

**MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING
INDIVIDUAL PLANNING**

**Professional School Counselor's Guide to the
K-12 Individual Planning Process**

Developed by Missouri Professional School Counselors and Counselor Educators
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A Professional School Counselor's Guide to the K-12 Individual Planning Process (College and Career Readiness)

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Professional School Counselor Individual Student Planning Guide

INTRODUCTION

The Individual Student Planning component of the Missouri Comprehensive Guidance and Counseling Program (MCGCP) emphasizes the importance of planning as students prepare for the future. Learning how to plan is a critical aspect of preparation. Individual Student Planning is a process that formally begins when a child enters school. The process includes acquiring personal knowledge, skills, and understanding in the content area strands of the MCGCP Curriculum: Personal/Social, Academic, and Career Development. These content area strands include essential school and life competencies and form the framework for the MCGCP. Classroom guidance lessons, aligned with grade level expectations, in each of these content areas are introduced at the elementary level and continue through middle and high school, providing the foundation for Individual Student Planning.

Individual student planning activities help all students to plan, monitor, and manage their academic, career, and personal/social development. Within this component, activities are designed to help students evaluate their educational, career, and personal goals and to develop personal plans of study no later than the eighth grade in collaboration with parents/guardians. Individual Student Planning provides direct services to all students K-12 in a variety of settings such as: individual meetings, small groups, classroom lessons, student/parent conferences, assemblies, and workshops.

K-12 COORDINATION

All components of a school district's comprehensive guidance and counseling program must be coordinated K-12 for students to receive the maximum benefits of the program. Students must participate in educational and career planning, transition activities, and appraisal for decision making at all levels in order to optimize the success of their individual planning process. The Individual Planning section of the MCGCP [Internal Improvement Review \(IIR\)](#) gives guidelines for utilizing the district wide process. The Individual Planning Rubrics presented in this guide were developed to assist counselors in organizing the process in their schools. The K-12 coordination of educational/career planning activities, transition activities, and appraisal activities is vital to student success.

Educational/Career Planning- Professional School Counselors (PSCs) facilitate the process in which students develop planning skills and apply the skills to their individual academic plans. Students begin acquiring the needed skills to develop a Personal Plan of Study in elementary school where the emphasis is on **career awareness**. The process continues into middle school as the focus shifts to **career exploration** for their personal interests and strengths. The process culminates with **career planning** and the development of a relevant Personal Plan of Study for high school and post-secondary education/training. The Missouri Comprehensive Guidance and Counseling Program K-12 Curriculum provides sample [units and lessons](#).

Transition Activities: Professional School Counselors (PSCs) understand the importance that personal-social competencies, academic skills, and career and labor market information play as students develop and manage their Personal Plans of Study. The PSC's responsibility is to facilitate this effort when working with the students they serve. Through the Individual Student Planning Component of a District's Comprehensive Guidance and Counseling Program, PSCs assist students with the transitions from grade to grade, school to school, and/or school to work. It takes the involvement of parents/guardians and other

school staff, along with the PSC and student, to develop Personal Plans of Study that meet the individual needs of the students. Transition activities are presented in [APPENDIX 11](#).

Appraisal for Decision Making: PSCs coordinate work with students to analyze and evaluate their abilities, interests, skills, and achievements. Assessment data including results from formal testing as well as informal evaluation information form a basis for developing short-term and long-term plans with students and parents/guardians.

FOCUS AT EACH LEVEL

Elementary Individual Student Planning

The [Individual Planning Process Rubric: Elementary Level](#) has been created to assist the PSC in developing, improving, and maintaining the schools' individual planning process. This document can be utilized to assess the needs a school might have for improving the individual student planning for students to reach college and career readiness by the time they graduate high school.

At the elementary school level, students develop **career awareness** through classroom lessons and group activities and become aware of career paths. The [Elementary Career Development Lessons](#) are sample lessons that address the [Grade Level Expectations](#) of the MCGCP. The emphases in elementary school are two-fold: 1. to help students learn more about themselves, their interests, abilities and aptitudes along with academic knowledge and skills; and 2. to help students understand the value of all work and what people do when they go to work. This awareness and general knowledge is then expanded in middle school.

Having a transition plan at the elementary level is necessary for students and parents to feel at ease as they progress through school. At this level students transition into kindergarten, grade to grade, and to the middle school. PSCs are encouraged to work collaboratively with other building personnel or committees to develop appropriate transition activities. A list of potential activities can be found in [APPENDIX 11](#).

The appraisal process starts in kindergarten. The PSCs responsibility is to help families start gathering and discussing materials that represent the whole child over time. A sample list of items for inclusion in an Individual Student Planning Starter Kit may be found in [APPENDIX 2](#).

The PSC and teacher help students and parents/guardians identify documentation that they will add to their ISP Starter Kit each year. This archive will be helpful to the student and family when making important decisions regarding the student's *Individual Student Planning Resource File* begun in middle school (see [APPENDIX 4](#)) and then the Personal Plan of Study begun no later than the end of the eighth grade year (see [APPENDIX 6](#)). The *ISP Starter Kit* is especially helpful when the student is transitioning to another grade, building or school. Reflecting on the ISP materials, parents/guardians can help their children capitalize on their strengths by choosing opportunities outside of school that will enhance career awareness.

Elementary Materials:

- Individual Student Planning Process Rubric: Elementary Level [APPENDIX 1](#)
- Individual Starter Kit Checklist [APPENDIX 2](#)
 - Begins with Kindergarten;
 - Material added and reviewed each year for parents/guardians to save to aid in transitioning;

- Includes such documents as academic records, work samples, service projects, areas of special interest
- Individual Student Planning Vocabulary [APPENDIX 10](#)

Middle School Individual Student Planning

The [Individual Planning Process Rubric: Middle School Level](#) has been created to assist the PSC in developing, improving, and maintaining the schools individual planning process. This document can be utilized to assess the needs a school might have for improving the individual student planning for students to reach college and career readiness by the time they graduate high school.

During middle school, students have **career exploration** opportunities for more in-depth investigations of the career paths that reflect their emerging preferences in such things as school and community activities and subject areas, as well as personal strengths and limitations. Middle School Individual Student Planning includes gathering information about specific careers within the career paths of greatest interest to individual students. As students prepare for the transition from middle school to high school, they are required to develop a Personal Plan of Study. The [Middle School Career Development Lessons](#) are sample lessons that address all of the MCGCP [Grade Level Expectations](#).

In middle school, the student's elementary school *Individual Student Planning (ISP) Starter Kit* provides the foundation for the middle school *Individual Student Planning (ISP) Resource File*. Middle school continues to be a time of transition. As students adjust to the changing expectations of each grade level, the PSC and the school staff address these transitions. The following links have sample units regarding [transition to Middle School](#) and [progression to High School](#).

To help students transition from elementary to middle school, the middle school PSC coordinates activities with the elementary PSC to provide orientation for students. An orientation allows students to become acquainted with their new school and teachers, easing anxieties and concerns. Another orientation for middle school students entering high school will be held, either at the end of the eighth grade year or the beginning of ninth grade. See [APPENDIX 7](#) for information regarding preparation for an orientation meeting. The PSC is encouraged to have a plan in place in order to reach those parents/guardians and/or students who are unable to attend, including the use of various forms of media and communication tools.

An *Individual Student Planning Resource File* is compiled as middle school students continue through each grade level. Students' Middle School Resource Files may come in various forms with shared responsibility between the student, the home and the school. These materials will aid in the development of a Personal Plan of Study. Some schools may do this electronically on [Missouri Connections](#).

All students and their parents/guardians need to understand the role assessments play in course selection and preparation for high school assessments. PSCs must be aware of and able to interpret the tests used to assess all students. PSCs should coordinate efforts with teachers and administrators in order to interpret test results for parents/guardians and students.

- PSCs should introduce high school coursework to all eighth students and connect how their choices influence post-secondary plans. Students may be unsure of their future career plans, but most should have an understanding of the Career Path or Cluster associated with their interests and abilities. Students will need assistance from the PSC to become aware of the level of post-secondary education for which they plan to prepare. No later than the end of the eighth grade year, all students must create
- Missouri Comprehensive Guidance and Counseling Programs: Linking School Success With Life Success*

an initial Personal Plan of Study which encompasses high school planning, coursework, and post-secondary plans. A sample lesson plan is available at [My Four to Six Year Plan \(My Personal Plan of Study\) \(Lesson 3\)](#).

See [APPENDIX 6](#) for a *Personal Plan of Study Checklist* to use when developing materials for Individual Student Planning Personal Plans of Study. A model Personal Plan of Study is provided in the sample *Individual Student Planning Handbook* ([APPENDIX 8](#)).

