

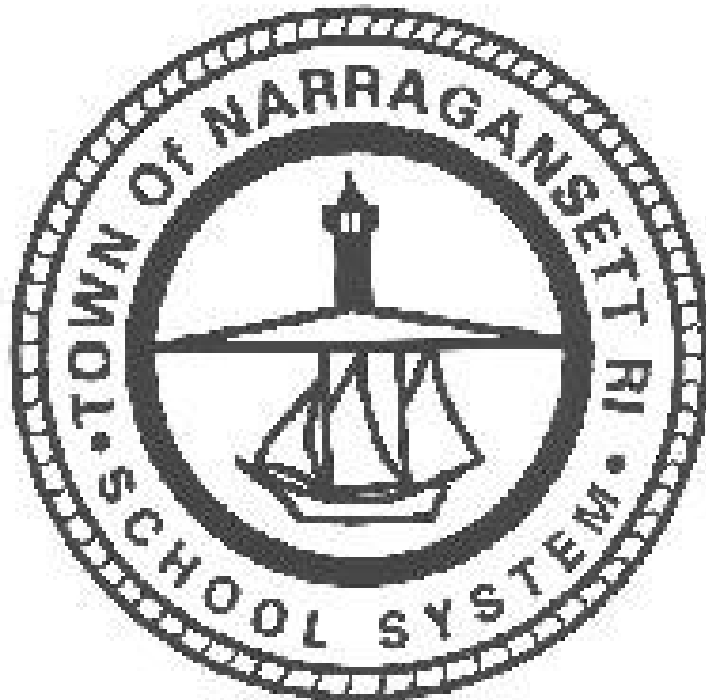
Name: \_\_\_\_\_

Class of \_\_\_\_\_

NPS Advisor: \_\_\_\_\_

NHS Advisor: \_\_\_\_\_

# INDIVIDUALIZED LEARNING PLAN



# NARRAGANSETT SCHOOL SYSTEM

This Individualized Learning Plan (ILP) was designed through a collaborative effort of the professional school counselors at the Pier School and High School in their efforts to continuously refine the implementation of a comprehensive school counseling program that promotes and supports students' achievement and success in three domains; academic, career and personal/social.

This ILP model was adapted from the Pawtucket and Providence School Departments' Individualized Learning Plan

The following organizations and initiatives influenced the development of this ILP.

*The Rhode Island Framework for Comprehensive K-12 School Counseling Program*

The Narragansett High School Improvement Team

The Rhode Island Board of Regents Recommendations

*The Rhode Island High School Diploma System*

Rhode Island School Counselor Association (RISCA)

American School Counselor Association (ASCA)

Secretary's Commission on Achieving Necessary Skills (SCANS) Report

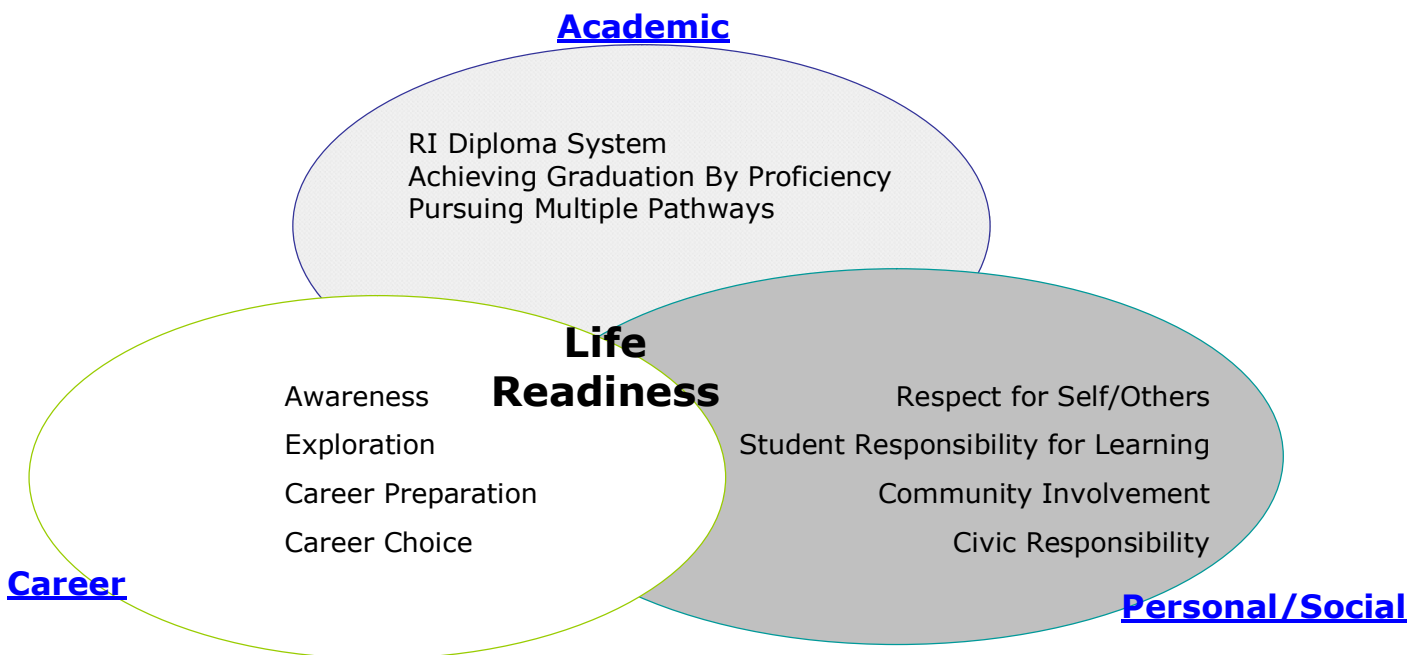
SMART goals sheet adapted from the Kent County Literacy Volunteers' Handout

