Goals and Objectives of a Personalized Learning Plan

Objective: The state of Vermont has mandated as part of Act 77 that all students within the Slate Valley School District maintain a Personalized Learning Plan to ensure they meet critical elements of their education aligned with state law. Every student in the Slate Valley Unified School District will complete a PLP template in Google Slides.

Goal of a PLP:
A PLP is a personalized student driven plan that addresses ALL student’s needs and interests in grades K-5 to help students stay engaged in school and ready them for the 6-8 syllabus and the 1.0 graduation requirement of the PLP work in high school.

Core Components of a PLP
- Student strengths and abilities
- Student skills
- Student core principles

Action Steps:
Each year within our district students will begin a fresh PLP template. This PLP will have links to their previous years’ PLPs and activities to house their work, achievements, and plans. Each year of the PLP will have specific goals and actions in mind to ensure that every student in the Slate Valley district has common applied knowledge of the Habits of Work.

Point Person by Building:
CES: Andrea Janny & Molly Clark
FHGS: Teann Mcrea & Judy Folmsbee
OVS: Cathy Darly & Jenna Laslocky
BVS: Jessica Sturtevant & Jessica Thurston

PLP Work Time
Once a month on the district half day there will be assignments and additions to make to the PLP. Teachers will be sent directions and updates via Google Classroom.

K-1: Template being used for 2019-2020
HOW: Respect, Self control, positive attitude.
Highlighted: these items in the PLP: personal statement, progress/reflection each trimester, student work, family feedback- maybe?, previous year’s PLP. When I grow up I want to be… Change “extracurricular activities” to “things I do after school”.

2-3: Template being used for 2019-2020
HOW: Respect, self control, positive attitude, responsibility.
Highlighted: personal statement, future plans, progress, student work, family feedback, old plp

4-5: Template being used for 2019-2020
HOW: Responsibility, work ethic, respect, self control, attitude
Highlighted: personal statement, future plans, progress, student work, family feedback, old plp
<table>
<thead>
<tr>
<th>Date</th>
<th>K-1</th>
<th>2-3</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/27</td>
<td>Cover slide</td>
<td>Cover slide</td>
<td>Cover slide&lt;br&gt;Personal statement: values and interests, Strengths&lt;br&gt;(and in the future, linking past PLPs--adding to a PLP table of contents)</td>
</tr>
<tr>
<td>10/17</td>
<td>I like to slide</td>
<td>Values- something that is important to me is...&lt;br&gt;Trimester 1 goals</td>
<td>Personal Statement 2: Academic strengths, challenges and goals for Trimester 1&lt;br&gt;(reflecting on the practices in different practices in different disciplines-self assessment, and habits of work assessment) -- link life and practices outside school with those inside schools and</td>
</tr>
<tr>
<td>11/15</td>
<td>What is important to me?</td>
<td>I like to</td>
<td>Things I do outside of school</td>
</tr>
<tr>
<td>12/13</td>
<td>I am good at</td>
<td>I am good at</td>
<td>Student Work and Self-Reflection: Self-Assessment and Trimester 2 Goals&lt;br&gt;Parent-teacher-student conference check-in.</td>
</tr>
<tr>
<td></td>
<td><em>Add in any comments from parent teacher conferences</em></td>
<td>Family feedback slide: add in from parent-teacher conferences</td>
<td></td>
</tr>
<tr>
<td>1/17</td>
<td>What I do after school (previously extracurricular)</td>
<td>What I do after school&lt;br&gt;Trimester 2 goals</td>
<td>Things I'm curious/passionate about and would like to explore further.</td>
</tr>
<tr>
<td>3/19</td>
<td>When I grow up</td>
<td>When I grow up</td>
<td>Student Work and Self-Assessment and Reflection: Trimester 3 Goals&lt;br&gt;Parent-student check-in.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trimester 3 goals</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Reflection</td>
<td>Teacher check in/Student interview</td>
<td>My vision of myself as a grown-up</td>
</tr>
<tr>
<td>5/15</td>
<td>Catch up/Make up day</td>
<td>Add in missing student work/use this time to</td>
<td>Student Work and Self-Assessment and</td>
</tr>
</tbody>
</table>
**Grades K-1**

**Essential “Habits of Work” that will be addressed within the PLP**

The “Student Work” and “Progress” slides should highlight evidence of the following HOW:

### Respect

Allow others to speak without interruption.
Show respect to adults and peers.
Practice established rules, transitions, and routines.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I rarely allow others to speak without interrupting.</td>
<td>● I sometimes allow others to speak without interrupting.</td>
<td>● I frequently allow others to speak without interrupting.</td>
<td>● I almost always allow others to speak without interruption.</td>
</tr>
<tr>
<td>● I rarely show respect to adults and peers.</td>
<td>● I sometimes show respect for adults and peers.</td>
<td>● I frequently show respect to adults and peers.</td>
<td>● I almost always show respect to adults and peers.</td>
</tr>
</tbody>
</table>