Middle School:

- Individual Student Planning Process Rubric: Middle School Level [APPENDIX 3](#)
- Individual Resource File Checklist [APPENDIX 4](#)
 - Begins with Middle School;
 - Builds on/adds to elementary school archives;
 - Includes personal reflections, e. g., interests/strengths/limitations/dreams
- Personal Plan of Study Checklist (PPS)—Initiated no later than 8th grade [APPENDIX 6](#)
 - Initiated no later than 8th grade – **Missouri School Improvement Program (MSIP) requirement;**
 - Builds on and utilizes archives in students’ middle school individual resource files;
 - Uses working documents revisited/reviewed/revised systematically throughout high school;
 - Helps students use resources in to evaluate personal choices;
 - Assists students in developing personal goals;
 - Requires parental involvement as a key element (**required by MSIP**);
 - Promotes concept of life-long planning for success (high school and beyond)
- Individual Student Planning Vocabulary [APPENDIX 10](#)

High School Individual Student Planning

The [Individual Planning Process Rubric: High School Level](#) has been created to assist the PSC in developing, improving, and maintaining the schools individual planning process. This document can be utilized to assess the needs a school might have for improving the individual student planning for students to reach college and career readiness by the time they graduate high school.

Career Paths explored during middle school diverge into Career Clusters in late middle school and high school. Through individual **career planning**, high school students will apply what they have learned about themselves and career paths to understanding occupations within a primary Career Cluster. This focus will help them continue their explorations in a deliberate manner. Students are encouraged to gain work experience within their Career Clusters of interest. As they progress through high school, they will review and modify their Personal Plans of Study based on new knowledge about themselves and the world of work. K-12 Individual Student Planning skills will enable students to adapt to life changes. (See Missouri Connections <http://missouriconnections.org> for information about Career Paths and Career Clusters). [High School Career Development Lessons](#) are sample lessons that address all of the MCGCP Grade Level Expectations.

To help students and their parents/guardians make the transition from middle school to high school, PSCs coordinate transition activities with teachers and administrators. Orientation for middle school students entering high school is needed either at the end of the eighth grade or prior to school starting in the fall of ninth grade or both. (See [APPENDIX 7](#) for suggested agenda for HS Orientation)

High school is a time of transition, concluding with entry into post-secondary education or the workforce. As students adjust to the changing expectations of each grade level, the PSC and the school staff address these transitions. The Personal Plan of Study needs to be reviewed and updated at least annually to ensure that it continues to provide direction toward the student's academic and career goals. The sample classroom activity for this review is called [Revisiting the Personal Plan of Study and Post HS Requirements \(Lesson 1\)](#) (This is a 9th grade lesson that can be used each year.)

All students and their parents/guardians should understand the role assessments play in post-secondary choices. PSCs must be aware of, and be able to interpret the tests used. PSCs should coordinate efforts with teachers and administrators in order to interpret test results for parents/guardians and students, especially when assisting them with post-secondary planning.

During high school, Individual Student Planning involves building on previous information contained in the resource file. This process helps student make wise choices when developing and revising their Personal Plans of Study.

Common Individual Student Planning Activities of High School PSCs:

- Continue to build upon what the elementary and middle school PSCs have done with the Career Awareness and Career Exploration.
- Help students gather personal choice information through interest/skills/values surveys. (See www.missouriconnections.org .)
- Develop Individual Student Planning materials for students to use: *Personal Plan of Study* ([APPENDIX 6](#)), *Individual Student Planning Handbook* ([APPENDIX 8](#)), *Career Paths/Clusters* relationships to academic courses and activities (Sample in the *Individual Student Planning Handbook*), and labor outlook information available on www.careerclusters.org . [APPENDIX 7](#) for a Resource Chart with links to information to take into consideration when developing these materials.
- Organize a parent night for incoming students explaining the Personal Plan of Study process.
- Conduct individual and/or group meetings with students to interpret test results to help develop and maintain Personal Plans of Study: test data (i.e. Aspire PSAT, ACT, SAT etc.), career surveys, educational achievements, and post-secondary requirement information
- Review and revise Personal Plans of Study with students individually, in small groups or in a classroom guidance activity at least annually (Revisiting the Personal Plan of Study and Post HS Requirements (Lesson 1). This may be done online through: <http://missouriconnections.org/>.
- Help students with course advisement and selection using the *Individual Student Planning Handbook*
- Revise student schedule based on identified needs
- Confer annually with students and parents/guardians regarding Personal Plans of Study
- Help student transition to post-secondary options (individually, in small groups or in classroom guidance activities, financial aid program, college/career fairs, parent workshops, etc...)
- Assist students with tracking graduation and post-secondary requirements (transcript reviews, credit studies, standardized test scores, NCAA requirements http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp, college admissions requirements, etc.)

High School Materials:

- Individual Student Planning Process Rubric: High School [APPENDIX 5](#)
- Personal Plan of Study Checklist (PPS)—Review and update annually [APPENDIX 6](#)
- Sample Agenda for High School Orientation [APPENDIX 7](#)

- Individual Planning Student Handbook [APPENDIX 8](#)
- Individual Student Planning Resources [APPENDIX 9](#)
- Individual Student Planning Vocabulary [APPENDIX 10](#)

INDIVIDUAL STUDENT PLANNING PROGRAM EVALUATION

Evaluation: Program + Personnel = Results: This information is provided for the Professional School Counselor (PSC) to consider when conducting evaluation – such as an Internal Improvement Review – of the Individual Planning component of the MCGCP. PowerPoint presentations, videos, sample templates, and summaries of results based projects conducted by practicing professional school counselors are available to assist with an evaluation plan as required by MSIP.

<http://dese.mo.gov/college-career-readiness/guidance-counseling/evaluation>

*The individual Student Planning Rubrics will assist the PSC with identifying strengths and weaknesses of the program but are not meant as program evaluation.

Kindergarten-Fifth Grade College and Career Readiness for Missouri Students

APPENDIX 1

Individual Student Planning Process Rubric: Elementary Level				
Directions: Circle the box that represents your school/district's current counseling practice for each Performance Element				
Performance Element	1 Emerging	2 Developing	3 Meets Standard	4 Advanced
Student Engagement	Students participate in classroom guidance lessons about career awareness at all levels.	Students participate in lessons about career awareness, informally show they have attained the MCGCP GLEs, and are involved in transition activities at all levels.	Students are participating in lessons about career awareness and transition activities at all levels, can formally show they have attained the MCGCP GLEs and can apply the attainment to life choices.	Students are actively engaged in lessons about career awareness and transition activities at all levels, can show they have attained the MCGCP GLEs through formative/summative assessments and can apply to life choices showing an evolution of career awareness maturity at all levels.
Missouri Comprehensive Guidance and Counseling Program (MCGCP) Requirements	Plans and activities have been developed for <u>one</u> of the following: All K-5 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	A process has started to develop sequential career awareness activities. The program addresses <u>two</u> of the following: All K-5 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career awareness activities and program are developmental, sequential, and integrated into the instructional program. The annually evaluated program addresses <u>all</u> of the following: All K-5 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career awareness activities and program are evaluated, improved and maintained as part of the CGCP, integrated into the instructional program and insure <u>all</u> of the following are of high quality: All K-5 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.
Counselor Engagement & Leadership	Counselor presents K-5 career awareness lessons and works with district counselors to begin a plan that addresses all MCGCP Grade Level Expectations.	Counselor collaborates with administrators, district counselors and teachers to present and maintain developmental and sequential individual planning activities (career awareness lessons, assemblies, whole school celebrations, etc.) and transitioning activities for grades K-5.	Counselor provides leadership by collaborating with administrators, district counselors and teachers to present, evaluate, and maintain developmental and sequential guidance activities for: All K-5 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP.	Counselor provides leadership by collaborating with all stake holders to evaluate, improve and maintain the CGCP, integrating it into the instructional program and insuring <u>all</u> of the following are of high quality: All K-5 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP.
Administrators & Staff Engagement	Counselor communication is focused on developing mutually supportive roles for administrators and staff in the career awareness process.	Counselor collaborates with administrators and staff to integrate career awareness activities into the instructional and school program.	Administrator provides support for counselor and staff by advocating for the implementation of career awareness lessons, across curriculum, and transition activities for all students.	Administrator provide leadership, expectations, and support for counselor and staff to implement, review, enhance and maintain career awareness and transition activities as an integral part of the MCGCP and school curriculum.
Parental/Guardian Engagement	Career awareness and transitioning information is sent home to parents/guardians and/or posted on the website.	Career awareness and transitioning information that includes suggestions for parental engagement is sent home to parents/guardians and/or posted on the website.	Parents/guardians are given the opportunity to participate in career awareness activities. Career awareness, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meetings, and parent conferences.	A significant number of parents/guardians participate in career awareness activities, complete a needs assessment, and/or participate on the comprehensive guidance and counseling advisory committee. Career awareness, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meeting, and parent conferences.
Community Engagement	School career awareness information and community resources are identified and posted on the school website and/or newsletter.	A school wide career awareness activity engaging community guest speakers and resources is planned and implemented.	Community partnerships (sponsoring programs, mentoring, guest speakers, providing resources, or participation on the advisory committee and/or career/college fairs) are formed and functioning.	Community partnerships (sponsoring programs, mentoring, guest speakers, providing resources, or participation on the advisory committee and/or career/college fairs) are functioning as an integral part of the MCGCP.
Transitioning & Postsecondary Linkage	A school plan for grade to grade and building to building transitions is being developed in collaboration with administrators, counselors, and staff.	A district-wide plan for grade to grade and building to building transitions is being developed in collaboration with administrators, district counselors, and staff.	Transitioning plans including grade to grade, building to building, and post-secondary linkage activities have been established and are evaluated annually by counselors, administrators and staff.	Transitioning plans includes grade to grade, building to building, and post-secondary linkage activities are implemented, evaluated annually by all stake holders, and are maintained and improved.
Program Evaluation	Counselor annually reviews career awareness activities.	Counselor annually collects feedback from staff and students and reviews all career awareness activities with administrators.	The career awareness program is evaluated annually using the Individual Student Planning Section of the Internal Improvement Review (IIR) and feedback. Counselors collaborate with the advisory committee, staff, parents/guardians and students to evaluate career awareness and transitioning activities.	The career awareness program is evaluated, improved and maintained annually using the Individual Student Planning Section of the Internal Improvement Review (IIR), at least one research project. (PRoBE), and needs assessment data in collaboration with all stake holders.