# Individual Learning Plan

ILPs are a mapped academic plan and profile that reflect each student's unique set of interests, needs, learning goals, and graduation requirements. A team, including the student, his/her family, the school counselor, advisor/ teacher, and/or mentor, help write an ILP, which includes authentic and challenging learning experiences that help each student succeed. As a team, they are mutually responsible for helping the student with his/her personal curriculum and they regularly review, evaluate, and update the ILP as the student progresses. The process allows students to become active, responsible participants in their educational development and planning.

As a working document, the ILP is at the center of a flexible educational program that meets individual development toward America School Counselor Association's (ASCA) *National Model for School Counseling Programs*, the *RI Framework for Comprehensive K-12 School Counseling*, and the *RI Diploma System's Proficiency-Based Graduation Requirements*.

Students, in consultation with responsible adults, will establish academic, career, and personal/social goals. In addition, students will develop plans and actions to achieve these goals. This process will ensure that all students are well supported to reach the goal of life readiness.



# A STANDARDS-BASED PROGRAM

## Introduction

### A Standards-based Program

The ILP is based on 9 counseling standards published by the American School Counselor Association (ASCA).

<b>Academic A</b>	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
<b>Academic B</b>	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
<b>Academic C</b>	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
<b>Career A</b>	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
<b>Career B</b>	Students will employ strategies to achieve future career success and satisfaction.
<b>Career C</b>	Students will understand the relationship between personal qualities, education and training, and the world of work.
<b>Personal/Social A</b>	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
<b>Personal/Social B</b>	Students will make decisions, set goals, and take necessary action to achieve goals.
<b>Personal/Social C</b>	Students will understand safety and survival skills.

Academic, career, and personal/social success is based upon the establishment of SMART goals. Students will plan for the implementation of their goals, define the action steps taken to achieve their goals and assess their level of success.

### Academic

Academic action steps might include:

- Plot and predict academic progress in NPS advisory activities
- Participation in team interventions which review progress
- Participation in NPS peer tutoring program
- Review promotion criteria/summer school options with counselors
- Review transcripts annually
- Monitor progress reports and report card grades
- Monitor attendance
- Review standardized and state assessments
- Complete a learning style inventory
- MyRoad Majors Interest Inventory
- Participate in post-secondary educational planning activity
- Complete academic reflections in ILP

### Career

Career action steps might include:

- Participation in NPS Career Day, Ground Hog Shadow Day and Keynote Career Assembly
- Exploration and presentation of Career Project in NPS Computer class
- Complete career investigation activities in NPS advisory program
- Obtain working papers
- SCANS Skills Inventory
- MyRoad Personality Profile
- MyRoad Career Interest Inventory
- Participate in NHS *Real Life Fair*, *Career Fair* activities
- Complete career awareness, career exploration, career preparation activities
- Schedule course selections linked to career interests
- Complete career reflections in ILP

### Personal/Social

Personal/social action steps might include:

