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.

**Goal of a PLP:**
A PLP is a personalized student driven plan that addresses ALL students’ needs and interests in grades 6-8 to help students stay engaged in school and to achieve postsecondary education and career goals.

**Core Components of a PLP**
- Student strengths and abilities
- Student skills
- Student core principles
- Career assessments
- Scheduling

**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 Slate Valley student is college and career ready. Please see the following syllabus for specific year requirements. The rigor and activities will increase with each grade level.

**PLP Work Time:** Students may add to their PLP when they would like, however, there will be a designated work day once a month on every district half day (listed below) where students will be required to log information and activities in their PLP. Each month the PLP Coach will post the activities and assignments that should be completed.

**Representatives For SVU Schools**
**CVS:** Karon Chanski and Annie Crumb

**BVS:** Elizabeth Moyer

**OVS:** Courtney Robinson

**FHGS:** Archie Clark, Jen Paquette, and Kim Ezzo
~NEW FOR 2019-2020~

8th Grade Year: Personal Investigation Project

(Modelled after the original “Personal Investigation Project” started by Karon Chanski at the Castleton Village School- Thank you, Karon for your model!)

Beginning with the 8th graders in the 2019-2020 school year, all 8th grade students in the Slate Valley school district must complete a *Personal Investigation Project* that will be housed within their PLP. This project will be completed on a pass/fail grade and must be done before they graduate from their respective middle school. The goal of this project is to have students investigate any topic of interest, and explore it how they learn best.

Students will identify the proficiencies the topic will include and they will work throughout the year to select a mentor, formulate a topic and research question, and then select sources to put together a formal presentation and product at the end of the school year.

Teachers at the high school will be able to view this information within the students’ PLP to get to know them before they enter high school, and to see how they learn best.

The steps for the *Personal Investigation Project* can be found below and can be broken down into three major areas. Schools may elect to utilize their half day time differently depending on the needs of their students, however, these categories are the major areas to be completed during these trimesters.

**Yellow: Fall**

1. **Self-learning:**
2. **Topic:**
3. **Sub-topic:**
4. **Break-offs/main ideas:**
5. **Research questions: initial questions and those that come during and after research**
6. **Credible Sources:**

**Green: Winter**

7. **Research/notes/Works Cited**
8. **Mentors:**
9. **Interviewing and interview questions:**
10. **Process:**
11. **Independent Learning Plan:**
12. **Evidence:**
13. **Self-Assessment, Reflection, Performance Indicators:**

**Pink: Spring**

14. **Product Development:**
15. **Audience:**
16. **“Show What You Know!” (Putting it together into one cohesive presentation)**
17. **Informative speech:**
18. **Reflection:**

Slate Valley PLP
<table>
<thead>
<tr>
<th>Date</th>
<th>8th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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| September 27th | ● Slide 2- Learning Style Inventory                                      | ● Slide 2- Learning Style Inventory                                      | ● 8th Grade Personal Investigation Project:  
- Sub topics on project- pick one, share 5 fun facts about it. Sources for topic |
| October 17th  | ● Slide 3- Multiple Intelligence Survey                                   | ● Slide 3- Multiple Intelligence survey                                    | ● Research questions on their topic- answer the 5W’s and H.                |
| November 15th | ● Slide 4- Interest and Abilities Survey                                  | ● Slide 4- Interest and Abilities Survey                                   | ● Mentor selection                                                         |
| December 13th | ● Slide 13- Learning Goal                                                 | ● Slide 13- Learning Goal                                                 | ● Continued research                                                       |
| January 17th  | ● Slide 14- Personal Goal  
- Reflection on first half of the year.                                    | ● Slide 14- Personal Goal  
- Reflection on first half of the year.                                   | ● Check in on progress and see their working bibliography.                |
| March 19th    | ● Slide 15- Citizenship Goal                                              | ● Slide 15- Citizenship Goal                                              | ● Slide 16- Career Values Survey                                           |
|               |                                                                          |                                                                          |                                                                          |
| April 10th    | ● Who Am I Slide  
- Extracurricular Slide                                            | ● Who Am I Slide  
- Extracurricular Slide                                      | Assignment: checklist given to kids. Speech, how you chose it, what it means to you, the historical background of the product.  
- Start planning what to put on the board.                                  |
| May 15th      | ● Achievements Slide                                                      | ● Achievements slide                                                      | ● Tri Fold board for presentation. Products turned in by the end of May. |
PLP Work Time and “Checking in”
Each trimester the student and TA teacher will complete an evaluation of where the student is at with their PLP work. Students will complete a self evaluation of their work and teachers will complete a rubric on their progress as well. They should meet once a trimester to discuss their progress and PLP additions. It should be understood that when students reach the high school that the PLP will a graduation requirement worth 1.0 total credit.

