



Master Academic and Personal Progress Plan

(M.A.P.P.)

The MAPP plan is an integral part of each student’s program at Mountain Springs Preparatory Academy. Each student gets a MAPP plan that has goals tailored to their individual needs and based on their projected length of stay. The MAPP consists of goals in three areas: Academics, Personal Progress, and Family Progress. The MAPP plan is created through input from the student, his parents, his therapist, and the school. The document typically takes about a month to create in a formal way, but the student is working on the goals contained therein from their very first day at Mountain Springs. A student graduates from the program at Mountain Springs when they complete their MAPP plan.

Mountain Springs Preparatory Academy prides itself in providing individualized care for each of our students. The MAPP plan is the tool that makes this possible. Each student is working on their own individualized, unique program while at our school.

The following is a sample of a MAPP plan that a student would receive at Mountain Springs.





Academics

Section One

Areas of Concern: Josh needs to focus on organization, motivation and persistence with his schoolwork at Mountain Springs. In the past organization and severe procrastination hindered Josh’s academic success to the point of school refusal. Josh is intelligent and capable but will need to internalize improved self-discipline with his schoolwork in order to be prepared for college level work. Josh is excited about college and plans to research and apply to college while at student at MSPA.

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| Goals: | Date Achieved |
| 1. Improve organization/study skills and maintain effective organizational systems. | _____ |
| 2. Sustain and internalize academic motivation. | _____ |
| 3. Successfully complete high school classes and receive diploma. | _____ |
| 4. Prepare for college and/or post-high school gap year. | _____ |

Plan to Meet Goals:

Goal #	Date Achieved	Objectives
1.1		Use and maintain a student planner to keep track of tests and other assignment due dates.
1.2		Check Powerschool weekly to stay on track with assignments and their quality.
1.3		Organize your school binders, notebooks, handouts, and books in a way that helps you locate all schoolwork readily and helps you to be an effective learner.
1.4		Complete the Organization Skills Link (requirements can be obtained from Academic Advisor).
1.5		Implement skills learned from the Organization Skills Link over a consistent period of time to demonstrate internalization.
1.6		Maintain a regular schoolwork schedule – i.e., set a routine for doing schoolwork and balance well with free time.
1.7		Complete the Time Management Link (requirements can be obtained from Academic Advisor).
1.8		Implement skills learned from the Time Management Link over a consistent period of time to demonstrate internalization.
1.9		Regularly acknowledge academic anxiety (i.e. when you feel stuck or feel you can’t start) and report it with a teacher or administrator to find a solution.
1.10		Work with your teachers to receive coaching on how to break large projects down into manageable and small steps. When you create a plan for an assignment with smaller steps follow-through on completing the small steps.
1.11		Complete the Study Skills Link (requirements can be obtained from Academic Advisor).
1.12		Implement skills learned from the Study Skills Link over a consistent period of time to demonstrate internalization.
1.13		Work to regularly achieve an average of a “4-Master Learner” or

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		higher on your monthly Academic Progress Rubrics for each class.
2.1		List what motivates and what de-motivates you academically.
2.2		List your academic strengths and weaknesses. Make a plan to strengthen your weaknesses while at MSPA.
2.3		Complete this plan (2.6).
2.4		Eliminate procrastination as a habit.
2.5		Consistently demonstrate motivation academically.
2.6		Work to never be placed on Academic Probation (i.e. do not let any grade fall below a C). If placed on AP, work to get off within a week or less.
2.7/3.1		Set a GPA goal and achieve it.
3.2		Complete Health (.25 credits).
3.3		Complete English (1.25 credits).
3.4		Complete US Government (.5 credits).
3.5		Complete Financial Literacy (.5 credits).
3.6		Complete Computer Tech (.5 credits).
3.7		Complete BYU Independent Study Course – English.
3.8		Complete BYU Independent Study Course –French.
3.9		Regularly check-in with a teacher about each of your independent study courses including Healthy and Computer Tech to ensure that you are remaining on schedule.
3.10		Ask for help, especially with independent study courses when needed.
4.1		List at least 3 future educational goals.
4.2		Research at least 3 careers of interest and their academic requirements.
4.3		Research at least 3 potential college majors of interest and their academic requirements.
4.4		Research on at least 5 colleges of interest including: program options, application requirements, cost, deadlines, housing options, etc.
4.5		Share research from 4.2, 4.3, and 4.4 with your family, Ariel and your therapist and decide on which schools to apply to.
4.6		Apply to the designated schools.
4.7		Understand and articulate the similarities and differences between high school and college level work, academically and socially.
4.8		Identify major challenges you will face in your next educational step and discuss your plans to overcome these challenges with your family, Ariel, and your therapist.
4.9		Research options for a gap-year between completing high school and starting college.

