

# Paving the Way for Success in High School and Beyond

2019 Literacy Summit

August 2019



**Chandrea Walker, Office Director II  
Office of Career & Technical Education**

1

## Mississippi Department of 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



2

2

**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  


3

## Current Graduation Options

---

 MISSISSIPPI DEPARTMENT OF EDUCATION  
 Ensuring a bright future for every child

4

4

## Students Currently enrolled in grade 12

- Use the graduation requirements for school year they entered the 9<sup>th</sup> grade.
- To include:
  - Career Pathway Diploma
  - District Option Diploma
  - Traditional/Standard Diploma
  - Early Exit Diploma
  - Mississippi Occupational Diploma
  - Certificate of Attendance



5

5

## Current 11<sup>th</sup> graders

- Use the graduation requirements for school year they entered the 9<sup>th</sup> grade.
- To include:
  - District Option Diploma
  - Traditional/Standard Diploma
  - Early Exit Diploma
  - Certificate of Attendance



6

6

# MS High School Graduation Pathways

## Mississippi High School Graduation Pathways

Career Pathway Option* 21 Credits***		Traditional Pathway Option* 24 Credits Minimum		District Option** 21 Credits Minimum		MS Early Exit Exam Option**** (Applies only to students in a State Board of Education (SBE) approved Innovative Program) 17.5 Credits Minimum	
Graduation Requirements	Required Courses	Graduation Requirements	Required Courses	Graduation Requirements	Required Course	Graduation Requirements	Required Courses
4 Credits of English 3 Credits of Math 3 Credits of Science 3 Credits of Social Studies	English I, English II Algebra I Biology I 1 U.S. History 0.5 U.S. Government 0.5 Mississippi Studies	4 Credits of English 4 Credits of Math 4 Credits of Science 4 Credits of Social Studies	English I, English II Algebra I Biology I 1 U.S. History 1 World History 0.5 Geography 0.5 Economics 0.5 U.S. Government 0.5 Mississippi Studies	4 Credits of English 4 Credits of Math 3 Credits of Science 3 Credits of Social Studies	English I, English II Algebra I Biology I 1 U.S. History 1 World History 0.5 U.S. Government 0.5 Mississippi Studies	2 Credits of English 3 Credits of Math 2 Credits of Science 2.5 Credits of Social Studies	English I, English II Algebra I Biology I 1 U.S. History 1 World History 0.5 U.S. Government 0.5 Mississippi Studies OR approved SBE equivalent courses
0.5 Credit of Health/ Physical Education	0.5 Comprehensive Health 0.5 OR Physical Education	0.5 Credit of Health	0.5 Comprehensive Health	0.5 Credit of Health	0.5 Comprehensive Health	1 Credit of Health & Physical Education	0.5 Comprehensive Health 0.5 Physical Education
1 Credit of Integrated Technology	Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding	1 Credit of Business & Technology	Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding	1 Credit of Business & Technology	Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding	1 Credit of Business & Technology	Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding
4 Credits of Career and Technical Education Electives	From Student's Program of Study	1 Credit of Art		1 Credit of Art		1 Credit of Fine Art	
2.5 Credits of Electives		5 Credits of Electives		4.5 Credits of Electives		5 Credits of Electives	Electives should align with postsecondary admission standards.

### Individual Career and Academic Plan (ICAP)

Each student in Mississippi schools must have an ICAP that is personalized to meet his or her educational and career goals. Students who choose the Career Pathway Option must complete 4 career and technical education units and 2.5 elective units specified in the students ICAP.

### Subject Area Tests

The Subject Area Testing Program (SATP) consists of four academic, end-of-course tests (Algebra I, Biology I, English I, and U.S. History from 1877). A passing score in each of the four subject-area tests is required.

\* Career and Traditional Pathway Options are State Board required.

\*\* District Pathway is a local decision.

\*\*\* The Career Pathway Option is available for all students beginning in 2011-2012

\*\*\*\* The Mississippi Early Exit Diploma indicates that students are ready to do college level work without remediation and opens up a variety of educational and career pathways within and beyond high school. In order to qualify for a Mississippi Early Exit Diploma, in addition to earning the Carnegie Units listed, students must meet college and career qualification scores in all core content areas on a series of End of Course (EOC) exams and/or the required benchmarks for college readiness on the ACT or Institution of Higher Learning (IHL) approved college entrance exam.