Transferable Skills Targeted By Grade

Students will be evaluated on a trimester basis by their TA teacher

6th grade

Clear and Effective Communication: A
Objective: I can complete my PLP template using proper grammar, language, and spelling. My comments and reflections are organized and I deliver my statements with purpose.

<table>
<thead>
<tr>
<th>a. Demonstrate organized and purposeful communication.</th>
<th>Students (I) can use paragraph &amp; basic sentence structure to convey my thoughts and ideas.</th>
<th>Students (I) can organize details, ideas, examples, or evidence to present my subject in a general fashion.</th>
<th>Students (I) can present my ideas coherently and in a precise manner, with a logical sequence using academic language/images that enhance my message.</th>
<th>Students (I) can present my ideas coherently, confidently, and habitually using complex vocabulary, vivid images, and/or phrases that enhance my message.</th>
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Self Direction: D
Objective: I actively explore opportunities through my assignments in the PLP and demonstrate my readiness for the future by completing the assignments on time.

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<th>d. Demonstrate preparedness, including the ability to meet deadlines.</th>
<th>Students (I) can identify deadlines and the importance of being prepared to learn.</th>
<th>Students (I) can meet deadlines.</th>
<th>Students (I) can demonstrate preparedness for learning and meet deadlines.</th>
<th>Students (I) can initiate appropriate approaches to meeting deadlines and my preparedness.</th>
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Creative and Practical Problem Solving - A
Objective: I show dedication and resiliency through my PLP work when I encounter setbacks and obstacles in my growth.

| a. Persist in solving challenging problems and learn from failure. | Students (I) can make an attempt to solve a challenging problem. | Students (I) can learn from trial and error how to improve my efforts over time. | Students (I) can learn from experience and continue to put forth effort even after trying several times. | Students (I) can apply my learning and adapt to new challenges. |

Creative and Practical Problem Solving: D
Objective: I am able to utilize a range of tools to show my work and my goal setting through the PLP entries.

d. Use a range of tools, including technology, to solve a problem.

| Students (I) can identify a range of tools, including digital technology, to help solve a problem. | Students (I) can use a tool to solve a problem and articulate and/or explain why the tool is the best choice. | Students (I) can use multiple tools together to effectively solve a problem. | Students (I) can develop generalizations about the tools used and apply them to new problems or situations. |

8th Grade:
All of these Transferable Skills will be graded through the work of the students’ Personal Investigation Capstone Project

Communication - A
Objective: I am able to articulate the message of my project in a well-made poster board and oral presentation.

| a. Demonstrate organized and purposeful communication. | Students (I) can use paragraph & basic sentence structure to convey my thoughts and ideas. | Students (I) can organize details, ideas, examples, or evidence to present my subject in a general fashion. | Students (I) can present my ideas coherently and in a precise manner, with a logical sequence using academic language/images that enhance my message. | Students (I) can present my ideas coherently, confidently, and habitually using complex vocabulary, vivid images, and/or phrases that enhance my message. |

Informed and Integrative Thinking - A
Objective: I am able to select a topic, find a mentor, and perform research to identify sources that will help me with my research of my personal investigation project.

| a. Apply knowledge from various disciplines and contexts to real life situations. | Students (I) can identify connections between what I am learning in different settings. | Students (I) can identify connections between what I learn in different disciplines and real-life situations. | Students (I) can analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations. | Students (I) can predict outcomes in complex real-life systems using knowledge from other disciplines and situations. |
## Informed and Integrative Thinking - D

**Objective:** I am able to take the information I gathered about my topic and organize it into a final product, a poster board, and a oral presentation to show my learning and understanding.

| d. Use technology to support and enhance the critical thinking process. | Students (I) can explore a range of appropriate technology that would support my thinking. | Students (I) can identify situations in which the use of technology would support my thinking. | Students (I) can use technology to organize, analyze, and synthesize information. | Students (I) can justify or explain innovations I have made in my use of technology. |

## Responsible and Informed Citizenship - A

**Objective:** I grade myself on the proficiencies I’ve identified that are included in the content of my project. I am able to articulate where I struggled and where I excelled in my final meeting with my TA or Odyssey teacher.

| a. Take responsibility for personal decisions and actions. | Students (I) can identify personal decisions and actions. | Students (I) can identify the effects of personal decisions and actions. | Students (I) can take ownership for the outcome of my decisions or actions by explaining how my choice affect myself and others. | Students (I) can demonstrate that I have learned from my experiences and made positive changes in my decisions and actions. |

Questions regarding the Middle School PLP Handbook can be directed to:

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