

# High School EPP Update

Personalizing Learning for Every  
Student

# Process:

## Student Actions

Students fill out a draft of the EPP as a requirement of registration.

Students review and update their EPP within Advisory, with the guidance of counselors and Advisors.

Students fill out the front sheet of their Advisory Workbook, which documents which standards they are addressing

Senior Capstone is the culminating project and counts as the extended application. A final EPP document is updated during the capstone process, and is submitted for documentation.

Students are given guided opportunities each year to review and update each standard. In fact, at the very least they will complete the plan upon registration and update prior to receiving graduation tickets and the diploma.

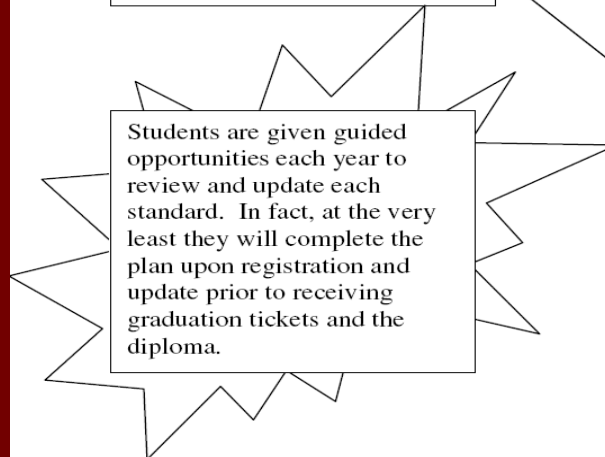
## Staff Actions

These are sorted and distributed to Advisory teachers to be attached to student Advisory Workbooks.

At the end of each year the designated clerical staff collects all student Advisory workbooks and compiles data about which standards students have met. See attached for example.

Progress is reviewed each year and counselors will conduct Advisory sweeps along with 1:1 sessions with students who are not making adequate progress.

During the students' senior year, the designated clerical staff updates both the standards spreadsheet and also the supplementary transcript in eSIS, attached.