August 2013



## Elementary Schools



## Elementary School Responsibilities

- How can we best serve our students?
- What services can we provide to ensure the transition from elementary to middle school is as smooth as possible?
- What can we do to guarantee that our students are academically and behaviorally ready for middle school?



9

9

## Middle Schools



10

10

## 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*.



11

11

## 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.



12

12

# Traditional Diploma

Effective 2018-19 for all Incoming 9<sup>th</sup> Graders



13

13

## Traditional Diploma Requirements

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Math	4	Algebra I
Science	3	Biology I
Social Studies	3 ½	World History (1) US History (1) Economics (1/2) US Government (1/2) MS Studies (1/2)
Physical Ed	½	
Health	½	
Art	1	
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Electives	5 ½	
<b>TOTAL</b>	<b>24</b>	



14

14

# Traditional Diploma

## Career and Technical Endorsement



15

15

## Traditional Diploma with Career and Technical Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I      English II
Mathematics	4	Algebra I
Science	3	Biology I
Social Studies	3½	1 World History      1 U.S. History ½ U.S. Government      ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	Must complete a 4-course sequential program of study
Additional Electives	3½	
<b>Total</b>	<b>26</b>	

### 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



16

16



## Requirements for Traditional Diploma

Student **should** identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.



17

17

## Traditional Diploma

Academic Endorsement and  
Distinguished Academic Endorsement



18

18

## Traditional Diploma with Academic Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I      English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I
Science	3	Biology I + two (2) additional science courses above Biology I
Social Studies	3½	1 World History      1 U.S. History ½ U.S. Government      ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7½	Must meet CPC requirements for MS IHLs
<b>Total</b>	<b>26</b>	

### 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



19

19

## Traditional Diploma with Distinguished Endorsement

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I      English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I
Science	4	Biology I + two (2) additional science courses above Biology I
Social Studies	4	1 World History      1 U.S. History ½ U.S. Government      ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
Career & College Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	Must meet CPC requirements for MS IHLs
<b>Total</b>	<b>28</b>	

### 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



20

20

## Process Standard 14.1

Proposed Revisions to Process Standard 14.1 of the *Mississippi Public School Accountability Standards, 2019*

Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.) Students receiving a standard diploma shall select from graduation pathways as specified by the local school district's graduation requirements, which must include the diploma endorsement options outlined in Process Standards 14.1.8, 14.1.9, and 14.1.10. **Diploma endorsement options shall be required of all school districts effective with the incoming freshman class of 2019-2020. Prior cohorts of students shall be eligible to earn endorsement(s) if all applicable requirements are met.**



21

21

## 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.



22

22

# Early Warning System



23

23

## 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



24

24

## Early Warning System

Strongest predictors of high school graduation are:

- School attendance
- Behavior
- Course performance



25

25

## 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



26

26

## Early Release Requirements



27

27

## 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.



28

28

## 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



29

29

## 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.



30

30

## Individual Success Plan



31

31

## Individual Success Plan (ISP)

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.



32

32



## 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 7<sup>th</sup> grade, plans will be revisited each year with students, and necessary changes will be made throughout the process.



33

33

## College and Career Development Resources



34

34

## College and Career Development Resources

- Approved Courses for Secondary Schools
- College Preparatory Curriculum (CPC)
- MS Career Resource Document
- Dual Enrollment Procedural Manual
- ISP Planning Tool
- Career Ready K-12 Lessons
- MS Career Exploration and Planning Expectations (with and without links)
- Instructional
- MS Student Planning Tool Instructional Guide (Educators and Parents)
- MS Diploma Options Guide
- Early Warning System



35

35

## MS Career Development Resource Document



36

36

## MS Career Development Resource Document



### MISSISSIPPI CAREER DEVELOPMENT Resource Document



### 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

37

37

## MS Career Development Resource Document

### 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.



38

38

## MS Career Development Resource Document

### 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.



39

39

## MS Career Development Resource Document

### Academic Resources

- |   |   |
|---|---|
| • ACT                                   | • Mississippi Diploma Tracks                        |
| • Advanced Courses                      | • Traditional Diploma Endorsement Options           |
| • Advanced Placement Courses (AP)       | • Course Sequencing                                 |
| • Dual Enrollment Courses               | • Assessment Calendar                               |
| • PSAT                                  | • Mississippi Institution for Higher Learning (IHL) |
| • SAT                                   | • NCAA Requirements                                 |
| • High School college Readiness Courses |   |
| • Credit Recovery                       |   |



