

## **State of Minnesota Guidelines for Personal Learning Plan (PLP)**

- A. All students' plans must
  - 1. Provide a comprehensive plan to prepare for and complete a career and college-ready curriculum by developing . . . career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
  - 2. Emphasize academic rigor and high expectations;
  - 3. Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  - 4. Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  - 5. Help students access education and career options;
  - 6. (experiential learning);
  - 7. Help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarships;
  - 8. (collaborative partnerships);
  - 9. Be reviewed and revised at least annually by the student, the student's parent/guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework;
- B. A student's plan must not require any curriculum, instruction, or employment-related activity that obligates a . . . student to select or pursue a career, career interest, employment goals, or related job training.
- C. A student's plan must . . . recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities . . .

An important element of the MN State Statute is the concept of student goal setting and making adequate progress in achieving those goals (Part 4: “. . .set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals”). According to staff, student, and parent feedback, this has been an element of Ramp Up that was not meeting student needs or expectations of the Statute. Best Practices suggests that goal setting should be based on data and include time for reflection; in other words, students will write goals at the beginning of each quarter and revisit them midway through each quarter.

## **Personal Learning Plan**

### **Applied and Experiential Learning Requirement**

Take one of the following classes:

- Work Based Learning Seminar/OJT
- Mentorship
- Graphics Mentorship
- Mgmt & Market II Internship
- SpEd Job Skills
- Early Childhood Experience
- Participate in Step Up
- AP Biology Experience
- Complete a Credit for Learning Job Shadow Activity

½ day excused (JSH absence) up to once a year; monitored and confirmed by Connect teacher by end of first semester of Senior Year starting with Class of 2016 as a graded assignment in PCR