Paving the Way for Success in High School and Beyond

2019 Elevate Teachers Conference

July 2019

Chandrea Walker, M.Ed., NCC, NCSC
Office of Career & Technical Education
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
Secondary Education Programs

Secondary Education

Academic

Curriculum and Instruction
- Math, Science, English, History, & Computer Science

Special Programs and Counseling
- AP, ACT, MVPS, Dual Credit, Innovative Lab Network, Middle School Initiative, Dropout Prevention

Career and Technical Education
- Health Sciences, Technology, Automotive, Manufacturing, Project Lead the Way
Current Graduation Options
Students Currently enrolled in grade 12

• Use the graduation requirements for school year they entered the 9th grade.

• To include:
  • Career Pathway Diploma
  • District Option Diploma
  • Traditional/Standard Diploma
  • Early Exit Diploma
  • Mississippi Occupational Diploma
  • Certificate of Attendance
Current 11th graders

- Use the graduation requirements for school year they entered the 9th grade.

- To include:
  - District Option Diploma
  - Traditional/Standard Diploma
  - Early Exit Diploma
  - Certificate of Attendance
Elementary Schools
Elementary School Responsibilities

• How can we best serve our students?
• What services can we provide to ensure the transition from middle to high school is as smooth as possible.
• What can we do to guarantee that our students are academically and behaviorally ready for middle school?
Middle Schools
Standard 14

• Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.
Middle School Responsibilities

- Helping students select proper diploma endorsements through career explorations.
- Understanding GPA begins with the first Carnegie unit attempted.
- Middle schools and high schools must work together to determine which courses middle schools should offer.
- Establishing math pathways that determine ACT scores and College and Career Readiness.
Effective 2018-19 for all Incoming 9th Graders
## Traditional Diploma Requirements

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Carnegie Units</th>
<th>Required Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I, English II</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 ½</td>
<td>World History (1), US History (1), Economics (1/2)</td>
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<tr>
<td></td>
<td></td>
<td>US Government (1/2), MS Studies (1/2)</td>
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<tr>
<td>Physical Ed</td>
<td>½</td>
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</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
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<td></td>
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<tr>
<td>Electives</td>
<td>5 ½</td>
<td></td>
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</tbody>
</table>

**TOTAL** 24
Traditional Diploma

Career and Technical Endorsement
### Traditional Diploma with Career and Technical Endorsement

<table>
<thead>
<tr>
<th>Curriculum Area</th>
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<tbody>
<tr>
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<tr>
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<td>Algebra I</td>
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<tr>
<td>Science</td>
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<td>Biology I</td>
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<tr>
<td>Social Studies</td>
<td>3½</td>
<td>1 World History, ½ U.S. Government, ½ Mississippi Studies, ½ U.S. History, ½ Economics</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Health</td>
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<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career &amp; College Readiness</td>
<td>1</td>
<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
</tr>
<tr>
<td>Technology or Computer Science</td>
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<tr>
<td>CTE Electives</td>
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<td>Must complete a 4-course sequential program of study</td>
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<tr>
<td>Additional Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
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</table>

**Additional Requirements**

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:

- One CTE dual credit course or earn articulated credit in the high school CTE course
- Work-based Learning Experience or the Career Pathway Experience
- Earn a State Board of Education approved national credential
Student **should** identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
Traditional Diploma

Academic Endorsement and
Distinguished Academic Endorsement
### Traditional Diploma with Academic Endorsement

<table>
<thead>
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<td>English I, English II</td>
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<td>Mathematics</td>
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<td>Algebra I + two (2) additional math courses above</td>
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<td></td>
<td>Algebra I</td>
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<td></td>
<td></td>
<td>Biology I</td>
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<tr>
<td></td>
<td></td>
<td>1 U.S. History, ½ Economics</td>
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<td>Physical Education</td>
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<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
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<td>Must meet CPC requirements for MS IHLs</td>
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### Additional Requirements
- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS IHL and Community College readiness benchmarks (ACT sub scores of 17 English and 19 math as approved by post-secondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or SAT equivalency
- Earn two additional Carnegie Units for a total of 26

Must successfully complete one of the following:
- One AP course with a C or higher and take the appropriate AP exam
- One DP-IB course with a C or higher and take the appropriate IB exams
- One academic dual credit course with a C or higher in the course
### Traditional Diploma with Distinguished Endorsement

<table>
<thead>
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<th>Curriculum Area</th>
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<td>Algebra I + two (2) additional math courses above Algebra I</td>
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<tr>
<td>Science</td>
<td>4</td>
<td>Biology I + two (2) additional science courses above Biology I</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics</td>
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<td>Physical Education</td>
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<tr>
<td>Art</td>
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<td>Must occur in the student’s junior or senior year, or in the student completion of a 4-year sequence.</td>
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<tr>
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<tr>
<td>Additional Electives</td>
<td>8</td>
<td>Must meet CPC requirements for MS IHLs</td>
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</table>