### Self-Control

Consider the consequences.
Practice self-control.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I rarely consider the consequences of my actions.</td>
<td>● I sometimes consider the consequences of my actions.</td>
<td>● I frequently consider the consequences of my actions.</td>
<td>● I almost always consider the consequences of my actions.</td>
</tr>
</tbody>
</table>

### Positive Attitude

Actively participate in class.
Show enthusiasm.
Have a positive influence on others.
Work cooperatively in large and small groups.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I rarely participate in class.</td>
<td>● I sometimes participate in class.</td>
<td>● I frequently actively participate in class.</td>
<td>● I almost always actively participate in class.</td>
</tr>
<tr>
<td>● I am rarely show enthusiasm for my learning.</td>
<td>● I am sometimes show enthusiasm for my learning.</td>
<td>● I frequently show enthusiasm for my learning.</td>
<td></td>
</tr>
</tbody>
</table>
- I rarely have a positive influence on others.
- I rarely work cooperatively in large and small groups.
- I sometimes have a positive influence on others.
- I sometimes work cooperatively in large and small groups.
- I frequently have a positive influence on others.
- I frequently work cooperatively in large and small groups.
- I almost always show enthusiasm for my learning.
- I almost always have a positive influence on others.
- I almost always work cooperatively in large and small groups.

---

### Grades 2-3

**Essential “Habits of Work” that will be addressed in the PLP**

The “Student Work” and “Progress” slides should highlight evidence of the following HOW:

#### Respect

Allow others to speak without interruption.
Show respect to adults and peers.
Practice established rules, transitions, and routines.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I rarely allow others to speak without interruption.</td>
<td>- I sometimes allow others to speak without interruption.</td>
<td>- I frequently allow others to speak without interruption.</td>
<td>- I almost always allow others to speak without interruption.</td>
</tr>
<tr>
<td>- I rarely show respect to adults and my peers.</td>
<td>- I sometimes show respect for adults and peers.</td>
<td>- I frequently show respect to adults and peers.</td>
<td>- I almost always show respect to adults and peers.</td>
</tr>
</tbody>
</table>

#### Self-Control

Consider the consequences.
Practice self-control.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I rarely consider the consequences of my actions.</td>
<td>- I sometimes consider the consequences of my actions.</td>
<td>- I frequently consider the consequences of my actions.</td>
<td>- I almost always consider the consequences of my actions.</td>
</tr>
</tbody>
</table>

#### Positive Attitude

Actively participate in class.
Show enthusiasm.
Have a positive influence on others.
Work cooperatively in large and small groups.

<table>
<thead>
<tr>
<th>Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I rarely participate in class.</td>
<td>● I sometimes participate in class.</td>
<td>● I frequently actively participate in class.</td>
<td>● I almost always actively participate in class.</td>
</tr>
<tr>
<td>● I am rarely show enthusiasm for my learning.</td>
<td>● I am sometimes show enthusiasm for my learning.</td>
<td>● I frequently show enthusiasm for my learning.</td>
<td>● I almost always show enthusiasm for my learning.</td>
</tr>
<tr>
<td>● I rarely have a positive influence on others.</td>
<td>● I sometimes have a positive influence on others.</td>
<td>● I frequently have a positive influence on others.</td>
<td>● I almost always have a positive influence on others.</td>
</tr>
<tr>
<td>● I rarely work cooperatively in large and small groups.</td>
<td>● I sometimes work cooperatively in large and small groups.</td>
<td>● I frequently work cooperatively in large and small groups.</td>
<td>● I almost always work cooperatively in large and small groups.</td>
</tr>
</tbody>
</table>

**Responsibility**

Produce quality work.
Come to class prepared.
Pay attention and resist distracting others.
Remember and follow directions.
Begin work promptly and stay on task.
Display appropriate organizational skills.

<table>
<thead>
<tr>
<th>Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I rarely produce quality work.</td>
<td>● I sometimes produce quality work.</td>
<td>● I frequently produce quality work.</td>
<td>● I almost always produce quality work.</td>
</tr>
<tr>
<td>● I rarely come to class prepared.</td>
<td>● I sometimes come to class prepared.</td>
<td>● I frequently come to class prepared.</td>
<td>● I almost always come to class prepared.</td>
</tr>
<tr>
<td>● I rarely work without distracting others.</td>
<td>● I sometimes work without distracting others.</td>
<td>● I frequently work without distracting others.</td>
<td>● I almost always work without distracting others.</td>
</tr>
<tr>
<td>● I rarely begin work promptly and stay on task.</td>
<td>● I sometimes begin work promptly and stay on task.</td>
<td>● I frequently begin work promptly and stay on task.</td>
<td>● I almost always begin work promptly and stay on task.</td>
</tr>
<tr>
<td>● I rarely display appropriate organizational skills.</td>
<td>● I sometimes display appropriate organizational skills.</td>
<td>● I frequently display appropriate organizational skills.</td>
<td>● I almost always display appropriate organizational skills.</td>
</tr>
</tbody>
</table>
Grades 4-5

