

COMPREHENSIVE GUIDANCE PROGRAM

Individual Planning Component

A Professional School Counselor's Guide to Individual Planning for Students K-12

**DEVELOPED BY PROFESSIONAL SCHOOL COUNSELORS
FOR PROFESSIONAL SCHOOL COUNSELORS**

**WITH SUPPORT FROM
THE MISSOURI DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION
&
THE MISSOURI CENTER FOR CAREER EDUCATION**

*Missouri Comprehensive Guidance Programs:
Linking School Success with Life Success*

A Professional School Counselor's Guide to Individual Planning for Students K-12

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Missouri Comprehensive Guidance Program

The Missouri Comprehensive Guidance Program (MCGP) is based on a developmental curriculum framework and is implemented through four program components: Guidance Curriculum (classroom guidance), Individual Planning (planning for the future), Responsive Services (responding to unique needs of individuals and groups) and System Support (guidance program support, e.g., research, outreach). This Guide (Individual Planning) for Professional School Counselors (PSC) is one of six developed with the support of the Missouri Department of Elementary and Secondary Education (DESE) and the Missouri Center for Career Education (MCCE). The six guides, designed to support PSCs as they lead the implementation of their districts' Comprehensive Guidance Program, are:

- Small Group Counseling
- Individual Counseling
- Consultation & Collaboration
- Referral Processes
- School Wide Crisis/Critical Incident/Emergency Management
- Individual Planning

Professional School Counselor Individual Planning Guide

INTRODUCTION

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

At the elementary school level, students explore opportunities within each of the Career Paths. 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; 2. To help students learn about the world of work and workers—the importance of all work and what people do when they go to work.

During middle school, students have opportunities for more in-depth explorations in the career pathways that reflect their emerging preferences in such things as school and community activities, subject areas and their strengths and limitations. Middle school Individual 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.

Career Paths explored during elementary and middle school merge into Career Clusters in late middle school and high school. As a result of the Individual Planning activities in which students

engaged during elementary and middle school, they will be able to apply what they have learned about themselves and career paths of interest to 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. Their K-12 Individual Planning skills will enable them to adapt to life changes. (See “[Sample High School’s CROSSWALK OF CAREER PATHWAYS/CLUSTERS](#)” or Missouri Connections <http://missouriconnections.org> for information about Career Paths and Career Clusters.)

See the following link for sample classroom guidance lessons:

(<http://missouricareereducation.org/curr/cmd/guidanceplacementG/GLE.html>).

The focus of the Guide is to assist all students in collecting personal information to aid in developing, monitoring, and managing their individual planning process. This process includes the following resources to help teachers, students and families organize and maintain the information that will support students’ individual planning:

- *Individual Starter Kit (Elementary School)* [APPENDIX1](#)
(See *Individual Starter Kit Checklist*)
 - *Begun when students enter Kindergarten*
 - *Material added each year*
 - *Includes such documents as academic records, work samples, service projects, areas of special interest*
- *Individual Resource File (Middle School)* [APPENDIX2](#)
(See *Individual Resource File Checklist*)
 - *Begun when students enter Middle School*
 - *Builds on/adds to elementary school archives*
 - *Includes personal reflections, e. g., interests/strengths/limitations/dreams*
- *Personal Plan of Study (PPS)—Initiated no later than 8th grade* [APPENDIX3](#)
(See *Personal Plan of Study Checklist*)

Personal Plan of Study is required by Missouri School Improvement Program (MSIP). It:

- 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 planning provides direct services to all students in a variety of settings: individually, with small groups, in the classroom, through student/parent conferences, and through workshops. Individual planning is implemented through such strategies as the following:

Assessment - Professional School Counselors (PSC) work with students in analyzing and evaluating their abilities, interests, skills, and achievements. Assessment data including standardized tests as well as informally gathered evaluation information form a basis for developing short-term and long-term plans with students and their parents/guardians.

Academic and Career Planning - PSCs work with students to help them know how to access and use personal-social, academic, career and labor market information to develop and manage

their Personal Plans of Study. Through the Individual Planning Component of District's Comprehensive Guidance Program, PSCs assist students with the transitions from grade to grade, school to school, 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 their individual needs.