**Total** 28

### Additional Requirements

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college-readiness benchmarks on each subtest established by ACT (sub scores of 18 English and 22 math) or SAT equivalency
- Earn four additional Carnegie Units for a total of 28

Must successfully complete one of the following:

- One AP course with a B or higher and take the appropriate AP exam
- One DP-IB course with a B or higher and take the appropriate IB exams
- One academic dual credit course with a B or higher in the course
How do District Changes Affect Endorsements?

The rule for allowing additional district requirements to the Traditional Diploma mandates that the change is carried throughout the endorsements. It is added to the Traditional diploma; therefore, it carries forward to the endorsements.
Early Warning System
Early Warning System

- Guide to assist districts in identifying at-risk students
- Provide supports that lead to early successful engagement in schools
- Identify students at risk of missing key educational milestones
- Recognize factors that are negatively impacting their learning and behavior
- Provide supports and interventions that help get students back on track for success in school, ultimately, graduation
Early Warning System

Strongest predictors of high school graduation are:

• School attendance
• Behavior
• Course performance
Early Warning System

• On track for graduation
  Similar to Tier I in MTSS

• Sliding off track
  Similar to Tier II in MTSS

• Off track
  Similar to Tier III in MTSS
Early Release Requirements
What is Early Release?

Early release is a term referring to the practice of students who have earned most of their graduation credits being allowed to leave campus for part of the school day to work in the community during their senior year.
Early Release Requirements

• For early release, students must have met MS IHL and Community College readiness benchmarks (ACT sub scores 17 English and 19 Math or SAT equivalency) or earned a Silver level on ACT WorkKeys.

• Alternately, a student must meet ALL of the following:
  • Have a 2.5 GPA
  • Passed or met all MAAP assessments requirements for graduation
  • On track to meet diploma requirements
  • Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy
Reasons for Changes in Early Release

- Goal #2 of the SBE
- Responsibility to prepare all students to exit high school ready for post-secondary work without remediation and/or the necessary skills to enter the workforce in a job with a sustainable wage.
- Districts are allocated funds based on a student’s enrollment as a fulltime student.
- Making students aware of the readiness requirement will encourage initiative and involvement in meeting standards by the student and parents.
Individual Success Plan
The ISP is a process NOT a document

Five year career exploration plan

*Process Standard 14.1.4*: Beginning in school year 2018-2019, all seventh-grade students are required to have an individual Success Plan (ISP) prior to exiting the seventh grade.

Counselors and students will revisit and revise their ISPs every year.
Middle School Responsibilities

• Helping students select proper diploma endorsements through career explorations.
• Understanding GPA begins with the first Carnegie unit attempted.
• Middle schools and high schools must work together to determine which courses middles schools should offer.
• Establishing math pathways that determine ACT scores and College and Career Readiness.
College and Career Development Resources
Available Resources:
- Approved Courses for Secondary Schools
- College Preparatory Curriculum (CPC)
- MDE Office of Secondary Education Counseling and Support Services Resource
- MS Career Development Resource Document
- Dual Enrollment Procedural Manual
- ISP Planning tool (fillable)
- Career Ready 6-12 Activities
- MDE Training PowerPoints
- MS Accreditation Accountability Standards
- MS Career Exploration and Planning Expectations (with and without links)
- Student Academic Planning Tool for Educators
- Student Academic Planning Tool for Students and Parents
- NEW Mississippi Diploma Options Guide
- Early Warning System
The MS Career Development Resource Document will:

- establish common practices for career development
- serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area
Defining Career Development

• Career development is a lifelong process by which an individual defines and refines life and work roles. Career development education includes awareness of individual interests, skills, attitudes, talents and abilities, particularly as they change and develop during the educational experience.

• Career development education creates an awareness of the training and post-secondary options available to students after graduation and prepares students to:
  - make informed career decisions through an understanding of individual qualities necessary for job success
  - seek and use employment data and other resources to support decision making; and,
  - creates an awareness of the training and post-secondary options available.
Connection of K-12 Career Development to School Counseling:

• The American School Counseling Association (ASCA) and the Mississippi Counselor Growth Rubric carry an expectation that school counselors will deliver a comprehensive, data-driven counseling program.

• School counselors address the academic, personal/social, and career development needs of all students.