**Essential “Habits of Work” that will be addressed in the PLP**

The “Student Work” and “Progress” slides should highlight evidence of the following HOW:

### Responsibility

- Produce quality work.
- Come to class prepared.
- Pay attention and resist distracting others.
- Remember and follow directions.
- Begin work promptly and stay on task.
- Display appropriate organizational skills.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
</table>
| ● I rarely produce quality work.  
  ● I rarely come to class prepared.  
  ● I rarely work without distracting others.  
  ● I rarely remember and follow directions.  
  ● I rarely begin work promptly and stay on task.  
  ● I rarely display appropriate organizational skills. | ● I sometimes produce quality work.  
  ● I sometimes come to class prepared.  
  ● I sometimes work without distracting others.  
  ● I sometimes remember and follow directions.  
  ● I sometimes begin work promptly and stay on task.  
  ● I sometimes display appropriate organizational skills. | ● I frequently produce quality work.  
  ● I frequently come to class prepared.  
  ● I frequently work without distracting others.  
  ● I frequently remember and follow directions.  
  ● I frequently begin work promptly and stay on task.  
  ● I frequently display appropriate organizational skills. | ● I almost always produce quality work.  
  ● I almost always come to class prepared.  
  ● I almost always work without distracting others.  
  ● I almost always remember and follow directions.  
  ● I almost always begin work promptly and stay on task.  
  ● I almost always display appropriate organizational skills. |

### Work Ethic

- Complete work on time.
- Persevere in challenging situations.
- Work independently with focus.
- Actively engage in learning.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
</table>
| ● I rarely complete work on time.  
  ● I rarely persevere in challenging situations.  
  ● I rarely work independently with focus.  
  ● I rarely actively engage in learning. | ● I sometimes complete work on time.  
  ● I sometimes persevere in challenging situations.  
  ● I sometimes work independently with focus. | ● I frequently complete work on time.  
  ● I frequently persevere in challenging situations.  
  ● I frequently work independently with focus. | ● I almost always complete work on time.  
  ● I almost always persevere in challenging situations.  
  ● I almost always work independently with focus. |
**Respect**
Allow others to speak without interruption.
Show respect to adults and peers.
Practice established rules, transitions, and routines.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
</table>
| ● I rarely allow others to speak without interrupting.  
● I rarely show respect to adults and my peers.  
● I rarely practice established rules, transitions, and routines. | ● I sometimes allow others to speak without interruption.  
● I sometimes show respect for adults and peers.  
● I sometimes practice established rules, transitions, and routines. | ● I frequently allow others to speak without interruption.  
● I frequently show respect to adults and peers.  
● I frequently practice established rules, transitions, and routines. | ● I almost always allow others to speak without interruption.  
● I almost always show respect to adults and peers.  
● I almost always practice established rules, transitions, and routines. |

**Self-Control**
Consider the consequences.
Practice self-control.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
</table>
| ● I rarely consider the consequences of my actions.  
● I rarely practice self-control. | ● I sometimes consider the consequences of my actions.  
● I sometimes practice self-control. | ● I frequently consider the consequences of my actions.  
● I frequently practice self-control. | ● I almost always consider the consequences of my actions.  
● I almost always practice self-control. |

**Positive Attitude**
Actively participate in class.
Show enthusiasm.
Have a positive influence on others.
Work cooperatively in large and small groups.

<table>
<thead>
<tr>
<th>(Getting Started) 1</th>
<th>(Making Progress) 2</th>
<th>(Proficient) 3</th>
<th>(Going Beyond) 4</th>
</tr>
</thead>
</table>
| ● I rarely participate in class.  
● I am rarely show enthusiasm for my learning.  
● I rarely have a positive influence on others. | ● I sometimes participate in class.  
● I am sometimes show enthusiasm for my learning.  
● I sometimes have a positive influence on others. | ● I frequently actively participate in class.  
● I frequently show enthusiasm for my learning.  
● I frequently have a positive influence on others. | ● I almost always actively participate in class.  
● I almost always show enthusiasm for my learning.  
● I almost always have a positive influence on others. |
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>I rarely work cooperatively in large and small groups.</td>
<td>-</td>
<td>I sometimes work cooperatively in large and small groups.</td>
</tr>
<tr>
<td>-</td>
<td>I frequently work cooperatively in large and small groups.</td>
<td>-</td>
<td>influence on others.</td>
</tr>
<tr>
<td>-</td>
<td>I almost always work cooperatively in large and small groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>