- Join a social skills group run by counselor/psychologist
- Participation in anti-bullying activities presented by NPS counselors
- Participation in NPS Mix-It-Up Days
- Formulate and carry out personal goals
- Participation in peer service projects in NPS advisory
- MyRoad Personality Profile
- Document community service activities
- Document extracurricular activities
- Document honors and awards
- Document work experience
- Complete personal reflections in ILP

# TABLE OF CONTENTS

<b>PERSONAL INFORMATION.....</b>	<b>1</b>
<b>PERSONAL/SOCIAL REFLECTIONS.....</b>	<b>2</b>
<b>ACADEMIC REFLECTIONS.....</b>	<b>4</b>
<b>CAREER REFLECTIONS.....</b>	<b>6</b>
<b>GRADE 5 GOALS .....</b>	<b>8</b>
<b>GRADE 6 GOALS .....</b>	<b>9</b>
<b>GRADE 7 GOALS .....</b>	<b>10</b>
<b>GRADE 8 GOALS .....</b>	<b>11</b>
<b>SCANS SKILLS DEFINED.....</b>	<b>12</b>
<b>SCANS SELF-REFLECTION GRADE 8 .....</b>	<b>13</b>
<b>SCANS SELF-REFLECTION GRADE 9 .....</b>	<b>14</b>
<b>GRADE 9 GOALS .....</b>	<b>15</b>
<b>SCANS SELF-REFLECTION GRADE 10.....</b>	<b>16</b>
<b>GRADE 10 GOALS.....</b>	<b>17</b>
<b>SCANS SELF-REFLECTION GRADE 11.....</b>	<b>18</b>
<b>GRADE 11 GOALS .....</b>	<b>19</b>
<b>SCANS SELF-REFLECTION GRADE 12 .....</b>	<b>20</b>
<b>GRADE 12 GOALS.....</b>	<b>21</b>
<b>FOUR-YEAR HIGH SCHOOL PLAN.....</b>	<b>22</b>
<b>ACADEMIC/COLLEGE/CAREER EXPERIENCES.....</b>	<b>22</b>
<b>ACTIVITIES/INTERESTS.....</b>	<b>23</b>
<b>HONORS/AWARDS/RECOGNITION.....</b>	<b>23</b>
<b>COMMUNITY SERVICE .....</b>	<b>24</b>
<b>EMPLOYMENT HISTORY.....</b>	<b>24</b>
<b>APPENIDIX</b>	
<b>S.M.A.R.T. GOALS DEFINED.....</b>	<b>25</b>
<b>CAREER CLUSTERS.....</b>	<b>26</b>
<b>NOTES.....</b>	<b>Back Cover</b>
<b>PARENT/GUARDIAN SIGN-OFF.....</b>	<b>Back Cover</b>

# NARRAGANSETT SCHOOL SYSTEM INDIVIDUALIZED LEARNING PLAN

The purpose of this information is to assist students in developing academic success, personal growth and career goals. This will be utilized, reviewed and updated each year.

**A. Personal Information:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

update: \_\_\_\_\_

update: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Social Security Number: (optional) \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Student ID # \_\_\_\_\_

Parent email: \_\_\_\_\_ Student email: \_\_\_\_\_

**B. Educational History:**

Elementary School(s)	Year(s) of Attendance	City, State
Middle School(s)	Year(s) of Attendance	City, State
High School(s)	Year(s) of Attendance	City, State

School	Advisor	School Counselor
NPS		
NHS		

## PERSONAL/SOCIAL REFLECTIONS

**Grade 5: How do you get along with others?**


**Grade 6: How would you describe yourself? How would others describe you?**


**Grade 7: What do you look for in a friend?**


**Grade 8: What do you like to do with your friends and family?**


## PERSONAL/SOCIAL REFLECTIONS

**Grade 9: What kind of experiences would you like in high school (academics, friends, sports, other activities)?**


**Grade 10: How do you interact with others who are not part of your social group?**


**Grade 11: How do you resolve problems with others?**


**Grade 12: How are you different as a senior than you were as a freshman?**




**ACADEMIC REFLECTIONS**

**Grade 5: Which subject is your favorite? Why?**


**Grade 6: How do you learn best?**


**Grade 7: How would you describe your study habits?**


**Grade 8: Which of your academic strengths will help you to be successful at the high school?**


**ACADEMIC REFLECTIONS**

**Grade 9: How are high school classes different than middle school classes?**


**Grade 10: What do you do to succeed in your classes?**


**Grade 11: What does your academic record say about you as a student?**


**Grade 12: Can you identify the academic skills you have acquired that will enable you to be successful in your future?**