• The MS Career Development Resource document will serve as support to school counselors when designing a comprehensive school counseling program that includes a core curriculum, individual student planning, and responsive services to address students’ career development needs.
Individual Success Plan (ISP)

- School districts, using this document as a resource, should select activities to guide students in exploring strengths and interests, connect strengths and interest to a career pathway, and set career and academic goals based on a chosen pathway.

- The ISP should not be designed to limit student choice in college and career choice but provide an opportunity for students to connect school to interests and explore career pathways in a supportive environment.

- School counselors are responsible for ensuring that all students have an ISP by the 7th grade, plans will be revisited each year with students, and necessary changes will be made throughout the process.
Academic Resources

- ACT
- Advanced Courses
- Advanced Placement Courses (AP)
- Dual Enrollment Courses
- PSAT
- SAT
- High School college Readiness Courses
- Credit Recovery

- Mississippi Diploma Tracks
- Traditional Diploma Endorsement Options
- Course Sequencing
- Assessment Calendar
- Mississippi Institution for Higher Learning (IHL)
- NCAA Requirements

Mississippi Articulation and Transfer Tool (MATT)
Career and Technical Educational Resources

- Career Clusters and Pathways
- Student Organizations
- Student Services
- Mississippi Scholar Tech Master
- ACT Work Keys
- National Center for Construction Education and Research (NCCER)
- ProStart
Mississippi Career Development Resources

- Lesson Plans
- Pacing Guides
- Mississippi Career Exploration and Planning Expectations
- Professional Organizations
- Career Development Resources
Workforce Connections

- Career Academies

- Work-based Learning (WBL) Opportunities

  Apprenticeships

  Job Shadowing

  Career Fairs

  Mentors
Career Development Pacing Guide
### Mississippi Career Development Pacing Guide 9th–12th grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Activity</th>
<th>Link to Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 9th-Grade | Complete the "Explore Careers" activities on the Career One Stop website  
- Self-Assessment  
- Interest Assessment  
- Skills Assessment  
- Work Values Assessment  
Take the "Career Cluster Interest Survey"  
Explore career opportunities on the Bureau of Labor Statistics  
Use “My Next Move” to explore careers  
Review 9th grade “College Planning Guide”  
Meet with school counselor to:  
1. Discuss high school expectations and opportunities:  
   a. GPA  
   b. Carnegie units  
   c. Community service hours  
   d. Extracurricular involvement  
   e. Dual credit courses  
   f. Advanced Placement courses  
   g. Career and Technical Education  
2. Become aware of federal and state financial aid opportunities:  
   a. FAFSA  
   b. MTAG  
   c. HELP  
   d. MESG  
[https://www.bls.gov/k12/content/students/careers/career-exploration.htm](https://www.bls.gov/k12/content/students/careers/career-exploration.htm)  
[https://www.mynextmove.org](https://www.mynextmove.org)  
MS Career Exploration and Planning Expectations
Mississippi Career Exploration and Planning Expectations

Each student should have an individualized success plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

**BY THE END OF THE 6TH GRADE**
- A student should be supported to:
  - take an interest assessment
    https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx
  - explore careers related to students’ strengths, skills, and talents
    https://kids.uta.edu/teachers/lesson-plans/jobs/index.shtml
  - develop an awareness of career clusters and jobs relating to those career clusters
    https://www.bls.gov/eop/subject/career-education
  - identify employability and social skills i.e. work-readiness skills important to career success and apply basic technological skills relating to a variety of careers
  - create an action plan with academic and personal goals
    https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf

**A student should know:**
- why people need to work
- what college is, why people go, and the different types (2 year vs. 4 year)
- the relationship between personal qualities, education, training, and the world of work

**BY THE END OF THE 7TH GRADE**
- A student should be supported to:
  - create an Individual Success Plan (ISP)
    - http://msde.state.ms.us/planning/job-hunter/
  - develop an awareness of careers and companies based in MS
    - http://www.careeronet.org/planning/job-hunter/
  - revisit interests and continue to explore careers related to talents and skills
  - review graduation requirements
  - complete the student planning tool

**A student should know:**
- the importance of academic success and consequences of falling behind
- what an Individual Success Plan (ISP) is and how to create a 5 year academic plan

**BY THE END OF THE 8TH GRADE**
- A student should be supported to:
  - complete a career cluster survey
  - attend a career exploration day/career fair
  - Check with your local high school and/or community college
  - be exposed to financial literacy unit in a course or workshop
  - review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school
  - review/revise ISP
  - complete the student planning tool

**A student should know:**
- the concept of career clusters for further exploration
- possible career clusters of interest
- the relationship between community service/extracurricular activities and postsecondary/career goals