ELEMENTARY SCHOOL INDIVIDUAL STUDENT PLANNING STARTER KIT

CHECKLIST/PARENT LETTER

This ISP STARTER KIT includes a variety of materials that Elementary School students and their families may use when discussing student interests and goals, when making decisions regarding the students' educational and career goals, and when the student is transitioning to another grade, building or school district.

The documentation of the following key elements should be kept as the student progresses through elementary school:

- Report cards
- Formal academic assessment results
- Certificates of achievement and awards
- Individualized educational information (e.g. Gifted and Talented Program, Behavioral Plans, Health Limitations, IEPs, 504 Plans)
- Participation in activities, teams, organizations and clubs
- Volunteer activities, job shadowing and work experience (e.g. babysitting, lawn mowing, dog walking, raking leaves or shoveling snow)
- Career interest survey results and Career Path interest
- Recognition, awards and personal achievement (e.g. media such as: newspaper clippings, internet news items)
- Financial considerations for post-secondary options (savings plan information, parents' plan for financing education, information about costs of post-secondary options, etc...)
- Parent Involvement

(Print on school letterhead)

Date

Dear Parents/Guardians,

Congratulations! Your child is going to start kindergarten. This is a major transition for both your child and you. To help you keep track of your child's personal, social, academic, and career development, I am supplying you with this *Individual Planning Starter Checklist*. This checklist consists of items which I urge you to save during your child's elementary years and beyond. This is a great tool to have when your child transitions to Middle School and High School or if your child transfers to a different elementary school or district. *It is also a great way to sit down with your child and intentionally plan after school and summer experiences!*

The checklist provided is simply a reference, as you are encouraged to keep as much of your child's school work as you wish. During the elementary years your child will have different career awareness experiences. Later in middle school, he/she will begin exploring career interests and even begin thinking about which classes to take in high school. This checklist will help discover and reminisce about the subjects or topics your child has gained interest in and in which ones he/she excels.

Enjoy collecting, reviewing, reflecting on this information with your child!

Sincerely,

Professional School Counselor

Individual Student Planning Process Rubric: Middle School Level

Directions: Circle the box that represents your school/district's current counseling practice for each Performance Element

Performance Element	1 Emerging	2 Developing	3 Meets Standard	4 Advanced
Student Engagement	Students participate in classroom guidance lessons about career exploration at all levels.	Students participate in lessons about career exploration, informally show they have attained the MCGCP GLEs, and are involved in transition activities at all levels.	Students are participating in lessons about career exploration and transition activities at all levels, can formally show they have attained the MCGCP GLEs and can apply the attainment to life choices. By eighth grade all students have developed a Personal Plan of Study for high school and beyond.	Students are actively engaged in lessons about career exploration and transition activities at all levels, can show they have attained the MCGCP GLEs through formative/summative assessments and can apply the attainment to life choices showing an evolution of career exploration maturity at all levels. By eighth grade all students have developed a Personal Plan of Study for high school and beyond.
Missouri Comprehensive Guidance and Counseling Program (MCGCP) Requirements	Plans and activities have been developed for <u>one</u> of the following: All 6-8 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	A process has started to develop sequential career exploration activities. The program addresses <u>two</u> of the following: All 6-8 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career exploration activities and program are developmental, sequential, and integrated into the instructional program. The annually evaluated program addresses <u>all</u> of the following: All 6-8 MCGCP Grade Level Expectations; Transition activities at all grade levels (including a Personal Plan of Study by the end of eighth grade); Adequate interpretation of test results for students and parents.	The career exploration activities and program are evaluated, improved and maintained as part of the CGCP, integrated into the instructional program and insure <u>all</u> of the following are of high quality: All 6-8 MCGCP Grade Level Expectations; Transition activities at all grade levels (including a Personal Plan of Study by the end of eighth grade); Adequate interpretation of test results for students and parents.
Counselor Engagement & Leadership	Counselor presents sixth through eighth grade career exploration lessons and works with district counselors to begin a plan that addresses all MCGCP Grade Level Expectations.	Counselor collaborates with administrators, district counselors and teachers to present and maintain developmental and sequential individual planning activities (career exploration lessons, assemblies, whole school celebrations, etc.) and transitioning activities for grades six through eight.	Counselor provides leadership by collaborating with administrators, district counselors and teachers to present, evaluate, and maintain developmental and sequential guidance activities for: All sixth-eighth grade MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP. Working with high school counselors assists students to develop a Personal Plan of Study for High School no later than 8 th Grade.	Counselor provides leadership by collaborating with all stake holders to evaluate, improve and maintain the CGCP, integrating it into the instructional program and ensuring <u>all</u> of the following are of high quality: All 6-8 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP. Working with high school counselors assists students in the development of a Personal Plan of Study for high school no later than eighth grade.
Administrators & Staff Engagement	Counselor communication is focused on developing mutually supportive roles for administrators and staff in the career exploration process.	Counselor collaborates with administrators and staff to integrate career exploration activities into the instructional and school program.	Administrator provides support for counselor and staff by advocating for the implementation of exploration lessons, across curriculum, and transition activities for all students.	Administrator provide leadership, expectations, and support for counselor and staff to implement, review, enhance and maintain career exploration activities as an integral part of the MCGCP and school curriculum.
Parental/Guardian Engagement	Career exploration and transitioning information is sent home to parents/guardians and/or posted on the website.	Career exploration and transitioning information that includes suggestions for parental engagement is sent home to parents/guardians and posted on the website.	Parents/guardians are given the opportunity to participate in career exploration activities and required to review and sign their child's Personal Plan of Study for high school. Career exploration, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meetings, and parent conferences. Parents/guardians attend an orientation for high school with their child and actively participate in the development of their child's Personal Plan of Study.	A significant number of parents/guardians participate in career exploration activities, complete a needs assessment, and/or participate on the comprehensive guidance and counseling advisory committee. Career awareness, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meeting, and parent conferences. Parents/guardians attend an orientation for high school with their child and actively participate in the development of their child's Personal Plan of Study.
Community Engagement	School career exploration information and community resources are identified and posted on the school website and newsletter.	A school wide career exploration activity engaging community guest speakers and resources is planned and implemented annually.	Community partnerships (sponsoring programs mentoring, guest speakers, providing resources, or participation on the advisory and/or career/college fairs) are formed and functioning.	Community partnerships (sponsoring programs mentoring, guest speakers, providing resources, or participation on the advisory and/or career/college fairs) are functioning as an integral part of the MCGCP.
Transitioning & Postsecondary Linkage	A school plan for grade to grade and building to building transitions is being developed in collaboration with administrators, counselors, and staff.	A district-wide plan for grade to grade and building to building transitions is being developed in collaboration with administrators, district counselors, and staff.	Transitioning plans including grade to grade, building to building, and post-secondary linkage activities have been established and are evaluated annually by counselors, administrators and staff.	Transitioning plans includes grade to grade, building to building, and post-secondary linkage activities are implemented, evaluated annually by all stake holders, improved, and maintained.
Program Evaluation	Counselor annually reviews career exploration activities.	Counselor annually collects feedback from staff and students and reviews all career exploration activities with administrators.	The career exploration program is evaluated annually using the Individual Student Planning Section of the Internal Improvement Review (IIR) and feedback. Counselors collaborate with the advisory committee, staff, parents/guardians and students to evaluate career exploration activities.	The career exploration program is evaluated, improved and maintained annually using the Individual Student Planning Section of the Internal Improvement Review (IIR), at least one research project. (PRoBE), and needs assessment data in collaboration with all stake holders.