# The EPP – Graduation Planning

## MY Personalized Education Plan and Profile

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Grad Year: \_\_\_\_\_

STANDARD 4 / 5				
	Grade 9	Grade 10	Grade 11	Grade 12
English	<input type="checkbox"/> English 1-2 or <input type="checkbox"/> Honors I English <input type="checkbox"/> OAKS R: _____ D/M/E <input type="checkbox"/> OAKS W: _____ D/M/E	<input type="checkbox"/> English 3-4 or <input type="checkbox"/> Honors II English <input type="checkbox"/> OAKS R: _____ D/M/E <input type="checkbox"/> OAKS W: _____ D/M/E	<input type="checkbox"/> English 5-6 or <input type="checkbox"/> AP Language <input type="checkbox"/> OAKS R: _____ D/M /E <input type="checkbox"/> OAKS W: _____ D/M/E	<input type="checkbox"/> English 7-8 or <input type="checkbox"/> AP Lit <input type="checkbox"/> OAKS R: _____ D/M/E <input type="checkbox"/> OAKS W: _____ D/M/E
Math	<input type="checkbox"/> Every Day Algebra <input type="checkbox"/> Algebra I <input type="checkbox"/> Compressed Alg / Compressed Geometry <input type="checkbox"/> Geometry <input type="checkbox"/> OAKS M: _____ D/M/E	<input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Adv Math Concepts <input type="checkbox"/> Algebra II <input type="checkbox"/> AP Statistics <input type="checkbox"/> OAKS M: _____ D/M/E	<input type="checkbox"/> Geometry <input type="checkbox"/> Adv Math Concepts <input type="checkbox"/> Algebra II <input type="checkbox"/> AP Statistics <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> OAKS M: _____ D/M/E	(recommended) <input type="checkbox"/> AP Calculus <input type="checkbox"/> Applied Calculus <input type="checkbox"/> AP Statistics <input type="checkbox"/> OAKS M: _____ D/M/E
Science	<input type="checkbox"/> Physical Science <input type="checkbox"/> OAKS S: _____ D/M/E	<input type="checkbox"/> Biology <input type="checkbox"/> Pre-AP Biology <input type="checkbox"/> OAKS S: _____ D/M/E	<input type="checkbox"/> Anatomy/Phys. <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry in the Community <input type="checkbox"/> Advanced Biology <input type="checkbox"/> Physics <input type="checkbox"/> OAKS S: _____ D/M/E	(recommended) <input type="checkbox"/> Anatomy/Phys. <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry in Comm'y <input type="checkbox"/> Advanced Biology <input type="checkbox"/> Physics <input type="checkbox"/> OAKS S: _____ D/M/E
Social Studies	(optional) <input type="checkbox"/> Honors I Global Studies	<input type="checkbox"/> Global Studies or <input type="checkbox"/> Honors II Global Studies	<input type="checkbox"/> US History or <input type="checkbox"/> AP US History	<input type="checkbox"/> Govt./Econ or <input type="checkbox"/> AP Govt. and Politics
Health & PE	<input type="checkbox"/> .5 credit PE <input type="checkbox"/> .5 credit Health I	<input type="checkbox"/> .5 credit PE (could take in 11 <sup>th</sup> or 12 <sup>th</sup> )	<input type="checkbox"/> .5 credit Health II <input type="checkbox"/> .5 credit PE (could take in 10 <sup>th</sup> or 12 <sup>th</sup> )	<input type="checkbox"/> .5 credit PE (could take in 10 <sup>th</sup> or 11 <sup>th</sup> )
	Choose 3-4 more classes to total 8 for the year	Choose more classes to total 8 for the year	Choose more classes to total 6 for the year	Choose more classes to total at least 5 for the year
General Electives				
Career Pathway Electives				



**Things to keep in mind during planning**

**26 credit required at PHS**  
 4 credits of English  
 3 credits of Math  
 3 credits of Science  
 3 credits of Social Studies  
 1 credit of Health  
 1 credit of PE  
 3 credits of electives in arts,  
 second language and/or  
 career/tech.  
 8 credits of additional electives

**Oregon University Admission Requirements**  
 4 years of English  
 3 years of Math  
 3 years of Science  
 3 years of Social Studies  
 2 years of same Foreign  
 Language

**Distinguished Scholar Diploma Requirements**  
 4 years of English  
 4 years of Math  
 4 years of Science  
 4 years of Social Studies  
 3 years Foreign Language

