

Fairchild Wheeler Campus

Pathway for Learning Plan (PFL)

Mission and Overview

The Pathway for Learning Plan is an individualized student-centered plan that engages every student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals. The PFL will begin in Grade 9 and will provide the student support and assistance in setting goals for academic, career, social, emotional, and physical development that meet rigorous high school and postsecondary expectations. The PFL and supporting activities, such as student portfolios, experiences outside the classroom, dual concurrent credit, along with academic/personal records should be electronic and portable.

Pathway for Learning Plan implementation should foster, support, monitor and document:

- Regular mentor/advisor, student and family interaction
- Progress in meeting rigorous expectations
- 21st Century Skills
- Engagement, academic, career, and social/emotional/physical skills with connection to school/community
- Goal setting and related activities for:
 - academic growth
 - career exploration and planning
 - personal, social/emotional and physical growth
- Compilation of student best work samples and other PFL related documents in a portfolio system that includes Capstone Experiences
- Opportunities for workplace development and demonstration
- Written student reflection on personal strengths and areas that need improvement
- Communication between school and parent/guardian, and among school personnel
- Identification of students who need proactive support and intervention
- Active, responsible student participation in the plan development and continued evolution.

Core Components of Effective Pathway for Learning Plan

(Aligned with Connecticut Secondary School Reform Plan and Connecticut Comprehensive School Counseling Program Guide)

An effective Pathway for Learning Plan is built around three core components: Academic Development, Career Development, and Social, Emotional and Physical Development. The PFL matrix details Common Model Criteria, Specific Model Criteria, and Other Recommended Elements. The Common Model Criteria found on the design matrix are criteria that are critical elements common to all core components. For instance, workplace skills should be integrated throughout all three core components to ensure that the PFL allows for the skill acquisition and demonstration in a student's academic, career and personal life. Listed below are the Specific Model Criteria for each of the core components which are also considered to be essential to a comprehensive PFL. The Other Recommended Elements are vehicles or programs which add utility or enhancement to a student's academic, career, and social, emotional, and physical development.