MIDDLE SCHOOL INDIVIDUAL STUDENT PLANNING RESOURCE FILE

CHECKLIST

This ISP RESOURCE FILE includes a variety of information to help Middle School students and their families when talking together about students' interests and goals and when exploring academic and career options (8th grade and beyond), when making important educational and career decisions, and is especially helpful when the student is transitioning to another grade, building or school district.

The documentation of the following key elements should be kept as the student progresses through middle school:

- Report cards
- Middle School coursework and grades
- Formal academic assessment results
- Certificates of achievement and awards
- Individualized educational information (e.g. Gifted and Talented Program, Behavior Plans, Health Limitations, IEPs, 504 Plans)
- Participation in school and community activities
- Volunteer/job shadowing/work experience
- Career interest survey results/Career Path and Career Cluster information
- Recognition, awards and personal achievement (e.g. media such as: newspaper clippings, internet news items)
- Parent/Guardian Involvement
- Initial Personal Plan of Study ([Appendix 6](#))

Individual Student Planning Process Rubric: High School Level

Directions: Circle the box that represents your school/district's current counseling practice for each Performance Element

Performance Element	1 Emerging	2 Developing	3 Meets Standard	4 Advanced
Student Engagement	Students participate in career planning at all levels.	Students participate in career planning, informally show they have attained the MCGCP GLEs, and are involved in transition activities at all levels.	Students are participating in career planning and transition activities at all levels, can formally show they have attained the MCGCP GLEs and can apply the attainment to life choices. Annually review and update a Personal Plan of Study for high school and beyond.	Students are actively engaged in career planning and transition activities at all levels, can show they have attained the MCGCP GLEs through formative/summative assessments and can apply the attainment to life choices showing an evolution of career planning maturity at all levels. Annually review and update a Personal Plan of Study for high school and beyond.
Missouri Comprehensive Guidance and Counseling Program (MCGCP) Requirements	Plans and activities have been developed for <u>one</u> of the following: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	A process has started to develop sequential career planning activities. The program addresses <u>two</u> of the following: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career planning activities and program are developmental, sequential, and integrated into the instructional program. The annually evaluated program addresses <u>all</u> of the following: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels (annually review and update a Personal Plan); Adequate interpretation of test results for students and parents.	The career planning activities and program are evaluated, improved and maintained as part of the CGCP, integrated into the instructional program and insure <u>all</u> of the following are of high quality: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels (annually review and update a Personal Plan); Adequate interpretation of test results for students and parents.
Counselor Engagement & Leadership	Counselor presents ninth through twelfth grade career planning lessons and works with district counselors to begin a plan that addresses all MCGCP Grade Level Expectations.	Counselor collaborates with administrators, district counselors and teachers to present and maintain developmental and sequential individual planning activities (career planning lessons, assemblies, whole school celebrations, etc.) and transitioning activities for grades nine through twelfth.	Counselor provides leadership by collaborating with administrators, district counselors and teachers to present, evaluate, and maintain developmental and sequential guidance activities for: all ninth through twelfth grade MCGCP Grade Level Expectations; transition activities at all grade levels; adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP. Working with students to annually review and update their Personal Plan of Study.	Counselor provides leadership by collaborating with all stake holders to evaluate, improve and maintain the CGCP, integrating it into the instructional program and ensuring <u>all</u> of the following are of high quality: all ninth through twelfth grade MCGCP Grade Level Expectations; transition activities at all grade levels; adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP. Working with students to annually review and update their Personal Plan of Study.
Administrators & Staff Engagement	Counselor communication is focused on developing mutually supportive roles for administrators and staff in the career planning process.	Counselor collaborates with administrators and staff to integrate career planning activities into the instructional and school program.	Administrator provides support for counselor and staff by advocating for the implementation of career planning and transition activities for all students across the curriculum.	Administrator provide leadership, expectations, and support for counselor and staff to implement, review, enhance and maintain career planning activities as an integral part of the MCGCP and school curriculum.
Parental/Guardian Engagement	Career planning and transitioning information is sent home to parents/guardians and/or posted on the website.	Career planning and transitioning information that includes suggestions for parental engagement is sent home to parents/guardians and/or posted on the website.	Parents/guardians are given the opportunity to participate in career planning activities and required to review and sign their child's Personal Plan of Study for high school. Career planning, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meetings, and parent conferences.	A significant number of parents/guardians participate in career planning activities, complete a needs assessment, and/or participate on the comprehensive guidance and counseling advisory committee. Career planning, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meeting, and parent conferences.
Community Engagement	School career planning information and community resources are identified and posted on the school website and newsletter.	A school wide career planning activity engaging community guest speakers and resources is planned and implemented annually.	Community partnerships (sponsoring programs mentoring, guest speakers, providing resources, or participation on the advisory and/or career/college fairs) are formed and functioning.	Community partnerships (sponsoring programs mentoring, guest speakers, providing resources, or participation on the advisory and/or career/college fairs) are functioning as an integral part of the MCGCP.
Transitioning & Postsecondary Linkage	A school plan for grade to grade and building to building transitions is being developed in collaboration with administrators, counselors, and staff.	A district-wide plan for grade to grade and building to building transitions is being developed in collaboration with administrators, district counselors, and staff.	Transitioning plans including grade to grade, building to building, and post-secondary linkage activities have been established and are evaluated annually by counselors, administrators and staff.	Transitioning plans includes grade to grade, building to building, and post-secondary linkage activities are implemented, evaluated annually by all stake holders, improved, and maintained.
Program Evaluation	Counselor annually reviews career planning activities.	Counselor annually collects feedback from staff and students and reviews all career planning activities with administrators.	The career planning program is evaluated annually using the Individual Student Planning Section of the Internal Improvement Review (IIR) and feedback. Counselors collaborate with the advisory committee, staff, parents/guardians and students to evaluate activities.	The career planning program is evaluated, improved and maintained annually using the Individual Student Planning Section of the Internal Improvement Review (IIR), at least one research project. (PProBE), and needs assessment data in collaboration with all stake holders.

APPENDIX 6

PERSONAL PLAN OF STUDY

CHECKLIST (Initiated in 8th Grade)

Research suggests that students are more successful academically when there is a strong individual planning component, especially at the secondary level (Gysbers, Lapan and Kayson, 2007). The Personal Plan of Study checklist is provided to ensure all Missouri personal plan of study templates include key elements.

The following elements should be included:

- Student name
- Graduation year
- Career path/career cluster identified
- Post-secondary plans identified
- High School courses to be taken each year
- Career technical education courses/program offerings
- District high school graduation requirements
- Additional learning opportunities
 - School Based Examples: Career Research, Cooperative Education, Internship, Job Shadowing, and Service Learning Project
 - Community Based Examples: Mentorship, Volunteer, Part-time Employment
 - Student Organization Examples: DECA, FBLA, FFA, FCCLA, SkillsUSA, Biology Club, and Foreign Language Club
- Assessment/Certification Examples: TSA, SkillsUSA Contests, Compass Test, ACT Aspire, ACT, PSAT, SAT, ASVAB
- Documentation of parent Involvement
- Annual review/revision signatures

APPENDIX 7

Preparation for High School Orientation Night

Materials:

Individual Student Planning Guides, agenda, enrollment forms, personal plans of study, table for set-up, refreshments and appetizers (if applicable), evaluation for parents/guardians, and sign-in sheets.

Pre-Planning:

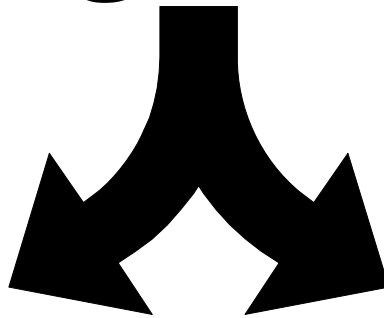
Reserve facilities, promote event (e.g. marquee, classroom visits, mailings, email, etc.), print materials, contact and confirm presenters (club and activity sponsors, department chairs, administrators, nurse, teachers, etc.), prepare personal agenda (see below), and other items applicable to your setting.