# EPP – Personalized Education

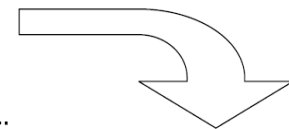
	STANDARD 1	STANDARD 2	STANDARD 6 /7	STANDARD 3
	My Interests, strengths, talents and preferences	My Goals	Record of and Reflection about Accomplishments	Next Step Planning
Educational	I am good at, enjoy or prefer these kinds of classes:	Write at least one academic goal for this school year.	I am proud of these things I have accomplished in school:	After high school, I plan to continue my education through <input type="checkbox"/> Apprenticeship Program <input type="checkbox"/> College (4-year) <input type="checkbox"/> Community College (2-year) <input type="checkbox"/> On the job training <input type="checkbox"/> Technical or Trade School
Career	Career Clusters that might use my talents, interests, and skills include: <input type="checkbox"/> Architecture & Engineering <input type="checkbox"/> Arts & Entertainment <input type="checkbox"/> Business & Financial <input type="checkbox"/> Computer and Math <input type="checkbox"/> Construction <input type="checkbox"/> Education & Training <input type="checkbox"/> Farming, Fishing & Forestry <input type="checkbox"/> Food Preparation & Service <input type="checkbox"/> Healthcare Practitioner <input type="checkbox"/> Healthcare Support <input type="checkbox"/> Installation, Maintenance & Repair <input type="checkbox"/> Legal <input type="checkbox"/> Life & Physical Science <input type="checkbox"/> Management <input type="checkbox"/> Office & Administrative Support <input type="checkbox"/> Personal Care & Service <input type="checkbox"/> Production/Manufacturing <input type="checkbox"/> Protective Services <input type="checkbox"/> Sales <input type="checkbox"/> Social & Community Service <input type="checkbox"/> Social Science <input type="checkbox"/> Transportation	<input type="checkbox"/> I don't have a specific career in mind yet.  <input type="checkbox"/> I plan to become a:  <i>The types of career related learning I would like to do this year include:</i> <input type="checkbox"/> Take a career interest inventory. <input type="checkbox"/> Go to career fairs or career field trips <input type="checkbox"/> Research college majors. <input type="checkbox"/> Attend college fairs <input type="checkbox"/> Look for a job or internship in my interest area. <input type="checkbox"/> Learn how to complete job applications. <input type="checkbox"/> Write a resume. <input type="checkbox"/> Practice my job interview skills. <input type="checkbox"/> Do a job shadow with someone in an interesting career. <input type="checkbox"/> Other (explain)	<i>I know for sure that I want a job that</i>   <i>I know for sure that I do not want a job that</i>	After high school, I see myself going right to  <input type="checkbox"/> work as a  <hr/> <input type="checkbox"/> a job training program or apprenticeship(time varies) <input type="checkbox"/> community college for education and training (1 – 2 years) <input type="checkbox"/> college or university for a bachelor's degree (4 years) <input type="checkbox"/> the military, specifically the <input type="checkbox"/> Air Force <input type="checkbox"/> Army <input type="checkbox"/> Coast Guard <input type="checkbox"/> Marine Corps <input type="checkbox"/> Navy <input type="checkbox"/> Oregon National Guard
Personal	Describe your best qualities. (Hint: How would your best friends describe you?)	One personal goal I have is  What must I do to achieve this?	I am proud of these personal accomplishments	Some people who can help me achieve my goals are

- The content, teaching and guidance occurs in Advisory. (AVID!)
- The EPP is reviewed and updated continuously in Advisory
- Each standard is covered at each grade level in Advisory

Name: \_\_\_\_\_ Advisory Teacher: \_\_\_\_\_

## 9<sup>th</sup> Grade Advisory Workbook

**Warning!** Completion of the activities in this book are a requirement of graduation



Advisory Dates for the Year:

	In attendance?	What Activity did I complete?	Teacher Initials	Standard Covered
September 16 <sup>th</sup>				7
October 7 <sup>th</sup>				2
October 21 <sup>st</sup>				2
October 28 <sup>th</sup>				5
November 18 <sup>th</sup>				1
December 2 <sup>nd</sup>				2
December 16 <sup>th</sup>				
January 13 <sup>th</sup>				1
January 27 <sup>th</sup>				4
February 17 <sup>th</sup>				5
March 17 <sup>th</sup>				1
March 31 <sup>st</sup>				6
April 7 <sup>th</sup>				
April 28 <sup>th</sup>				
May 5 <sup>th</sup>				3
May 19 <sup>th</sup>				7
June 2 <sup>nd</sup>				7

# Documenting Progress

[illegible]

# Documenting Completion: eSIS Personalized Learning Details, a supplement to the transcript

CAM Competed Date:

Certification Area	Standards	Sufficiency of Evidence	Proficiency of Performance
Education Plan	Personal, academic, career interests Personal, educational, career goals Post-high school planning Planned course of study ES proficiency		
Career Related Learning Experience (CRLE)	N/A		
Collection of Evidence For Extended Application (ExApp)	N/A		
Career Related Learning Standards (CRLS)	Personal Management Teamwork	- -	
Essential Skills(ES)	Reading Writing Personalized Learning	Y N N	