

The Bryan Allen Stevenson School of Excellence
Personalized Learning Plan



Purpose of the Personalized Learning Plan

The purpose of The Bryan Allen Stevenson School of Excellence Personalized Learning Plan (PLP) is to assist our educators in providing a personalized learning experience for each BASSE student. We want to ensure that every BASSE student receives the support they need to develop their identities, gain skills and knowledge, become intellectually curious, and practice criticality to become successful and contributing citizens. This tool will be used over the course of a BASSE student's experience.

Section I: Student Information

Student Name (Full):
Student Name (Preferred):
Grade Level:
Date of Initial Plan:
Expected Graduation Date:
Advisory Teacher:
Other Participants:
Date of Revised Plan:

Section II: Student Profile

Student Strengths, Abilities, and Skills

Student Interests

Student Core Values and Principles

Self-Discovery Assessments Taken

What have you learned about yourself?

Section III: Student Goals

Student Personal Goals for BASSE	
What is necessary to achieve these goals?	
Short-Term Steps	Long-Term Steps
How can we track the progress of your steps and goals?	

Student Personal Goals for After High School	
What is necessary to achieve these goals?	
Short-Term Steps	Long-Term Steps
How can we track the progress of your steps and goals?	

Section IV: Academic Plan

BASSE Common Learning Expectations See the glossary at the end of the document for the definition of terms.			
Service-Learning	21st Century	Four Pursuits	Real-World Experiences
<ul style="list-style-type: none"> ● Class-Based Service ● Small-Group Service ● Individualized Service Practicum 	<ul style="list-style-type: none"> ● Life & Career Skills ● Learning & Innovation Skills ● Information, Media & Technology Skills 	<ul style="list-style-type: none"> ● Identity ● Skills & Knowledge ● Intellectual ● Criticality 	<ul style="list-style-type: none"> ● Summer Intensive Program Completion ● Individualized Service Practicum

Academic Plan to Meet Expectations and Goals
How will you know if you completed your plan?

Section V: Transition

This section shall be completed if a student is:

- *transferring to another school or to BASSE from another school*
- *graduating from BASSE's middle school to high school*
- *preparing to complete their Summer Intensive Program and begin 11th grade*

Plan to Achieve Student's Goals After Transition
Student Resources for Support at New Institution

Section VI: Reflections

Student Reflections:

Parent/Guardian/Family Reflections:

Advisor/Teacher Reflections:

Glossary of BASSE Common Learning Expectations

Service Learning

- *Class-Based Service* - Each 9th-grade student is expected to participate in a class-based service project. With the guidance of their Advisory teacher, students will design and implement a service project based on their academic studies in the community.
- *Small-Group Service* - Each 10th-grade student is expected to participate in a small group service project with a group of their peers. The groups will be formed based on service interests. Following the model and process of their 9th-grade class-based project, students will design and implement their project in the community.
- *Individualized Service Practicum* - Beginning in 11th grade, students will choose a service focus to then design and implement an independent service project. Students will complete this project in collaboration with a community organization or business. By the end of their 12th-grade year, students will have completed their project and written a paper documenting their experience and the outcome of the project.

21st Century Skills (from Framework for 21st Century Learning, P21)

- *Life & Career Skills* - Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include:
 - Flexibility and Adaptability
 - Initiative and Self-Direction
 - Social and Cross-Cultural Skills
 - Productivity and Accountability
 - Leadership and Responsibility
- *Learning & Innovation Skills* - Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. These skills include:
 - Creativity and Innovation
 - Critical Thinking and Problem Solving

- Communication
- Collaboration
- *Information, Media & Technology Skills* - Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:
 - Information Literacy
 - Media Literacy
 - ICT (Information, Communications, and Technology) Literacy

The Four Pursuits (From Dr. Gholdy Muhammad's Equity Framework for Culturally and Historically Responsive Literacy)

Each component of Dr. Muhammad's framework helps students develop in the four aspects below. Teachers will intentionally plan for this development in their units and lessons.

- *Identity* - Students' development of their understanding of themselves and others
- *Skills & Knowledge* - Students' development of content-specific skills and knowledge
- *Intellectual* - Students' development as scholars and their interests in academic pursuits.
- *Criticality* - Students' development in their ability to engage in conversations about power, equity, and oppression.

Real-World Experiences

- *Summer Intensive Program Completion* - Rising 11th-grade students will participate in a summer program where they will work with a community partner to learn about the services they provide in the community and to develop ideas about their Individualized Service Practicum.
- *Individualized Service Practicum (See explanation above)*