Sample Agenda for Orientation

1. Welcome by administrator and introduce presenters.
2. Immunization and health updates by school nurse.
3. Explain acquisition of credits for high school graduation.
4. Describe College Requirements.
5. MSHSAA, NAIA and NCAA (http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp) requirements and expectations.
6. Explain career clusters (www.careerclusters.org) and the relationship to a student's Personal Plan of Study.
7. Teachers present information about courses and programs in the district.
8. Discuss the "Enrollment Process," Personal Plans of Study, and district scheduling policies.
9. Ask audience for questions.
10. Building tour which may include a club/activity fair and student council/ambassador helpers.

APPENDIX 8

Sample
**College & Career
Planning Handbook**



Personal Plan of Study
Course Descriptions/Graduation Requirements
Career Paths

(Insert school logo or photo, web address and general contact information)

INTRODUCTION

The purpose of this handbook is to provide assistance to students, parents/guardians, and school counselors in developing and updating each students' Personal Plans of Study. Students need to take into consideration their interests, abilities, and talents when choosing a career path and cluster. The intent is not to have students choose a specific occupation, but to see the broader career pathways and select courses that will enable them to get as much knowledge and as many skills as possible given their individual interests, strengths and needs.

“Sample” High School provides work experience training programs, college preparatory studies and technical/vocational training to students each year. Once students know in what direction they want to focus their energy, they need to decide on the type of training that is best for them. Students may choose hands-on technical training, further education at a college or university, military training, or on-the-job apprentice training. Each of these choices may require them to make certain adjustments to their Personal Plan of Study each year. Professional School Counselors will provide assistance with these adjustments, and students are to review their Personal Plan of Study with their parents/guardians each year. After they have made revisions to their plans, they review revisions with their school counselor. The revised plan aids students in their yearly scheduling process.

SAMPLE HIGH SCHOOL

(School Year)

PRINCIPAL: *List appropriate personnel here with contact information*

ASSISTANT PRINCIPAL:

PROFESSIONAL SCHOOL COUNSELORS:

REGISTRAR:

CONTENTS:

CAREER PATHWAYS

STUDENT GRADUATION ELIGIBILITY

ACTIVITY ELIGIBILITY

HONOR COURSES

A+ PROGRAM ELIGIBILITY

PERSONAL PLAN OF STUDY

DUAL CREDIT COURSES

ARTICULATED COURSES

AREA TECHNICAL SCHOOL PROGRAMS

INDEPENDENT STUDY COURSES

MOVIP

SUMMER SCHOOL

GRADE POINT AVERAGES

SCHEDULE CHANGES

STUDENT CLASSIFICATION

ADVISORY

TEST INFORMATION

COURSE OFFERINGS & DESCRIPTIONS

CROSSWALK OF CAREER PATHS/CLUSTERS

*For more Information go to www.missouriconnections.org

<p>Arts and Communications (Artistic "Creators") Clusters: Arts, Audio/Visual Technology & Communications Occupations include: Architecture, Interior Design, Creative Writing, Fashion Design, Film, Fine Arts, Graphic Design, Journalism, Languages, Radio, TV, Advertising, Public Relations Recommended Electives: Computer Applications, Shop, Journalism, Drawing, Painting, Speech/Drama, Choir, Band, Music Appreciation, Textiles I & II, Housing, Graphic Arts, Drafting, Ceramics, Foreign Languages, Web Design and Digital Media, and Culinary Arts programs Clubs & Activities: Drama, Art, Shop, & Graphics Clubs, Speech Contest, FCCLA, Yearbook Possible Volunteer/Work Experience: community theater, church choir, radio/TV station, write for local newspaper, sing national anthem at events, talent shows, face painting</p>	<p>Human Services (Social "Helpers") Clusters: Education & Training, Government & Public Administration, Hospitality & Tourism, Law/Public Safety/Corrections/Security Occupations include: Related to Economic, Political and Social systems, Education, Government, Law & Law enforcement, Leisure & Recreation, Military, Religion, Child Care, Social Services and Personal Services Recommended Electives: Computer Applications, Drama, Child Development I & II, Culinary I & II, Psychology, American Government, Weight Training, Speech, Cont. Issues, Law, Advanced American History I & II, AP Psychology, AP Government, Sociology, Family Health, Tourism & Hospitality Clubs & Activities: Sports, Student Council, Class officer, FCCLA, TREND, Youth Alive, A+ Program, Teen CERT Possible Volunteer/Work Experience: work for political campaigns, day care, teacher aide, YMCA, scouts, Junior Achievement, A+ tutor</p>
<p>Business, Management and Technology (Conventional "Organizers") Clusters: Information Technology, Finance and Marketing Occupations include: Sales, Entrepreneurship, Marketing, Computers, Finance Accounting, Personnel, Economics and Management Recommended Electives: Computer Applications, Publications, Accounting, Marketing, Personal Finance, COE, Sports & Entertainment Marketing, Computer Graphics, Economics, Speech, Digital Media, Career Opportunities., Web Design, Desktop Publishing, Business Technology, Tourism & Hospitality, Digital Media and Business Management Program at the ATS Clubs & Activities: FBLA, DECA, Possible Volunteer/Work Experience: Junior Achievement, sales projects for clubs, raise money for charitable causes, office or guidance office aide</p>	<p>Industrial & Engineering Technology (Realistic/Investigative/ Conventional "Doers/Thinkers/Organizers") Clusters: Architecture/Construction, Manufacturing, Science/Technology/Engineering/Math, Transportation, Distribution & Logistics Occupations include: Related to Design, Develop, Install, and Maintain Physical Systems, Engineering, Manufacturing, Construction, Service and related Techs. Recommended Electives: Computer Applications, Geometry, Physics, Publications, Sculpture, Ceramics, Shop I, Small Engines, Architectural Drafting, Metals, Mechanical Drafting, ABC Science, Speech and Jefferson College programs in Electronics, Computer Aided Drafting, Auto Tech, Machine Tool Tech, Welding, Residential Carpentry, Residential Wiring Clubs & Activities: Shop, Math, Art, Graphics, and Computer Clubs, Yearbook Possible Volunteer/Work Experience: maintenance and repairing small appliances, automobiles, or computers.</p>
<p>Health Services (Investigative/Social "Thinkers/Helpers") Clusters: Health Sciences Occupations include: Related to the promotion of health and the treatment of disease. Research, Prevention, Treatment and related Technologies Recommended Electives: Anatomy/Physiology, ABC Science, Adv. Biology, Chemistry, Psychology, Computer Applications, Weight Training, Boys/Girls Health, Family Health, Contemporary Issues, Culinary I & II, Speech, Jefferson College Health Program Clubs & Activities: Science Club, FHA, Weight lifting, TREND, Teen CERT Possible Volunteer/Work Experience: hospital volunteer, Red Cross, donate blood, food service advisory board member, nurse/pharmacist for a day</p>	<p>Natural Resources (Realistic "Doers") Clusters: Agriculture, Food, Natural Resources Occupations include: Related to Agriculture, Environment and Natural Resources: Agriculture Science, Environmental Science, Earth Science, Fisheries, Forestry, Horticulture and Wildlife Recommended Electives: Computer Applications, Geology, Ecology, Advanced Biology, Chemistry, Culinary, Speech, ABC Science Clubs & Activities: Missouri Conservation, Science Club, Outdoor Activities, Green Team Possible Volunteer/Work Experience: Adopt a Highway or River, florist, parks, botanical gardens, zoo, veterinary, animal shelter</p>

STUDENT GRADUATION ELIGIBILITY

Students eligible for graduation must have 24 units of credit. All students must complete eight (8) semesters of high school. Also, each student must pass a satisfactory test on the Constitution of Missouri and the Federal Constitution prior to graduation.

The following is the minimum basic requirements that all students at Sample High School must successfully pass to graduate.

- All credits are to be earned in grades 9 through 12.
- 24 units are to be distributed minimally as follows:

Mathematics - 3 units	Practical Arts - 1 unit
Language Arts - 4 units	Fine Arts - 1 unit
Science - 3 units	Physical Ed. - 1 unit
Social Studies - 3 units	Health - ½ unit
Personal Finance - ½ unit	Electives - 7 units

The following are the minimum requirements that all students must successfully pass to be eligible for college enrollment and the college prep diploma.

