisions with reflections, etc.
- Once revisions are finalized the following would be included in the goals and action steps:
  - Updated short term and long term goals
  - Updated Action Steps
  - Transition Plan \*(if applicable)

## **Transition\***

Transition Plans are critical to coherence for students as they undergo major changes and transitions in their lives. Some transition plans may be part of a school's or supervisory union/district's existing PLP process (e.g., from middle school to high school), whereas other transition plans may need to reflect new processes or forms (e.g., transition from high school to college/career, etc.). For students with disabilities or unique considerations, additional resources are available and can be found on the AOE Special Education team page.