Classroom Guidance - PSCs work with students in the classroom to help them as they develop their planning skills and learn to apply the skills to their individual academic plans. Students begin acquiring the skills they will need to develop a Personal Plan of Study in elementary school. The process begins in kindergarten with strategies such as students planning the order in which they will work in activity centers. In 1st grade, students learn how to plan the completion of an assignment. As they progress through the grades, they learn to plan and carry-out projects. In middle school, the planning skills developed in elementary school form the basis for exploring careers of interest. The process culminates with the development of a personally relevant Personal Plan of Study. The Missouri Comprehensive Guidance Program K-12 e-learning center provides sample classroom lessons. For example:

Elementary: "Stick with the Plan Man!"

<http://missouricareereducation.org/CDs/GuidanceLessons/AD4-GrK-Unit1.doc>

Middle School "My Four to Six Year Personal Plan of Study"

<http://missouricareereducation.org/CDs/GuidanceLessons/AD6-Gr8-Unit1-Lesson3.doc>

High School "Assessing Personal Plan of Study for Life-long Learning"

<http://missouricareereducation.org/CDs/GuidanceLessons/AD6-Gr12-Unit1-Lesson6.doc>

PROGRAM EVALUATION

It is the responsibility of PSCs to evaluate all areas of their districts' Comprehensive Guidance Programs (CGP). See following link for guidelines and examples of evaluation projects

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning/evaluation.html>

The *Internal Improvement Review (IIR)* was developed to help assess the district's implementation of all the components of the CGP. The Individual Planning Component of the *IIR* may be found on-line (pages 11-13).

http://missouricareereducation.org/CDs/Guidance_Manual/IIR.doc

TRANSITIONS

PSCs work with students through a variety of transitions. Transitions from home to school, grade to grade, elementary school to middle school, middle school to high school, high school to post-secondary programs or work are addressed in the Individual Planning Component of the CGP.

INDIVIDUAL PLANNING WITH ELEMENTARY SCHOOL STUDENTS

During the elementary years, two major transitions typically occur: transitioning **into** kindergarten and transitioning **out of** elementary school and **into middle school**. In addition, progressions from grade-to-grade are periods of transition for elementary school-aged students. Sample Transition Lesson links are provided below.

Entry into Kindergarten:

<http://missouricareereducation.org/CDs/GuidanceLessons/AD5-GrK-Unit1.doc>

Transition from Elementary to Middle School:

<http://missouricareereducation.org/CDs/GuidanceLessons/AD5-Gr5-Unit1.doc>

Transitions that occur when students move from one grade level to another are also addressed in the following classroom guidance units:

(<http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/academiccele m.php>).

Transition into Kindergarten typically begins the previous spring when the district holds pre-registration and assessment events. At that time, the PSC provides the family with introductory materials and has parents/guardians fill out a survey of the child's previous educational experiences.

At the beginning of the Kindergarten year, the PSC presents each family with an *Individual Planning (IP) Starter Kit* to help parents keep track of their child's personal/ social academic and career development. The Starter Kit consists of a large envelope or folder with a page of directions, and/or a checklist of items, which parents/guardians are urged to save during the child's elementary years and beyond. A sample list of items for inclusion in the Individual Planning Starter Kit may be found in [APPENDIX1](#)

The PSC helps students and Parents/guardians identify documentation that they will add to their IP Starter Kit each year. This archive will be helpful to the student and family when making important decisions regarding the student's Individual Planning Resource File begun in middle school (see [APPENDIX2](#)) and then the Personal Plan of Study begun no later than the end of the eighth grade year (see [APPENDIX3](#)). The IP Starter Kit is especially helpful when the student is transitioning to another grade, building or school.

INDIVIDUAL PLANNING WITH MIDDLE SCHOOL STUDENTS

In middle school, the student's elementary school *Individual Planning (IP) Starter Kit* provides the foundation for the middle school *Individual Planning (IP) Resource File*. The middle school *IP Resource Files* Middle school continues to be a time of transition including entry into middle school. 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 lessons regarding transitions during Middle School.

Transition to Middle School:

<http://missouricareereducation.org/CDs/GuidanceLessons/AD5-Gr5-Unit1.doc>

Progression to High School:

(<http://missouricareereducation.org/CDs/GuidanceLessons/AD5-Gr8-Unit1.doc>).

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 [APPENDIX4](#) for information regarding preparation for an orientation meeting.