- All credits are to be earned in grades 9 through 12.
- A minimum cumulative GPA of 3.0 or "B" average.
- An ACT composite score of 21 or higher.
- 25 units are to be distributed minimally as follows:

Mathematics - 4 units*	Speech – ½ unit
Language Arts - 4 units	Fine Arts - 1 unit
Science - 3 units**	Physical Ed. - 1 unit
Social Studies - 3 units	Health – ½ unit
Foreign Language - 2 units	Practical Art - 1 unit (<i>Comp App ½</i>)
Personal Finance – ½ unit	Electives – 4 ½ units

*Algebra I or higher (8th grade Algebra accepted for college prep diploma)

**1 unit of each: Physics I⁺, Biology and Chemistry required

In order to complete the required credits for graduation, the student has the opportunity to choose a variety of courses that would fit his or her career path.

ACTIVITY ELIGIBILITY

All students wanting to participate in high school athletics, band, choir or any other competitive activity must be enrolled in and successfully complete 3 credits (six classes) the semester before the and during which they participate. This is a MSHSAA rule for all schools. Students interested in participation in college athletics need to understand the rules and regulations of the NCAA Eligibility Standards go to www.ncaastudent.org to get the information prior to completing their personal plan of study.

MISSOURI A+ PROGRAM ELIGIBILITY

Students who are interested in receiving the benefit must sign an "A+ Agreement" form and return it to the A+ counselor's office during sophomore year.

Requirements to complete the A+ Program:

- Sign an A+ Agreement and submit it to the A+ Office.
- Earn a cumulative grade point average (GPA) of 2.5 on a 4.0 scale by graduation.
- Maintain a 95% attendance average over a 4-year period.
- Provide 50 hours of supervised, unpaid tutoring within the Sample School District.
- Maintain a record of good citizenship (No OSS)
- Avoid the unlawful use of drugs (have no alcohol or drug offenses on school or police records).
- Attend an A+ high school the 3 years prior to graduation.
- Be a US citizen
- The student and their parents/guardians must also complete a free application for Federal Student Aid. (FAFSA) after Jan. 1st of senior year. Form available: www.fafsa.gov
- Satisfactory test score requirement

HONOR COURSES (H)

Honor courses are for the academically gifted students. Finals in the honor courses will count as 20% of the semester grade. Ninth & Tenth Grade students must maintain at least a B average to continue in an honors class. These courses are weighted for GPA & Rank in Class.

Honor (H) courses offered at Sample High School are as follows:

H. English I	H. English II
H. English III	H. English IV
H. Algebra II	H. Geometry
H. Pre-Calculus	H. College Algebra
H. AP Calculus	H. Physics First

H. Statistics	H. Biology I
H. Chemistry I	H. Chemistry II
H. Advanced Biology	H. Anatomy/Physiology
H. Advanced Physics	H. World History
H. American History	H. AP Govt. & Politics
H. AP Psychology	H. Adv. Am. History I & II
H. You and the Law	H. Span III
H. Span IV	H. French III
H. French IV	H. Accounting
H. Business Technology	

DUAL CREDIT COURSES

Dual Credit courses provide an opportunity for qualifying students to not only earn high school credit but also college credit for the course.

Applications and fees to take a course for college credit must be submitted to the college during the first 2 weeks of the course.

Instructors of these courses will go over the cost and procedures with the students.

The following colleges offer academic college courses:

List the colleges with dual credit agreements in your district.

At this time, the college courses that are offered are as follows:

H. Advanced Biology	H. English IV
H. Chemistry II	H. College Algebra
H. Adv. Am. History I	H. Pre-Calculus
H. Adv. Am. History II	H. French III
H. Span III	H. Span IV
H. Business Technology	

The following courses are offered for Advanced Placement credit, which means at the end of the course they may choose to take the AP exam (at their own expense) and possibly earn college credit:

AP Art Portfolio	H. AP Calculus
H. AP Govt. & Politics	H. AP Psychology

ARTICULATED COURSES

Students may articulate the following courses through Sample College earning credit toward an Associate Degree of Applied Science:

Computer Applications	Marketing II
Accounting	

AREA TECHNICAL SCHOOL PROGRAMS

Students enrolled in Area Tech School classes attend these classes on the Sample College Campus and may earn 3 (High School) credits for each year completed. Students will also be enrolled in 4 classes on Sample High School Campus in order to meet all graduation requirements.

Students may earn credit towards an Associate Degree in Applied Science at Sample College upon successful completion of most of the programs.

Area Technical School Programs Available:

Advanced Residential Carpentry 11-12
Automotive Technology 12
Building Repair Technology 10-12
Business Management 11-12
CAD Architecture 12
CAD Engineering 11-12
Early Childhood & Elementary Education 11-12
Culinary Arts 10-12
Digital Media Technology 11-12
Web Design & Computer Operations 11-12
Health Services Assistant 11-12
Heating/Refrigeration/AC 12
Metal Fabrication 10-12
Residential Carpentry 10-12
Residential Wiring 11-12
Welding Technology 11-12

SPECIAL SERVICES

Courses are offered for individual students with diagnosed special needs.

INDEPENDENT STUDY COURSES

High school correspondence courses and Plato web courses are available for students who need to make up credit missed. Only juniors and seniors are eligible to take these courses if they need to earn credit in order to graduate on time. A student must have approval from the principal and/or

a counselor in order to receive an application. Those students not meeting the requirements for graduation may elect to take correspondence or Plato courses to supplement credit earned at Sample High School with the following provisions: A maximum of four classes, 2 credits, may be applied toward graduation requirements. Unique circumstances presented to the principal would allow for a student to take additional correspondence courses.

MOVIP

High School Credit courses are also available through **Missouri Virtual Instructional Program** go to: <http://www.movip.org/> or see your counselor for details.

SUMMER SCHOOL

Students may also earn up to 1 full high school credit, each summer, toward graduation from Summer School Program in order to graduate on time. A course schedule for summer school is distributed in April (each year) to students who need to make up credit and is available for all students who may need to take a course to fit into their personal plan of study.

GRADE POINT AVERAGES

Grades from all courses will be included in the grade point average including PE, but not Pass/Fail courses.

Standard GPA	Grade	Honors GPA
4.00	A	5.00
3.67	A-	4.67
3.33	B+	4.33
3.00	B	4.00
2.67	B-	3.67
2.33	C+	3.33
2.00	C	3.00
1.67	C-	2.67
1.33	D+	2.33
1.00	D	2.00
.66	D-	1.66

****No "Honors Grades" will be transferred in from other schools. All grades will be interpreted on the standard scale.**

SCHEDULE CHANGES

Students may request a schedule change through the first seven days of the semester. After the first seven days, students will have to receive administrative approval. Students will receive an "F" if withdrawn for disciplinary reasons.

Exceptions to the above will be made through administrative channels for unique and unusual circumstances.

STUDENT CLASSIFICATION

Students will be classified in certain grade levels by the number of credits he or she has earned at the end of each school year.

9th grade	0.00 - 4.50 credits
10th grade	5.00 - 10.50 credits
11th grade	11.00 - 16.50 credits
12th grade	17.00 - 24.00 credits

ADVISORY

This is time set aside twice a month for students to work on life and career goals. All students will go over this booklet during advisory time.

TESTING INFORMATION

Enter your school's building assessment plan information here. Examples to include are ACT ASPIRE, ACT COMPASS, ACT WORKKEYS

ASVAB, EOC, PSAT, SAT information

ACT - <http://www.actstudent.org/>

ASVAB - <http://official-asvab.com/>

College Board - <https://www.collegeboard.org/>

COURSE OFFERINGS AT SAMPLE HIGH SCHOOL

***Denotes a course is only one semester**

COMMUNICATION ARTS

English I
Honors English I

English II
Honors English II
English III
Honors English III
English IV
Honors English IV
American Folklore*
Shakespeare*
Creative Writing*
Speech*
Publications I
Publications II
Writing for Journalists I
Writing for Journalists II

MATHEMATICS

Algebra I
Algebra IA
Algebra IB (Fall 2010)
Algebra II Topics
Algebra II
Honors Algebra II
Geometry
Geometry Survey
Honors Geometry
Pre-Engineering
Honors Statistics*
College Prep Algebra
Honors College Algebra*
Honors Pre-Calculus
Honors AP Calculus

SCIENCE

Physics First
Honors Physics First
Ecology*
Geology*
Biology I
Honors Biology I
Honors Advanced Biology
Honors Anatomy and Physiology
Intro to Chemistry
Chemistry I
Honors Chemistry I
Honors Chemistry II
Honors Advanced Physics

SOCIAL STUDIES

World History
Honors World History
American History
Honors American History
Government
Honors AP Government & Politics
Contemporary Issues*
History of Sports*
Sociology*
Psychology*
Honors AP Psychology*
Honors Adv. Am. History I*
Honors Adv. Am. History II*
Honors You and the Law*