**BY THE END OF THE 9TH GRADE**
- A student should be supported to:
  - revisit career cluster interest survey
    https://www.bls.gov/k12/content/students/careers/career-exploration.htm
  - develop self-awareness of skills, work values, and interests
    https://www.careeronestop.org/ExploreCareers/explorercareers.aspx
  - explore various careers
    https://www.mywimove.org/
  - review 9th grade “College Planning Guide”
    https://secure-media.collegeboard.org/CollegePlanning/media/pdf/College-Planning/9th-10th-Graders.pdf
  - meet with school counselor to discuss coursework and postsecondary (PS) career plans
  - become aware of federal and state financial aid opportunities
    https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_Checklist.pdf
  - become aware of institutional and private scholarship opportunities
    https://www.collegeboard.org/scholarships/scholarships.php
  - review/revise ISP
  - complete the student planning tool

**A student should know:**
- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans
- the general cost ranges of various PS options
Student Planning Tool for Traditional Diploma
# Student Planning Tool for Traditional Diploma

## I. STUDENT INFORMATION

**Student Name:**

**Career Cluster:** (select one) Refer to guidance document for additional information
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Early Childhood Education
- Family & Consumer Sciences
- Health Science
- Hospitality & Tourism
- Human Sciences
- Information Technology
- Law, Public Safety, Corrections & Security
- Engineering
- Manufacturing
- Marketing
- STEM
- Transportation, Distribution & Logistics

**MSIS#:**

## II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)

### Academic Endorsement (26 Credits)

**Date Selected:**

- Earn an overall GPA of 2.5
- Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements
- Earn MS IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year or the equivalent SAT score as defined by IHL)
- Earn two additional Carnegie units for a total of 26

### Career and Technical (CTE) Endorsement (26 Credits)

**Date Selected:**

- Earn an overall GPA of 2.5
- Must complete a four-course sequential program of study
- Earn two additional Carnegie units for a total of 26

### Distinguished Academic Endorsement (28 Credits)

**Date Selected:**

- Earn an overall GPA of 3.0
- Earn four additional Carnegie units for a total of 28 (4 science and 4 social studies credits)
- Courses must meet MS IHL CPC recommended requirements
- Earn national college readiness benchmarks on each subtest established by ACT in English and 22 in Math or SAT equivalency as established by College Board and IHL
- Earn silver level on ACT WorkKeys

### Must successfully complete one of the following:

- One CTE course with a C or higher and take the appropriate AP exam
- One Diploma Program-IIB course with a C or higher and take the appropriate IB exams
- One academic dual credit course with a C or higher in the course

## III. REQUIREMENTS AND RECOMMENDATIONS

### Date Met

**Requirements**

- Student identifies an endorsement prior to entering 9th grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature)
- For early release, student must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - On track to meet diploma requirements
  - Concurrently enrolled in Essentials of College Math or Essentials of College Literacy

### Date Met

**Recommendations**

- For early graduation, a student should successfully complete an area of endorsement.
- Student should take a math or math equivalency senior year.

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August 2017: Begins with incoming freshmen of 2018-2019

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### IV. PROGRAM OF STUDY:
(Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)

<table>
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<tr>
<th>Curriculum Area</th>
<th>Traditional Diploma Carnegie Units</th>
<th>7th grade</th>
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**TOTAL Carnegie Units Earned/GPA**

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### V. ASSESSMENT INFORMATION

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<th>ACT</th>
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<th>National Certification</th>
<th>WorkKeys</th>
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### Mississippi Academic Assessment Program (MAAP)

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- **MAAP Algebra 1**
  - Passed Assessment
  - Concorance chart
  - Composite score
  - ACT
  - Dual Credit
  - CTE Requirements
  - CTE Requirements with WorkKeys

- **MAAP English 2**
  - Passed Assessment
  - Concorance chart
  - Composite score
  - ACT
  - Dual Credit
  - CTE Requirements
  - CTE Requirements with WorkKeys

- **SAT-3 Biology**
  - Passed Assessment
  - Concorance chart
  - Composite score
  - ACT
  - Dual Credit
  - CTE Requirements
  - CTE Requirements with WorkKeys

- **SAT-3 US History**
  - Passed Assessment
  - Concorance chart
  - Composite score
  - ACT
  - Dual Credit
  - CTE Requirements
  - CTE Requirements with WorkKeys

**Mississippi Department of Education**

Ensuring a bright future for every child

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### VI. DOCUMENTATION OF REVIEW OF INDIVIDUAL SUCCESS PLAN (ISP):

**Requirement at exit of 7th grade (Pending Accreditation Approval)**

Signatures are only required in the 2nd semester.

<table>
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### VII. NOTES
Questions?
Contact Information

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