

## Individual Opportunity Plan

As a professional educator, you have been entrusted with the community’s most valuable and precious assets—its youth. And in the words of John Dewey (1907), “What the best and wisest parent wants for his child, that must we want for all the children of the community. Anything less is unlovely, and left unchecked, destroys our democracy.” What opportunities would you have for your own child that would not be desirable for all children? And what do you imagine that those opportunities will yield in terms of academic, social, and life outcomes? Are the children of others less deserving?

### INSTRUCTIONS:

Identify a student who is being left behind (i.e., one who is a grade level or more behind in language arts/reading or math), and craft an opportunity plan that aligns academic, social, and health supports to enable the student to catch up and excel as a high achiever. The **Individual Opportunity Plan** should adhere to culturally responsive teaching practices to provide the student access to academic (tutoring, extended day learning, English language instruction, etc.), social (mentoring, parents’ training, conflict resolution, restorative justice, cultural competence), and health supports (hygiene, vision, dental, dietary, mental health). Once you have identified the student, you will need to complete a comprehensive needs assessment in partnership with the student, parents, other educators, and community members to ensure that local solutions are tailored to address local problems. Work with your school and district leaders to identify and make services and supports available to the student (and parents, as needed).

Individual Opportunity Plan for: _____ Student’s Name
My Rationale for Choosing the Student: _____
My Opportunity Gap-Closing Vision for the Student: _____
My Opportunity Gap-Closing Statement of Commitment: _____
Anticipated Academic Outcome for Student: _____
Anticipated Social Outcome for Student: _____
Anticipated Health Outcome for Student: _____
Anticipated Culturally Responsive Teaching Outcome for Me: _____

<u>Focus Area</u> <b>ACADEMIC</b>	<u>Current Situation</u>	<u>CRT Goals</u> <b>The learner will ...</b>	<u>Scheduled Opportunities</u> <b>(Include provider, service, timeline)</b>
Grade level _____ Number of grade levels behind in math _____ Number of grade levels behind in reading _____ GPA _____ Class participation _____ Home participation _____ Curiosity _____ Academic exposure _____ Independence _____ Meta cognition (aware of own academic growth) _____ Academic assets _____ Academic area(s) in need of attention _____ Other _____		<ul style="list-style-type: none"> <li>Choose to achieve academic success.</li> </ul>	

<u>Focus Area</u> <b>SOCIAL</b>	<u>Current Situation</u>	<u>CRT Goals</u> <b>The learner will...</b>	<u>Scheduled Opportunities</u> <b>(Include provider, service, timeline.)</b>
Attitude — Happiness — Confidence — Self-discipline — Discipline — Cultural assets — Engagement in activities outside of class (church, clubs, neighborhood) — Sports — Academic Games — Music (band, chorus) — Speech and Debate — Performing Arts — Cheerleading/Pep Squad — Other — Social interactions with peers — Social interactions with siblings — Social interactions with adults on campus — Social interactions with adults off campus — Home culture —		<ul style="list-style-type: none"> <li>• Experience individual and collective empowerment.</li> <li>• Develop and maintain cultural competence.</li> </ul>	

<u>Focus Area</u> <b>HEALTH</b>	<u>Current Situation</u>	<u>CRT Goals</u> <b>The learner will ...</b>	<u>Scheduled Opportunities</u> <b>(Include provider, service, timeline.)</b>
Hygiene — Dietary — Vision — Dental — Mental health — Overall physical well-being — Other —		<ul style="list-style-type: none"> <li>• Develop critical consciousness and agency to challenge systems that produce and sustain social inequities.</li> </ul>	