## CAREER REFLECTIONS

**Grade 5: What do you think you are good at?**


**Grade 6: What are your dreams for the future?**


**Grade 7: What careers interest you most?**


**Grade 8: What do you think is the relationship between academic success and your career success?**


**CAREER REFLECTIONS**

**Grade 9: Why is it important to begin career planning now?**


**Grade 10: What is the difference between a career and a job? How have your career interests changed?**


**Grade 11: What skills are necessary for success in your future career?**


**Grade 12: What most excites you/frightens you about entering the world of work?**


## GRADE 5

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results

## GRADE 6

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results

## GRADE 7

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results

## GRADE 8

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results



# SCANS SKILLS

## Secretary's Commission on Achieving Necessary Skills

The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened to examine the demands of the workplace and to determine whether the current and future workplace and workforce are capable of meeting those demands. The Commission was directed to: (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses, and homes. The Commission identified five *competencies* (i.e. skills necessary for workplace success) and three *foundations* (i.e. skills and qualities that underlie competencies).

### Foundation Skills

#### Basic Skills

– *Reading, Writing, Arithmetic, Speaking*

#### Thinking Skills

– *Ability to learn, make decisions, solve problems*

#### Personal Qualities

– *Individual responsibility, self-management, integrity*

### Workplace Competencies

#### Resources

– *Manage time, money, materials, space*

#### Interpersonal Skills

– *Team work, teach others, lead, negotiate*

#### Technology

– *Apply technology to specific tasks*

#### Systems

– *Understand social, organizational & technological systems, monitor & correct performance*

#### Information

– *Acquire & evaluate data, Organize & maintain files, interpret & communicate, use computers*

### SCANS Self-Reflection

Please mark with a (✓) the skills you feel you have acquired. In the evidence box, briefly support your response.

<b>8<sup>TH</sup> GRADE</b>	
<b>FOUNDATION SKILLS</b>	Evidence
Basic Skills	
Thinking Skills	
Personal Qualities	
<b>WORKPLACE COMPETENCIES</b>	Evidence
Resources	
Interpersonal Skills	
Technology	
Systems	
Information	

### Self-Reflection

Please mark with a (√) the skills you feel you have acquired. Support your response in the evidence box.

<b>9<sup>TH</sup> GRADE</b>	
<b>FOUNDATION SKILLS</b>	Evidence
Basic Skills	
Thinking Skills	
Personal Qualities	
<b>WORKPLACE COMPETENCIES</b>	Evidence
Resources	
Interpersonal Skills	
Technology	
Systems	
Information	

## GRADE 9

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results

### Self-Reflection

Please mark with a (✓) the skills you feel you have acquired. In the evidence box, briefly support your response.

<b>10<sup>TH</sup> GRADE</b>	
<b>FOUNDATION SKILLS</b>	Evidence
Basic Skills	
Thinking Skills	
Personal Qualities	
<b>WORKPLACE COMPETENCIES</b>	Evidence
Resources	
Interpersonal Skills	
Technology	
Systems	
Information	

## GRADE 10

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results

### Self-Reflection

Please mark with a (✓) the skills you feel you have acquired. In the evidence box, briefly support your response.

<b>11<sup>TH</sup> GRADE</b>	
<b>FOUNDATION SKILLS</b>	Evidence
Basic Skills	
Thinking Skills	
Personal Qualities	
<b>WORKPLACE COMPETENCIES</b>	Evidence
Resources	
Interpersonal Skills	
Technology	
Systems	
Information	

## GRADE 11

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results



### Self-Reflection

Please mark with a (✓) the skills you feel you have acquired. In the evidence box, briefly support your response.

<b>12<sup>TH</sup> GRADE</b>	
<b>FOUNDATION SKILLS</b>	Evidence
Basic Skills	
Thinking Skills	
Personal Qualities	
<b>WORKPLACE COMPETENCIES</b>	Evidence
Resources	
Interpersonal Skills	
Technology	
Systems	
Information	

## GRADE 12

	Goals	Plans	Action	Student Assessment
Personal/ Social				
Academic				
Career				

### Intervention Plans

Date	Action Plan	Date for follow-up	Person Responsible	Results

## MY FOUR-YEAR HIGH SCHOOL PLAN (Begin in 8<sup>th</sup> Grade)

As a member of the Class of \_\_\_\_\_, you must acquire \_\_\_\_\_ credits. Please refer to the *Program of Studies* for a detailed description of course requirements.