An Individual 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. Student Resource Files need to be kept in the PSC's office and be available for the students and parents/guardians to review as needed. These materials will aid in the development of a Personal Plan of Study. Some schools may do this electronically (See <http://missouriconnections.org/>). (See IP Middle School Resource File Checklist: [APPENDIX2](#)):

Eighth graders, with input from their PSC, teacher-advisors and parents/guardians, should be introduced to the high school coursework associated with their 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. By the end of the eighth grade year, all students must create an initial Personal Plan of Study which encompasses high school planning and coursework. A sample lesson plan is available at <http://missouricareereducation.org/CDs/GuidanceLessons/AD6-Gr8-Unit1-Lesson3.doc>

See [APPENDIX3](#) for a Personal Plan of Study Checklist to use when developing materials for Individual Planning Personal Plans of Study. A model Personal Plan of Study is provided in the Sample Individual Planning Handbook ([APPENDIX6](#)).

INDIVIDUAL PLANNING WITH HIGH SCHOOL STUDENTS

To help students make the transition from middle school to high school, PSCs coordinate activities with teachers to provide an orientation for students and parents/guardians. 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 [APPENDIX4](#) 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 updated at least annually to ensure that it continues to provide direction toward the student's academic and career goals.

Building on information from the resource file is part of the process of Individual Planning during high school. This process helps student make wise choices when building and revising their Personal Plans of Study.

Common Individual Planning Activities of High School PSCs:

- Continue to build upon what the elementary and middle school PSCs have done with the IP Starter Kits and IP Resource Files.
- Help students gather personal choice information through interest/skills/values surveys See www.missouriconnections.org for Kuder Surveys.
- Develop Individual Planning materials for students to use: Personal Plan of Study (Checklist: [APPENDIX3](#)), Individual Planning Handbook (Checklist: [APPENDIX5](#) & Sample [APPENDIX6](#)), Career Paths/Clusters relationships to school's courses and activities (Sample in the Individual Planning Handbook), and labor outlook information available on www.careerclusters.org . [APPENDIX7](#) 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 ([APPENDIX4](#))

- Conduct individual and group meetings with students to develop and maintain Personal Plans of Study using appropriate student data including: test data (i.e. Explore, Plan, 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 (<http://missouricareereducation.org/CDs/GuidanceLessons/AD6-Gr9-12-Unit1.doc>) at least annually. This may be done on-line: <http://missouriconnections.org/>.
- Help students with course advisement and selection using the Student Individual Planning Handbook
- Revise student schedule based on identified needs
- Confer with students and parents/guardians regarding their Personal Plans of Study
- Help student with Post-high school planning (individually, in small groups or in a classroom guidance activity)
- Assist students with tracking graduation and post secondary requirements (transcript reviews, credit studies, standardized test scores, NCAA requirements www.ncaaclearinghouse.com , college admissions requirements, etc.)



ELEMENTARY SCHOOL INDIVIDUAL PLANNING STARTER KIT

CHECKLIST

This IP STARTER KIT includes a variety of information to help Elementary School students and their families when talking together about student interests and goals, when making decisions regarding the students' educational and career goals, and will be especially helpful when the student is transitioning to another grade, building or school district.

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

- Report cards
- Formal academic assessment results (e.g. MAP, Achievement Tests)
- Certificates of achievement and awards
- Individualized information (e.g. Behavioral Plans, Health Limitations, IEPs, 504 Plans)
- Documentation of participation in activities, teams, organizations and clubs
- Documentation of 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
<http://missouricareereducation.org/CDs/GuidanceLessons/All-GrK-5.pdf>
- Documentation of achievement (e.g. media such as: newspaper clippings, internet news items)
- Documentation of Parent Involvement

MIDDLE SCHOOL INDIVIDUAL PLANNING RESOURCE FILE

CHECKLIST

This IP 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 following key elements should be kept as the student progresses through middle school:

- Report cards
- Middle School coursework and grades
- Formal academic assessment results (MAP, EXPLORE, EOC)
- Certificates of achievement and awards
- Individualized information (Behavioral Plans, Health Limitations, IEPs, 504 Plans, etc.)
- Documentation of participation in school and community activities
- Documentation of volunteer/job shadowing/work experience
- Career interest survey results/Career Path interest
- Documentation of achievement via media recognition (newspaper clippings, internet printouts, etc.)
- Documentation of Parent Involvement
- Initial Personal Plan of Study (Appendix 3)