PRACTICAL ARTS

CAREER & BUSINESS TECHNOLOGY EDUCATION

Accounting
Honors Accounting
Honors Business Technology
Computer Applications*
Desktop Publishing*
Digital Media Technology*
Personal Finance*
Web Page Design*
Career Opportunities*
Marketing I*
Marketing II/COE
Sports & Entertainment Marketing
Tourism and Hospitality*

Vocational Rehabilitation COE

FAMILY AND CONSUMER SCIENCES

Culinary Arts I*
Culinary Arts II*
Housing and Interiors I*
Creative Textiles/Techniques I*
Creative Textiles/Techniques II*
Family Health*
Child Development I*
Child Development II*

INDUSTRIAL ARTS

General Shop*
Woodworking I*
Woodworking II*
Mechanical Drafting*
Architectural Drafting*
Small Engine Repair*
Metals*
Computer Graphics*

FINE ARTS

Drama*
Fine Arts Survey
Intro to Art: Identities*
Ceramics I*
Ceramics II*
Drawing I*
Drawing II*
Painting I*
Sculpture*
AP Art Portfolio
Men's Choir
Women's Choir
Mixed Choir (JV)
Concert Choir (Varsity)
Music Appreciation*
Marching Band*
Concert Band*
Jazz Band

FOREIGN LANGUAGE

Spanish I
Spanish II
Honors Spanish III
Honors Spanish IV
French I
French II
Honors French III
Honors French IV

PHYSICAL EDUCATION/HEALTH

Women's Physical Education*
Women's Strength & Conditioning*
COED Physical Education*
Men's Physical Education*
Men's Strength & Conditioning *
Health*
ACT Prep

**A DESCRIPTION OF COURSES OFFERED AT
SAMPLE HIGH SCHOOL**

COMMUNICATION ARTS

ENGLISH I: This is a **required course for ninth grade students** which focuses on the writing process, including a review and refinement of sentence structure and grammar skills. Composition and research are integrated throughout the course. It also serves as an introduction to a variety of genre, including a Shakespearean play, short stories, novels, non-fiction and poetry. Grade 9 1 unit

HONORS ENGLISH I: Students in honors English I will be required to complete the same components of English I with a more rigorous workload striving for a greater depth of knowledge, with independent study projects and more required reading. Must meet entrance criteria and maintain a "B" or higher to continue. Grade 9 1 unit

ENGLISH II: This is a required for all tenth grade students. Students work with the basic parts of a sentence, punctuation, and simple, compound and complex sentences. They learn to develop paragraphs into longer pieces of writing, communicating in a logical and concise manner. They also do research in the library becoming familiar with resources there, which include using the computer lab. Students in English II read Julius Caesar by William Shakespeare becoming re-acquainted with the Elizabethan Age, its language, customs and the Globe theatre. They will also read two other novels during the year. Prerequisite: English I Grade 10 1 unit

HONORS ENGLISH II: Students in honors English II will be required to complete the same components of English II with a more rigorous workload striving for a greater depth of knowledge, with independent study projects and more required reading. Prerequisite: English I and must meet entrance criteria and maintain a "B" or higher to continue. Grade 10 1 unit

ENGLISH III: Required course of all juniors. This course provides students with an understanding of the philosophies, historical context and literature that shape American culture. Students will read a cross section of American authors and genre. Students will respond analytically in writing to literature, and practice different forms of expository writing. Students will write an MLA style research paper. Students are also exposed to modifying the writing process to function under time constraints during essay exams. Prerequisite: English II Grade 11 1 unit

HONORS ENGLISH III: An advanced class that gives college-bound juniors an intensive study of American literature and a foundation for effective college writing. Students read, discuss and examine a broad sampling of American literature from 1500 to the present. Students learn to compose accurate, grammatically correct essay test answers under time constraints and practice skills that are needed for success on the ACT. Students also write an MLA style research paper and prepare a portfolio for college admissions. Prerequisite: English II and must meet entrance criteria and maintain a "C" or higher to continue. Grade 11 1 unit

ENGLISH IV: Students will read, respond, discuss, write and/or present on novels. Students will study the historical setting and culture of each novel. Enriching vocabulary will be stressed as will the college application process and experience. Students will receive instruction in the process and specifications of writing research papers, which follow the MLA style of documentation. Prerequisite: English III Grade 12 1 unit

(Continue with a listing of ALL course descriptions)

PERSONAL PLAN OF STUDY

SAMPLE HIGH SCHOOL PERSONAL PLAN OF STUDY FOR:

Name _____ Graduation Year _____

Choose a Career Path (Circle One)

Business, Management, & Technology	Arts & Communications	Health Services
Industrial & Engineering/Technology	Human Services	Natural Resources

Use the following as a guide for selecting your course schedule for your high school years and beyond.

9 th	10 th	11 th	12 th
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

All students need a total of 24 (25 College Prep) or more credits to graduate.

Language Arts - 4 units (4-College Prep) English I _____ English II _____ English III _____ English IV _____	Mathematics - 3 units (4-College Prep) Algebra I _____ Algebra II _____ Geometry _____ Other _____	Science - 3 units (3-College Prep) Physics First _____ Chemistry I _____ Biology _____ Other _____
Social Studies - 3 units (3-College Prep) World History _____ American History _____ American Government (.5) _____ Social Studies Elective (.5) _____	Foreign Language- (2-College Prep) Spanish I/French I _____ Spanish II/French II _____	Practical Arts-1 Fine Arts-1 _____ _____ Physical Education-1 _____ Computer Applications (.5 College Prep) _____ Speech - (.5 College Prep) _____ Health-5 _____

Go through your Plan of Study above and make sure you have all the requirements you need to graduate. Total _____ ALL YOU MUST HAVE SUCCESSFULLY MET ALL GRADUATION REQUIREMENTS TO GO THROUGH THE GRADUATION CEREMONY.

Post-Secondary Education/Training (Cluster)
Major Area of Study or Training: _____

Circle Post-Secondary Education/Training Choice for grades 13, 14, & beyond:
 Career Center Community College University Other

Short-Term Educational/Career Goal:

Long-Term Educational/Career Goal:

Career Related Activities/Job Shadowing/Work Experience:

All students are required to return to the counselor their official class selection with their parent's signature:

Parent's signature _____

Student's Signature _____

Date _____

Please check one of the following:
 Initial 9th Review 10th Review 11th Review

APPENDIX 9

Individual Student Planning Resources

This chart provides background information to aid the Professional School Counselor (PSC) in helping students through the Individual Student Planning process. A review of the materials listed will help develop an awareness of many of the resources available to students and their families.

A+ Program

The Missouri A+ Schools Program offers a framework and incentives for providing quality education for all students. Each student must enter into a written agreement with the school prior to high school graduation and fulfill basic requirements related to attendance, GPA, tutoring/mentoring, test scores and good citizenship.

<http://dhe.mo.gov/ppc/grants/aplusscholarship.php>

ACES/PRIMO

PRIMO is a career planning and assistance program for students interested in pursuing a career in primary healthcare, and is designed to address the shortage of Primary Healthcare Providers in underserved areas of Missouri.

<http://www.ecmoahec.org/common/PDFs/AHEC%20Career%20Enhancement%20Scholars%20Brochure.pdf>

ACT

The ACT is a national college admissions examination that consists of subject area tests in: English, math, reading and science. All 4-year colleges and universities in the United States accept ACT results.

<http://www.actstudent.org/>

Aspire

ACT Aspire is a computer-based, longitudinal assessment system that connects growth and progress from elementary grades through high school in the context of college and career readiness.

<https://www.act.org/products/k-12-act-aspire/>

Area Career and Tech Centers

The statewide network of Missouri Career Centers provides valuable workforce services to help people obtain quality, self-sustaining careers. The services are provided by way of a partnership of federal, state and local employment and training organizations that are tailored to reflect the specific needs in each community.

<http://jobs.mo.gov/jobseeker/career-tools/why-visit-a-missouri-career-center>

ASVAB

ASVAB is a multiple-choice test administered by the United States Military Entrance Processing Command and is used to determine qualification for enlistment in the United States armed forces. It is often optionally administered to American high school students when they are in the 11th grade, although anyone eligible to and who is interested in enlisting can take it. <http://www.military.com/join-armed-forces/asvab>

Career Pathways & Career Clusters

<http://www.careertech.org/career-clusters/>

FAFSA

Free Application for Federal Student Aid <https://fafsa.ed.gov/>

Gifted & Talented Programs

Special enrichment programs for the gifted and talented and other interested students include the following: MS&T, Drury's SummerScape, Duke University Talent Identification Program (TIPS), Missouri Scholars Academy, Missouri Fine Arts Academy, Girls/Boys State, etc.