Education Director

Date



Section Two

Personal Progress

Areas of Concern: Josh has enrolled at MSPA after participating in a wilderness program and a boarding school in Montana. He has a history of anxiety problems leading to school trouble and family conflict. He quit going to school altogether. He was also defiant towards his family. He was dishonest and overused the computer and television. Despite improvements while at boarding school, he failed to use his skills after boarding school and further treatment was initiated.

Goals:	<u>Date</u>	<u>Date Achieved</u>
1. Master anxiety management.	1.29.11	_____
2. Internalize personal structure.	1.29.11	_____
3. Prepare for a rewarding future.	1.29.11	_____

Plan to Meet Goals:

Goal #	Date Achieved	Objectives
1.1		Identify triggers to anxiety.
1.2		Identify signs of anxiety.
1.3		Identify and express anxiety when you are feeling it in the moment. Report anxiety to appropriate people (e.g., Ariel, Therapist, Mentor).
1.4		How have you dealt with anxiety poorly in the past?
1.5		Identify all self-destructive behaviors.
1.6		Eliminate self-destructive tendencies.
1.7		Learn IRO.
1.8		Master IRO.
1.9		Develop authentic confidence.
1.10		Write a paper on who you are.
1.11		Be yourself.
1.12		Learn what it is that will bring you true happiness.
1.13		Understand what it is to give up what you want now in favor of what you want most.
1.14		Master patience.
1.15		List your most common thinking errors.
1.16		Overcome your thinking errors.
1.17		Demonstrate that you can connect with feelings and express them effectively.
1.18		“Get out of your head” by becoming more comfortable in the present.
1.19		Identify and begin to master “crisis management” skills.
2.1		List your strengths and weaknesses.
2.2		Identify your values.
2.3		Discuss ways you’ve “sold out” in the past.



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2.4		Identify in detail why things did not work out after Montana Academy.
2.5		Make a detailed plan to avoid repeating mistakes from after Montana Academy.
2.6		What motivates you?
2.7		How can you tell if you're invested?
2.8		Demonstrate regular awareness of what is behind your behaviors.
2.9		Become a less anxious individual.
2.10		Identify and engage in challenges that will prepare you for life post-MSPA.
3.1		Identify a least five life goals.
3.2		Complete Academic Goal #4.
3.3		Establish a self-directed exercise plan (i.e. training schedule) and follow it proactively.
3.4		Write a 5 page paper on your life 2, 5, and 10 years from now.
3.5		Describe a perfect day in your future.
3.6		Define friendship.
3.7		Develop a few close and meaningful friendships at MSPA.
3.8		Describe your ideal girlfriend.
3.9		List your priorities in order.
3.10		How do you intend to keep your priorities straight?
3.11		Demonstrate healthy boundaries in relationships.
3.12		Become a positive influence in your peer group.
3.13		Demonstrate healthy vulnerability.
3.14		Achieve the House of Excellence.
3.15		Once the House of Excellence is achieved, identify needed life skills (budgeting, job preparation, personal finances, etc.) and practice them at MSPA.

Dean of Students

Date



Family

Section Three

Areas of Concern: Josh's individual problems contributed to family tension. Additionally, he reports that he is not particularly close to his parents and he has particular trouble relating to his father. He has also been defiant and dishonest with them.

Goals:	<u>Date</u>	<u>Date Achieved</u>
1. Improve family communication.	1.29.11	_____
2. Strengthen family structure.	1.29.11	_____
3. Become closer as a family.	1.29.11	_____

Plan to Meet Goals:

Goal #	Date Achieved	Objectives
1.1		Learn LRER.
1.2		Master LRER.
1.3		100% honest.
1.4		Josh will become more transparent with his family.
1.5		Maintain regular and meaningful social calls.
2.1		Father and Mother will demonstrate excellent consistency.
2.2		Father and Mother will demonstrate excellent teamwork.
2.3		When compromises cannot be reached, Josh will accept his parents' final decisions.
2.4		Identify negative family patterns.
2.5		Eliminate negative family patterns.
2.6		Identify and process family roles.
2.7		Create an effective family home contract before graduation.
3.1		Identify resentments.
3.2		Resolve resentments.
3.3		Discuss the best times you've had as a family and what made them that way.
3.4		Discuss the worst times you've had as a family and what made them that way.
3.5		Describe the ideal family future.
3.6		Develop and express regular sincere appreciation for each other.
3.7		Discuss what gets in the way of comfortable relating and work through it.
3.8		Create and achieve three goals related to his brother.

Family Therapist _____

Date _____