HIGH SCHOOL INDIVIDUAL PLANNING PERSONAL PLAN OF STUDY

CHECKLIST (Initiated in 8th Grade)

To provide direction toward the student's educational and career goals, the Missouri School Improvement Program (MSIP) requires all students to have a PERSONAL PLAN OF STUDY initiated no later than 8th grade, and the plan must be revised at least once a year. To help Middle School (8th Grade) and High School students and their families when talking together about students' interests and goals and when exploring academic and career options. The documents collected throughout students' K-12 education will be useful as families plan together for "life after high school."

**An individual planning system is in place which includes the necessary forms and procedures to assist all students as they develop educational and career plans. This planning is initiated no later than grade eight (8) and includes:*

- ◆ *Identification of long and short-range educational/career goals including a 4-6 year plan that is reviewed and revised annually*
- ◆ *Assessment Activities*
- ◆ *Advisement Activities*
- ◆ *Collaboration with parent/guardians*

**(4th Cycle MSIP)*

The following key elements should be included:

- Chosen Career Cluster**
- District high school graduation requirements**
- College Prep and Career Prep certificate requirements**
- Post-secondary plans**
- List of high school courses to be taken each year**
- Short-term and long-range goals**
- Documentation of Parent Involvement**

APPENDIX 4



Preparation for Orientation Night for Parents/Guardians of Incoming High School Students

Materials:

Individual Planning Guides, agenda, enrollment forms, personal plans of study, table for set-up, refreshments and appetizers (if applicable), evaluation for parents, 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

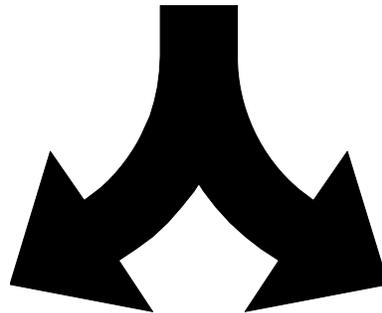
1. Welcome by administrator and introduce presenters.
2. Immunization and health updates by school nurse.
3. Explain acquisition of credits for high school graduation.
4. Describe the College Preparatory Certificate.
5. MSHAA and NCAA (www.ncaaclearinghouse.com) requirements and expectations.
6. Explain 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.



Sample cover for Student Individual Planning Handbook

***Sample High School
2009-2010**

Individual Planning Student Handbook



**Personal Plan of Study
Course Descriptions/Graduation Requirements
Career Paths**

*(Insert school logo or photo, web address and general contact information)
(*This Sample is adapted from Windsor C-1 High School Student IP Guide)*

INTRODUCTION

The administration, staff and departmental committees, along with the advice and cooperation of the Professional School Counselor (PSC) and post-secondary institutions, prepared this Individual Planning Student Handbook. The purpose of this handbook is to provide assistance to students, parents and PSCs in developing and updating the 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 and needs.

Sample High School provides work experience training programs, college preparatory studies and technical/vocational training to students each year. Once a student knows 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 college or universities, 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 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

2009-2010

PRINCIPAL: *List appropriate personnel here*

ASSISTANT PRINCIPAL:

PROFESSIONAL SCHOOL COUNSELORS:

REGISTRAR:

CONTENTS:

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Sample High School's CROSSWALK OF CAREER PATHS/CLUSTERS

*For more Information go to www.missouriconnections.org

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 Area Technical School (ATS) programs in Digital Media and Culinary Arts

Clubs & Activities: Drama, Art, Shop, & Graphics Clubs, Speech Contest, FCCLA, Yearbook

Possible Volunteer Work: Community Theater, Church choir, Radio/TV station, write for local newspaper, sing National Anthem at events.

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: Junior Achievement, Sales projects for clubs, raise money for charitable causes, Office or Guidance Office Aide

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: Hospital volunteer, Red Cross, Donate blood, Food Service Advisory Board member, Nurse/Pharmacist for a Day

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: Work for political campaigns, Day Care, Teacher Aide, YMCA, Scouts, Junior Achievement, A+ Tutor,

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: Maintenance and Repairing Small Appliances, automobiles, or computers.

