



Development of the Personalized Learning Plan

*The notes below serve as a reminder list for the instructions on **Video 3: Developing the Plan**. The bulleted list of notes contains the same information as the audio in Video 3.*

Video Segment 1: Cover Sheet

- Please enter the name of your school district and school.
- Add the names, positions, and e-mail addresses of those who comprise your personalized learning team.
- If you need to add additional lines, highlight the last row and drag to create more cells in this table. If you have more than ten team members, add additional lines as needed.

Video Segment 2: Plan Overview

- The purpose of the Plan Overview is much like an Executive Summary in a Comprehensive School Improvement Plan (CSIP). This page provides an overview of the required strategies and activities, as well as strategies and activities that schools choose to add. This video will give you an overview of the page; however, it may be one of the last pages completed since some information will be dependent on how the plan is written in each component.
- The overview is based on the spiral bound vision document that you received at the Personalized Learning Symposium. The vision document contains five components: Learning, Teaching, Leadership and Management, Professional Development, and Wider Community. Most of the plan overview worksheet has been completed for you; however, your school must determine if you will be adding any optional activities for each of the five components of the vision. If so, add the activities on the plan overview worksheet, and they will automatically populate on the corresponding worksheet for you.
- If you hold your mouse over any red corner of a cell, a comment box will pop up. These are here to remind you about what goes in the cell or who should fill out an activity.
- On the right side of Vision Activity/Deliverables there are four additional columns.
 - The staff responsible column provides a space for you to write the name of the person(s) responsible for the completion of the activity.
 - The budget column holds all budget amounts needed to complete the activity. You will add both kid-FRIENDLY grant dollars (e.g., as FRYSC monies, PD monies) and any monies from your school or district that you plan to use to ensure that your plan is implemented. (Each line will not require a budget entry.)
 - The completion date column indicates the date your school intends to have the entire activity completed. You will want to wait and fill this out after the other worksheets in the workbook are completed.



- The final column is a hyperlink, which allows you to move directly between the overview and the worksheet that corresponds to the activity. Activities are linked back to the main worksheet so you can easily toggle back and forth to add completion dates as needed.

Video Segment 3: Entering Optional Activities

- Most of the overview worksheet has been completed for you; however, your school must determine if you will be adding any optional activities for each of the five components of the vision. If so, add them on this overview worksheet. If you add additional activities, they will automatically populate on the correct worksheet for you.
- For example, on page 17 of the vision document on the Learning delivery table, if your school decides to go beyond the minimum requirements of the Personalized Learning Vision and would like to implement Blended Learning Strategies, then you would lift the following from the Vision strategy: Personalized learning environments will reach beyond the walls of the school. In the column Vision Activity/Deliverable enter Implement blended learning strategies. Do this for any optional activities you choose to complete under the five components of the vision. If you enter the optional activities on this worksheet, they will be automatically entered for you on the correct worksheet in the plan.
- Remember these are optional activities. If your school is NOT choosing additional deliverables in addition to those required, you can simply leave these rows blank for now.

Segment 4: Learning

- The goal is posted at the top of the worksheet; this is a required goal of kid-FRIENDLY - all students to be college AND career ready.
- The next cells contain the learning narrative statement, the strategy, and the activity. These are taken directly from the spiral bound vision document and correlate with the plan overview.
- The Implementation and Impact (I and I) column references the Implementation and Impact legend you see at the bottom of the worksheet. The I and I column will indicate how each activity is progressing. This first entry is highlighted in the color red, because you have not begun your surveys; however, when you complete the surveys, you will mark it with a “g” and the cell will turn green.
- **Strategy 1, Activity 1** action steps have been added for you; please add the name(s) of the staff responsible.
 - **Survey 1 – Technology Survey:** <http://gregorydenby.com/ContactDetail.aspx>
 - **Survey 2 – Survey Monkey:** <https://www.surveymonkey.com/s/kidfriendly2013>
- **Strategy 2, Activity 1** action steps cannot be completed by the kid-FRIENDLY staff, because they will be specific to your Leader in Me work. In order to personalize this plan to your school, you must enter action steps that demonstrate how you are providing leadership opportunities for your students. If your school did not participate in Leader in Me this year, you are not required to complete Strategy 2.
- Complete the remaining columns to the right; add additional lines as necessary to complete all the action steps you identify that are necessary to effective implementation.
- This worksheet is complete if your school does not want to move beyond the required deliverables.