**Mississippi Articulation and Transfer Tool (MATT)**

40

40

## MS Career Development Resource Document

### 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



41

41

## MS Career Development Resource Document

### Mississippi Career Development Resources

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



42

42

## MS Career Development Resource Document

### Workforce Connections

- **Career Academies**
- **Work-based Learning (WBL) Opportunities**
  - Apprenticeships**
  - Job Shadowing**
  - Career Fairs**
  - Mentors**



43

43

## Career Development Pacing Guide



44

44

# Career Development Pacing Guide

Mississippi Career Development Pacing Guide 9 <sup>th</sup> –12 <sup>th</sup> grade			
Grade	Description of Activity	Link to Resources	Timeline
9 <sup>th</sup> Grade	<p>Complete the "Explore Careers" activities on the Career One Stop website</p> <ul style="list-style-type: none"> <li>Self-Assessment</li> <li>Interest Assessment</li> <li>Skills Assessment</li> <li>Work Values Assessment</li> </ul> <p>Take the "Career Cluster Interest Survey"</p> <p>Explore career opportunities on the Bureau of Labor Statistics</p> <p>Use "My Next Move" to explore careers</p> <p>Review 9th grade "College Planning Guide"</p> <p>Meet with school counselor to:</p> <ol style="list-style-type: none"> <li>Discuss high school expectations and opportunities:               <ol style="list-style-type: none"> <li>GPA</li> <li>Carnegie units</li> <li>Community service hours</li> <li>Extracurricular involvement</li> <li>Dual credit courses</li> <li>Advanced Placement courses</li> <li>Career and Technical Education</li> </ol> </li> <li>Become aware of federal and state financial aid opportunities               <ol style="list-style-type: none"> <li>FAFSA</li> <li>MTAG</li> <li>HELP</li> <li>MESG</li> </ol> </li> <li>Become aware of institutional and private scholarship opportunities</li> </ol>	<p><a href="https://www.careeronestop.org/ExploreCareers/explore-careers.aspx">https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</a></p> <p><a href="https://careertech.org/student-interest-survey">https://careertech.org/student-interest-survey</a></p> <p><a href="https://www.bls.gov/k12/content/students/careers/career-exploration.htm">https://www.bls.gov/k12/content/students/careers/career-exploration.htm</a></p> <p><a href="https://www.mynextmove.org">https://www.mynextmove.org</a></p> <p><a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf</a></p> <p><a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf</a></p> <p><a href="http://riseupms.com/state-aid/">http://riseupms.com/state-aid/</a></p> <p><a href="https://get2college.org/resources/scholarships/">https://get2college.org/resources/scholarships/</a></p>	