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: Adopt a Highway or River, Florist, Parks, Botanical Gardens, Zoo, Veterinary, animal shelter.

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 (*Comp App ½*)

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 1st, 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. ***NOTE:** Effective July 1, 2009, as a result of the 2007 Annual Ballot, the minimum academic standard will be increased to 3.0 units of credit or 80% of the maximum allowable credits which may be earned, whichever is greater. Eligibility for the fall semester of 2009-2010 will be based upon a student meeting these standards during the SPRING SEMESTER of the 2008-2009 school year.

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.

A+ PROGRAM ELIGIBILITY

Windsor High School is an "A+ School" designated by the state of Missouri. This designation enables every student who meets A+ criterion to receive tuition incentives to Missouri Community Colleges or Vocational/Technical Schools. 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 must also complete a free application for Federal Student Aid. (FAFSA) after Jan. 1st of senior year. Form available: www.fafsa.gov

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 at Windsor:

University of Missouri-St. Louis

Missouri Baptist College

Jefferson College

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 toward an Associates 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:
www.dese.mo.gov/divimprove/curriculum/movip 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.

<u>Standard GPA</u>	<u>Grade</u>	<u>Honors GPA</u>
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

W. I. S. E. (WORKING TO INSPIRE STUDENT EXCELLENCE)

Missouri Comprehensive Guidance Programs: Linking School Success With Life Success

This is time set aside twice a month for students to work on life and career goals. All students will go over this booklet in their WISE group in February.

EXPLORE-PLAN-ACT

The ACT is the test used in Missouri for most Colleges and Scholarships. It is a 4-hour test given 6 times a year at various test centers on a given Saturday morning and a fee is charged (fee waivers are available in the counselors office). To best prepare for the ACT students must take core academic courses all 4 years. Students may take the test more than once and colleges except the highest score. Most students take the ACT for the first time the end of their junior year because that is the curriculum it tests and then may take it again throughout their senior year. For more information go to <http://www.act.org> or see your counselor.

To prepare Sample High School students for the ACT all are given the PLAN during their sophomore year, this is the pre-ACT and the results are explained in WISE (educational planning time). In Eighth grade all students take the EXPLORE, the pre-PLAN.

ACT Test Dates 2009-2010

September 12, 2009*

October 24, 2009

December 12, 2009

February 6, 2010**

April 10, 2010

June 12, 2010

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

HONORS ENGLISH IV: Students in honors English IV will be required to complete the same components of English IV with a more rigorous workload striving for a greater depth of knowledge,

with independent study projects and more required reading. 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. Dual credit option is available. Prerequisite: English III, 18 on ACT and must meet entrance criteria and maintain a "C" or higher to continue. Grade 12 1 unit

AMERICAN FOLKLORE: A one-semester course, which studies the expressive traditions of everyday people in everyday life. Areas of folklore that will be examined are: folktales, legends and rhymes; music; superstitions; customs and festivals; architecture; crafts; and foods. Student projects will develop writing and communication skills. Grades 10-12 ½ unit

SHAKESPEARE: A one-semester course in which students will revel in the culture of Elizabethan England and the writing of William Shakespeare. Hands-on projects will bring the 1500's to life, and students will enjoy reading and viewing Shakespeare's most popular plays. Grades 11-12 ½ unit

CREATIVE WRITING: Creative Writing is an elective course designed for the student who likes to write and has already demonstrated above average ability in writing. Grades 11-12 ½ unit

SPEECH: Speech is a one-semester course which progresses from group discussions to individual performances. Speech is designed to improve communication skills and overcome public speaking anxiety. This course develops a basic understanding of communication fundamentals and provides opportunities for students to acquire skills in oral communication, effective listening, oral interpretation, speech writing and public speaking. Required for college-prep diploma. Grades 9-12 ½ unit

PUBLICATIONS I: Is a hands-on class designed to teach

students to plan, research, and produce a camera-ready high school yearbook. Students gain some graphics and computer knowledge as the yearbook is produced using Indesign CS2. Students are also responsible for attending student Journalism conference and raising part of the money necessary to produce the yearbook. They sell advertising to area merchants, hold fund-raisers and make posters advertising the yearbook sales. Instructor's approval Grades 11-12 1 unit