Segment 5: Teaching

- The teaching worksheet contains three required activities. Some are focused on Leader in Me, and some are focused on the work in schools participating in data workshops.
- The kid-FRIENDLY goal for all students to be college AND career ready is at the top of the worksheet and is followed by the strategies and activities.
- **Strategy 1, Activity 1:** Use individual goal setting- is specifically for Leader in me schools. This activity must be completed by schools participating in the Leader in Me program. We cannot customize this activity for you, because each school's action steps are personalized to your own unique school culture. Please insert action steps that demonstrate how you plan to use this strategy to set student goals for short- and/or long-term college and career readiness. Some examples are listed on the worksheet, but they are not a finite list.
- Complete the remaining columns across the worksheet to the right.
- **Strategy 2, Activities 1 and 2** target data focused schools. If your school has participated in the PD focused on using data in PLCs to drive next instructional steps, Data Focused Learning Communities or data teams, then fill out the columns to the right of measurable objectives for Activity 1. If you have not received this training, and are not participating in Leader in Me, please contact your program manager to schedule this professional development. Next summer, Leader in Me schools will complete these activities after they participate in this professional development.
- If you do not choose optional activities from the teaching component, you are finished with the teaching component of the workbook.

Segment 6: Leadership and Management

- **Strategy 1, Activity 1** focuses on developing structures that support the development of teacher leaders. These action steps have been written for you. They are to establish a personalized learning team, which should be formed at this point.
- **Strategy 2, Activity 2** focuses on setting student goals for college and career readiness. We have inserted the first line to help guide you. In high schools, the College and Career Readiness Counselor (CCRC) might be a good source of ideas for writing some of these action steps. For example, the CCRC works with high school students to set goals in terms of college and career readiness or benchmarks. In elementary and middle schools, FRYSC might be able to consult with CCRCs to brainstorm ideas for your plan. Action steps can reflect the work they will do with students. Similarly, middle school students may be writing goals for performance on EXPLORE and setting career and college goals as well. At the elementary level, students should be exploring the options for their college and career path in order to set goals. Indicate in the action steps how you plan to facilitate this goal setting with your students and then provide measurable goals. Please complete the columns to the right.
- **Strategy 2, Activity 2** focuses on ensuring the process you developed in Activity 1 is effective. Your school will write action steps to monitor the goal setting process. Examples are provided for middle and



high schools. Additionally, elementary schools may wish to scaffold how goals are set, assisting students in researching colleges and careers and determining how often these activities are needed in order to be effective. Create action steps and measurable goals, and then complete the columns to the right.

- **Strategy 2, Activity 3** focuses on the FRYSC partnership with the kid-FRIENDLY grant. The grant requires that FRYSC conduct two parent trainings each year to focus solely on college and career readiness. CCRCs in each high school may also need to be included. Please describe how you accomplish this based on the grade configuration or student needs at your school. FRYSC will have monies that they can dedicate to this endeavor and include in the budget. Remember, you can delete or add lines as needed.
- **Strategy 2, Activity 4** has been started for you. The FRYSC monies can be used to remove barriers. Please describe the action steps you plan to take with the Personalized Learning Team and the FRYSC. FRYSC should complete the first activity by administering a survey to determine barriers. Once the survey is complete, results should be shared with the PLT. The PLT and the FRYSC personnel should add the action steps they design to reduce barriers and include those in their PL plan. Please complete the action steps and the measurable objectives followed by the other cells to the right. FRYSC monies may be added to the budget here as well as the activity above.
- If you chose additional strategies and activities on the overview, you will see them reflected here.

Segment 7: Professional Development

- **Strategy 1, Activity 1** has been completed for you. Some of these professional development action steps may not begin for your school until next summer. Complete only the action steps for the professional development that have been provided to your school or will be provided by January 15, 2014. We have listed the approximate dollar amount the grant has been charged for your professional development from Franklin Covey for Leader in Me. Also, we have included the approximate costs per school for the work with data. These are averages of the total cost for schools. Data costs include materials, travel, and follow-up coaching support.
- **Strategy 1, Activity 2** allows the school to determine the action steps for operationalizing the kid-FRIENDLY professional development. We have listed the first action step for each required professional development. Following the first action step for each professional development activity, provide additional action steps that demonstrate how your school will follow through and implement learning from Leader in Me, Data Retreats, and D.A.T.A. - Focused Learning Communities or Data Teams. Schools that have not completed Leader in Me training, move down to line that states "PLT will develop action steps that further the vision of Personalized Learning from regional trainings and symposia" and provide action steps for how you will operationalized this professional learning. Please add measurable objectives and complete the columns to the right.
- **Strategy 1, Activity 3** has been completed for you. The kid-FRIENDLY vision is to develop lead educators who will model their leadership in a demonstration classroom. You do not need to fill in columns to the right. Those have been completed for you as well. Your program manager will partner with you to complete this activity.