Check web sites of local colleges and universities for specific programs offered.

MAP & EOC Exams

Missouri Assessment Program (MAP). <http://dese.mo.gov/college-career-readiness/assessment>

Military Service Branches

<http://www.defense.gov/>

Missouri Center for Career Education (MCCE)

MCCE provides a collection of resources supporting the curriculum and instruction of career and technical education.

www.mcce.org

Missouri Colleges and Universities

Contact information for Missouri colleges and universities.

<http://missouri.collegesonline.net/>

Missouri Connections

Missouri Connections is a web-based resource for exploration of career interests, occupations and educational strategies. The resource provides information on career paths, clusters, pathways and career options. Students build a portfolio with education plans, resumes, favorites, and more. It provides assistance with tracking goals and preparing for the workforce.

<http://missouriconnections.org/>

Missouri Registered Apprenticeship Programs

<http://missouriapprenticeship.com/>

Missouri Technical Schools

Contact information for Missouri Technical Schools

<http://www.technical-schools-guide.com/missouri-technical-schools.html>

MoVIP Missouri Virtual School

MoVIP offers online courses for students statewide. Students can take an entire course from any Internet-connected computer, available 24 hours a day, and seven days a week. MoVIP is a K-12 program that enables all schools to offer Missouri students equal access to a wider range of coursework, more flexibility in scheduling, and learning online is neither time nor place dependent. <http://www.movip.org/>

National College Athletic Association (NCAA)

NCAA is a voluntary organization through which the nation's colleges and universities govern their athletics programs and provide information on eligibility requirements, personal welfare/decision-making and academics.

<http://www.ncaa.org/about/resources/media-center/news/student-athletes-continue-achieve-academically>

Pathways to Prosperity

Pathways to Prosperity directly relates to the Missouri Department of Elementary and Secondary Education's **Top 10 by 20 plan**, which calls for all students in the state graduating from high school to be college and career ready. <http://dese.mo.gov/college-career-readiness/career-education/pathways-prosperity>

Perkins

The Carl D. Perkins Career and Technical Education Improvement Act (2006) represents one of the largest federal investments in our nation's high schools and is a key component of our secondary and postsecondary education systems. The Perkins Act extends through the year 2012 and provides more than \$1.2 billion in federal support for career and technical education programs in all 50 states.

<http://dese.mo.gov/divcareered/perkins.htm>

Project Lead the Way

Project Lead the Way is a program for integrating STEM into school curriculum, including career information.

<https://www.pltw.org/>

PSAT

The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). It is a standardized test that provides practice for the SAT and a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. It measures critical reading skills, math problem-solving skills and writing skills. It is a good source of feedback on strengths and weaknesses which allow students to focus on preparation on those areas that could most benefit from additional study and practice.

<http://www.collegeboard.com/student/testing/psat/about.html>

SAT

The SAT is a standardized test for college admissions in the United States. It measures critical thinking skills that are needed for academic success in college. SAT consists of three major sections: Critical Reading, Mathematics and Writing. High school juniors and seniors typically take the SAT.

<http://sat.collegeboard.org/home?affiliateId=nav&bannerId=h-satex>

Tech Prep

Tech Prep serves to support, promote and encourage career and technical education programs that link secondary and post-secondary education, employers and communities to ensure a highly skilled workforce. It also promotes lifelong learning and helps to provide a seamless transition between post-secondary education and career employment.

<http://www2.ed.gov/programs/techprep/index.html>

APPENDIX 10

Individual Student Planning Vocabulary

1. **Career Awareness:** Gaining knowledge of career paths and job opportunities and the skills and qualifications necessary to be successful.
2. **Career Exploration:** Process of learning about yourself and the world of work and developing and effective strategies to realize your goals.
3. **Career Paths and Career Clusters:** Six career paths branch into 16 career clusters to provide a progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.
4. **Career Pathways:** The 16 career clusters diverge into 78 career pathways.
5. **Career Planning:** On-going processes that can help you manage your learning and career development.
6. **Guidance Grade Level Expectations (GLEs):** The systematic, sequential and developmentally appropriate set of knowledge, skill and understanding for the K-12 guidance curriculum.
7. **Individual Planning:** The process of on-going educational and career-planning services that helps all students develop personal plans of study organized around programs of study and their personal, career, and educational goals.
8. **Life Career Development:** Self-development over the life span through the integration of roles, settings, and events of a person's life.
9. **Missouri Career Education:** A collection of resources provided on Missouri Department of Elementary and Secondary Education website. <http://dese.mo.gov/college-career-readiness/career-education>
10. **Missouri Connections:** A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create résumés.
11. **Personal Plan of Study (PPOS):** A student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster and their educational goals. Initiated in the eighth grade, it is designed to insure a successful post-secondary transition. The key component of the Individual Planning process.
12. **Program of Study (POS):** Secondary-to-postsecondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to attain a postsecondary degree or industry-recognized certificate or credential.
 - a. **Process:** Missouri currently uses a 10 step process for the development of Programs of Study that is aligned with federal guidelines which includes creation of POS templates and secondary/post-secondary curriculum alignment.
 - b. **Template:** The model or form developed by schools that lists courses, occupations and additional learning opportunities to help students develop their personal plan of study. The completion of the POS template does not infer that the POS process has been completed.

APPENDIX 11

District Student Transition Process

A district student transition process includes specific activities that captures how students transition from building to building and grade to grade within a school system. All school professionals and parents need to be involved in this process and help students gather information about themselves that will help them smoothly transition through school. Creating, reviewing, and sharing the process helps school staff reflect on their roles in assisting students through these transitions. It also helps students and families feel more comfortable about next steps. Below you will find example activities that can be done at each level.

Home/Early Childhood Program to Elementary

- In the spring, Kindergarten screening begins at school. At this time, give the students and parents' information to help them feel comfortable about entering school. One way this may be done is creating a social story book about the elementary school to be viewed while waiting for screenings.
- Kindergarten Preview Parent Meeting - Hold a meeting in a kindergarten classroom in the spring for parents to get and receive information about how to prepare their child for school in the fall.
- Kindergarten Socials - Work in collaboration with PTO to sponsor social events during the summer and throughout the school year for incoming kindergarten students and their parents.
- Kindergarten Orientation - Before school starts kindergarten students are invited to their classroom for an hour while their parents go to an informational meeting in the cafeteria.

New Students

- New Student Tour - Have a Student Council or Character Council group give new students a tour, review school expectations, and give them a welcome packet.
- New Student Group - Link to new student group material.

Elementary Transition Activities for All Students

- Meet the Teacher Event - Before school starts, students and their families are welcome to bring school supplies into their classroom and meet the teacher. Following the event, there is a BBQ sponsored by the Dad's Club at Stacy Park for the entire family to enjoy.
- Curriculum Night - A couple of weeks after school has started, parents are invited in to learn about school wide initiatives and specific classroom expectations and curriculum.

Elementary Grade to Grade Transition Activity Ideas

- Step Up Event - At the end of the school year, have students meet with the next grade level team and visit classrooms.
- Have current students give the incoming students a letter telling them what they learned and liked about that grade. The incoming students take the letter home with them.
- Venn-diagram Activity - Students visit the next grade level classrooms then go back to their classrooms and complete a Venn diagram to compare and contrast.

Elementary to Middle School Transition Activity Ideas

- Elementary teachers meet with counselors and review students.
- Elementary students participate in a district wide mixer event to get to know each other.
- Middle school principal and counselor go to each school and meet with the grade level.
- Elementary students tour the middle school.
- Middle school students come to the elementary and have a panel discussion.

Middle School Grade to Grade Transition Activity Ideas

- Community Night - Families are invited to bring school supplies to school and enjoy a PTO sponsored BBQ a couple of nights before school starts.

- Open House - A couple of weeks after school starts, parents are invited to rotate through their child's schedule and hear presentation about the curriculum.
- Parent Lunches - Parents are invited to come eat lunch with their students once a semester.
- Parent Workshops - Parents are invited to workshops or presentations are shared online over various topics.
- Grade Level Events - Assemblies

Middle School to High School Transition Activity Ideas

- High School Counselors meet with students to learn about developing a personal plan of study.
- In the spring, have an orientation meeting at the high school for parents and students.
- Eighth grade students meet individually with high school counselor to review personal plan of study.
- In August, have a student orientation for incoming freshmen students.

High School Grade to Grade Transition Activities

- Review and update personal plan of study annually with school staff and parents.
- Host Curriculum Nights for parents and students to meet teachers.
- Host College and Career planning events.
- Host Financial Aid Informational events.
- Make use of social media.