PUBLICATIONS II: Is a continuation of Publications. Students admitted to this class have already taken Publications and have a working knowledge of the yearbook process, the computer and Indesign CS2. Prerequisite: Publications I and instructor's approval Grade 12 1 unit

WRITING FOR JOURNALISTS I: This course is a writing intensive course that is designed to help students begin to explore the journalism profession. Throughout the year, students will be expected to actively participate in all aspects of newspaper production, including generating and writing stories, raising advertising money, and layout and design. Prerequisite: Instructor's approval Grades 11-12 1 unit

WRITING FOR JOURNALISTS II: This course is an advanced writing course that will allow students to further explore the knowledge they gained in Writing for Journalists. Throughout the year, students will be expected to actively participate in all aspects of newspaper production, including generating and writing stories, raising advertising money, and layout and design. Prerequisite: Writing for Journalists I and instructor's approval Grades 11-12 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 _____ _____
Personal Finance -.5 unit _____	Computer Applications (.5 College Prep) _____	Physical Education-1 _____ 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 7



Individual Planning Resources

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

MO Center for Career Education (MCCE)	MCCE provides a collection of resources supporting the curriculum and instruction of career and technical education. www.mcce.org
Career Pathways & Career Clusters	http://missouriconnections.org
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 and good citizenship. http://dese.mo.gov/divimprove/aplus/proginfo/abtaplus.html
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.semoahec.org/programsandservices.asp
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/
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.army.com/enlist/asvab.html
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. https://www.missouricareersource.com
SAT	The SAT is a standardized test for college admissions in the United States.

	<p>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.</p> <p>http://www.collegeboard.com/student/testing/sat/about/SATI.html</p>
EOC Exams	<p>Replaces the Missouri Assessment Program (MAP) Tests at the high school level. Assessment in Algebra I, English II and Biology begins in school year 2008-09; Testing in Geometry, Integrated Math II, Integrated Math III, Algebra II, English I, Government and American History to be in place by school year 2009-2010.</p> <p>http://www.dese.mo.gov/divimprove/assess/eoc/</p>
EXPLORE	<p>EXPLORE is designed to help 8th and 9th graders explore a broad range of options for their future for their high school coursework, post-high school choices, and future academic and career success.</p> <p>http://www.act.org/explore/index.html</p>
Gifted & Talented Programs	<p>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.</p> <p><i>Check web sites of local colleges and universities for specific programs offered.</i></p>
Missouri Connections	<p>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.</p> <p>It provides assistance with tracking goals and preparing for the workforce.</p> <p>http://missouriconnections.org/</p>
National College Athletic Association (NCAA)	<p>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.</p> <p>www.ncaa.org</p>
Perkins	<p>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.</p> <p>http://dese.mo.gov/divcareered/perkins.htm</p>
Personal Reflections	<p>Investigating and analyzing interests, skills and aptitude for a perfect career "fit." Strategies include writing reflections, interest surveys, Venn Diagram (Example: <i>Does my Career Fit Me?</i> (CG 7,8; Grade 11, Unit 1 Lesson 3)</p> <p>http://missouricareereducation.org/CDs/GuidanceLessons/CD7-Gr11-Unit1-Lesson3.doc</p>
PSAT	<p>The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-</p>

	<p>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.</p> <p>http://www.collegeboard.com/student/testing/psat/about.html</p>
MO-VIP Missouri Virtual School	<p>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.</p> <p>http://dese.mo.gov/divimprove/curriculum/movip/</p>
Missouri Technical Schools	<p>Contact information for Missouri Technical Schools</p> <p>http://www.technical-schools-guide.com/missouri-technical-schools.html</p> <p>http://dese.mo.gov/divimprove/aplus/postsecondary/vo-techcoord.htm</p>
Missouri Colleges and Universities	<p>Contact information for Missouri colleges and universities.</p> <p>http://www.dese.mo.gov/divteachqual/leadership/pd_guidelines/appendM.pdf</p>
PLAN	<p>PLAN is a "pre-ACT" test that helps to predict success on the ACT. It is generally administered to 10th grade students in the fall and focuses attention on both career preparation and improving academic achievement.</p> <p>http://www.act.org/plan/index.html</p>
Tech Prep	<p>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.</p> <p>http://dese.mo.gov/divcareered/tp_contacts_locations.htm</p>