<b>Grade 9</b>		<b>Grade 10</b>		<b>Grade 11</b>		<b>Grade 12</b>	
<i>Course Title</i>	<i>Credit</i>	<i>Course Title</i>	<i>Credit</i>	<i>Course Title</i>	<i>Credit</i>	<i>Course Title</i>	<i>Credit</i>
<i>Total Credits</i>		<i>Total Credits</i>		<i>Total Credits</i>		<i>Total Credits</i>	
Sem 1:GPA/ Rank		Sem 1:GPA/ Rank		Sem 1:GPA/ Rank		Sem 1:GPA/ Rank	
Sem 2:GPA/ Rank		Sem 2:GPA/ Rank		Sem 2:GPA/ Rank		Sem 2:GPA/ Rank	
MAP Scores		PSAT Scores		PSAT/SAT Scores		SAT/ACT Scores	

<i>Working Portfolio Total Entries</i>	<i>Working Portfolio Total Entries</i>	<i>Working Portfolio Total Entries</i>	<i>Working Portfolio Total Entries</i>
--	--	--	--

### ACADEMIC/COLLEGE/CAREER EXPERIENCES

	<i>Date</i>		<i>Date</i>		<i>Date</i>		<i>Date</i>
<i>Career Day</i>		<i>Real Life Fair</i>		<i>Career Fair</i>		<i>Additional Events</i>	
<i>Ground Hog Day</i>		<i>Career Fair</i>		<i>College Fair</i>		<i>Additional Events</i>	
<i>Interest Profile</i>		<i>Career Cluster</i>		<i>Interest Profile</i>		<i>Career Cluster</i>	
<i>Interest Profile</i>		<i>Career Cluster</i>		<i>Interest Profile</i>		<i>Career Cluster</i>	

**ACTIVITIES/INTERESTS**

	School Activities (clubs, organizations, sports)	Community Activities (clubs, organizations, sports)	Interests/Hobbies
5 <sup>th</sup> Grade			
6 <sup>th</sup> Grade			
7 <sup>th</sup> Grade			
8 <sup>th</sup> Grade			
9 <sup>th</sup> Grade			
10 <sup>th</sup> Grade			
11 <sup>th</sup> Grade			
12 <sup>th</sup> Grade			

**HONORS/AWARDS/RECOGNITION**

Year	Recognition

## COMMUNITY SERVICE HISTORY

As a member of the Class of \_\_\_\_\_, you must perform \_\_\_\_\_ hours of community service in order to meet graduation requirements from Narragansett High School.

Date of Service	Description of Service	Supervisor	Hours

## EMPLOYMENT HISTORY

Employer & Address	Dates of Employment	Work & Responsibilities

**In this ILP, you will have the opportunity to document personal/social, academic and career goals for grades 5-12. You will be asked to write a SMART goal, identify how you will achieve the goal (plan), document what you did or did not do to achieve the goal (action) and evaluate your success in meeting the goal (assessment).**

**S.M.A.R.T. goals are:**

- Specific**
- Measurable**
- Achievable**
- Relevant**
- Time-limited**

**Let's practice writing SMART goals!**

Academic Goal:

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Personal/Social Goal:

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Career Goal:

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 <b>A</b> griculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
 <b>A</b> rchitecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
 <b>A</b> rts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
 <b>B</b> usiness, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
 <b>E</b> ducation & Training	Planning, managing and providing education and training services, and related learning support services.
 <b>F</b> inance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
 <b>G</b> overnment & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
 <b>H</b> ealth Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 <b>H</b> ospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
 <b>H</b> uman Services	Preparing individuals for employment in career pathways that relate to families and human needs.
 <b>I</b> nformation Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
 <b>L</b> aw, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
 <b>M</b> anufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
 <b>M</b> arketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
 <b>S</b> cience, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
 <b>T</b> ransportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

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Notes

PARENT/GUARDIAN SIGN-OFF  
Parent/Guardian Signature

Grade	Parent/Guardian Signature
5 <sup>th</sup>	
6 <sup>th</sup>	
7 <sup>th</sup>	
8 <sup>th</sup>	
9 <sup>th</sup>	
10 <sup>th</sup>	
11 <sup>th</sup>	
12 <sup>th</sup>	