- **Strategy 2, Activity 1** focuses on the professional development plan your school will develop, which will reflect the kid-FRIENDLY professional learning you will attend for the 2014-2015 school year. If you need additional action steps, add those here or delete the extra line. Be sure to complete the columns to the right. The \$2,500 professional development monies should be included on this line if it has not been listed in another portion of the plan.
- **Strategy 2, Activity 2** focuses on the development of demonstration classrooms. This activity is filled in for you. Your program manager will work with you over the coming months to complete this activity with school administrators based on lead teachers that are identified.
- **Strategy 3, Activity 1** has also been written for you; however, you will need to add the person responsible for being sure the action step is complete. This activity indicates that you will support teachers' needs for professional development in areas they identify. Develop your action steps for supporting the individual needs of teachers and then delete our reminders here. This could be your work with such things as PGES or PD360 models that individualize learning for teachers, or other action steps your school wishes to provide for teachers. Include measurable objectives and complete the cells to the right.
- **Strategy 4, Activity 1** focuses on learning networks. This activity has also been written for you; however, you will need to add the person responsible for being sure the action step is complete.

Segment 8: Wider Community

- If you are in either a middle or high school, you do not have to complete the required activity as it has to do with kindergarten readiness. Middle or high schools that chose to add additional activities will complete those here. If you add an additional strategy and activity, please also include your action steps as we've demonstrated in earlier videos.
- Elementary schools began this activity early in the summer. We asked your FRYSC directors to work with our Preschool Pals to identify providers in your area. Simply add the name of the staff member who is responsible for working with the Pals and indicate the Implementation and Impact color.
- Elementary schools that choose to add additional activities will write those here.
- Remember, if your school requires additional help in completing your plan, particularly if you take on optional activities, simply contact your program manager, and we will arrange needed assistance for you.

Segment 9: Funds Request

- Once you have completed all the worksheets in the Personalized Learning Plan workbook, there are two requests for fund forms that must be submitted to your program manager along with the personalized learning plan
- **Request for Funds for District Technology** - This form should be completed by the superintendent after all the schools in that district have finished writing their personalized learning plans. We have requested from USED that the district be allowed to select either a one-time disbursement of \$38,000 or an annual disbursement of \$9,500. The superintendent or designee should complete the form and indicate which



option the district chooses. The district must provide a description of how these funds will be used to support school personalized learning. The documentation should include purchase orders that total the amount selected - either the \$9,500 or \$38,000. Submit this documentation by June 1, 2014. Once the completed school plans are submitted to your program manager along with the Request for Funds, a check will be sent to the district.

- **Request for FRYSC Funds** - This form should be completed by each school's family resource center. The grant will provide the FRYSC \$5 per child, per year of the grant. This money is for parent education, removal of barriers, and other innovative activities developed in collaboration with the Personalized Learning Team. Allocation will be based on enrollment at the end of the second month report. Therefore, you will need to fill in the number of students who were enrolled as of the end of the second month. Be sure to include preschool in the total if your school serves this population. Both the principal and FRYSC director should sign the form to give their assurances that the monies will be expended according to the federal grant guidelines. Just as in the example of the district form, the FRYSC is required to provide documentation of fund expenditures. By June 1, 2014, FRYSC and/or principal should provide their program manager with copies of purchase orders that total the amount received by the school, as well as an accompanying form that summarizes each expenditure and explains how activities impacted students.
- The FRYSC Funds Request should be submitted along with the school's plan. Once the school's personalized learning plan is approved, a check will be sent to the FRYSC in the amount of \$5 per student enrolled as of the end of the second month of this school year.
- As plans are approved and contingent on USED approval, the \$2,500 stipend for professional development will also be sent to the school. There is not a request form for this money. The only requirement is the detail in the plan regarding how the \$2,500 will be spent on substitutes, stipends, or other PD that supports personalized learning.

Segment 10: Required Deliverables

- This segment focuses on the placement of deliverables within the Personalized Learning Plan workbook. Although we have transferred all deliverables that are required by kid-FRIENDLY from the vision document to this plan, you might notice that some of the deliverables appear to be missing. That does not mean that some deliverables are not required. This organization of the plan is intentional. Where there was an overlap of content of the deliverables, we simply condensed the concept of the deliverable and placed it at one location within the plan. As a result, you will only see one reference to this concept in the worksheets. These duplicates in the vision document are intentional, because our work in schools is not isolated nor are the vision components. Since we do not want to make you complete multiple activities with action steps for similar activities, we have taken out those deliverables that are similar and intentionally placed them in the plan only once.
- For examples, please refer to the Segment 10: Required Deliverables video segment or contact your program manager for any additional clarification you need.