45

## MS Career Exploration and Planning Expectations



46

# 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	BY THE END OF THE 7TH GRADE	BY THE END OF THE 8TH GRADE	BY THE END OF THE 9TH GRADE
<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>take an interest assessment <a href="https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx">https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx</a></li> <li>explore careers related to students' strengths, skills, and talents <a href="https://tds.usa.gov/teachers/lesson-plans/jobs/index.shtml">https://tds.usa.gov/teachers/lesson-plans/jobs/index.shtml</a></li> <li>develop an awareness of career clusters and jobs relating to those career clusters <a href="https://www.knowitall.org/subject/career-education">https://www.knowitall.org/subject/career-education</a></li> <li>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 <a href="https://www.careeronestop.org/GetMyFuture/ExploreCareers/what-care-you-good-at.aspx">https://www.careeronestop.org/GetMyFuture/ExploreCareers/what-care-you-good-at.aspx</a></li> <li>create an action plan with academic and personal goals <a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Academic_Portfolio.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Academic_Portfolio.pdf</a></li> </ul> <b>A student should know:</b> <ul style="list-style-type: none"> <li>why people need to work</li> <li>what college is, why people go, and the different types (2 year vs. 4 year)</li> <li>the relationship between personal qualities, education, training, and the world of work</li> </ul>	<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>create an Individual Success Plan (ISP) <a href="http://mupims.com/planning/job-hunter/">http://mupims.com/planning/job-hunter/</a></li> <li>develop an awareness of careers and companies based in MS</li> <li>revisit interests and continue to explore careers related to talents and skills <a href="https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx">https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx</a></li> <li>review graduation requirements</li> <li>complete the student planning tool</li> </ul> <b>A student should know:</b> <ul style="list-style-type: none"> <li>the importance of academic success and consequences of falling behind</li> <li>what an Individual Success Plan (ISP) is and how to create a 5 year academic plan</li> </ul>	<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>complete a career cluster survey <a href="https://tds.colleboard.org/files/default/files/StudentInterestSurvey-English.pdf">https://tds.colleboard.org/files/default/files/StudentInterestSurvey-English.pdf</a></li> <li>attend a career exploration day/career fair</li> <li>check with your local high school and/or community college</li> <li>be exposed to finance literacy unit in a course or workshop <a href="http://financeintheclassroom.org/passport/eighth/math.shtml">http://financeintheclassroom.org/passport/eighth/math.shtml</a></li> <li>review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school <a href="https://secure-media.collegeboard.org/digitalServices/pdf/college-ed/middle-school-educator-guide-1/files/inc/661964397.pdf">https://secure-media.collegeboard.org/digitalServices/pdf/college-ed/middle-school-educator-guide-1/files/inc/661964397.pdf</a></li> <li>review/revise ISP</li> <li>complete the student planning tool</li> </ul> <b>A student should know:</b> <ul style="list-style-type: none"> <li>the concept of career clusters for further exploration</li> <li>possible career clusters of interest</li> <li>the relationship between community service/extracurricular activities and postsecondary/career goals</li> </ul>	<b>A student should be supported to:</b> <ul style="list-style-type: none"> <li>revisit career cluster interest survey <a href="https://www.sls.gov/12/content/students/careers/career-exploration.htm">https://www.sls.gov/12/content/students/careers/career-exploration.htm</a></li> <li>develop self-awareness of skills, work values, and interests <a href="https://www.careeronestop.org/ExploreCareers/explore-careers.aspx">https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</a></li> <li>explore various careers <a href="https://www.mynestmove.org/">https://www.mynestmove.org/</a></li> <li>review 9th grade "College Planning Guide" <a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_College-Planning-9th-10th-Graders.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_College-Planning-9th-10th-Graders.pdf</a></li> <li>meet with school counselor to discuss coursework and postsecondary (PS) career plans</li> <li>become aware of federal and state financial aid opportunities <a href="https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf">https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf</a></li> <li>become aware of institutional and private scholarship opportunities <a href="https://psd.college.org/students/tools/scholarships/">https://psd.college.org/students/tools/scholarships/</a></li> <li>review/revise ISP</li> <li>complete the student planning tool</li> </ul> <b>A student should know:</b> <ul style="list-style-type: none"> <li>one or two career clusters for further exploration and development</li> <li>the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans</li> <li>the general cost ranges of various PS options</li> </ul>



47

47

## Student Planning Tool for Traditional Diploma



48

48



# Student Planning Tool for Traditional Diploma

I. STUDENT INFORMATION			
Student Name:		MSIS#:	
Career Cluster: (select one) Refer to guidance document for additional information	<input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Arts, AV Technology & Communications <input type="checkbox"/> Business, Management & Administration	<input type="checkbox"/> Education & Training <input type="checkbox"/> Finance <input type="checkbox"/> Government & Public Administration <input type="checkbox"/> Health Science	<input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Human Sciences <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections & Security <input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> STEM <input type="checkbox"/> Transportation, Distribution & Logistics
II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)			
Academic Endorsement (26 Credits)	Career and Technical (CTE) Endorsement (26 Credits)	Distinguished Academic Endorsement (28 Credits)	
Date Selected:	Date Selected:	Date Selected:	
Earn an overall GPA of 2.5	Earn an overall GPA of 2.5	Earn an overall GPA of 3.0	
Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements	Must complete a four-course sequential program of study	Earn four additional Carnegie units for a total of 28 (4 science and 4 social studies credits)	
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	Courses must meet MS IHL CPC recommended requirements	
Earn two additional Carnegie units for a total of 26	Earn silver level on ACT WorkKeys	Earn national college readiness benchmarks on each subtest established by ACT 18 in English and 22 in Math or SAT equivalency as established by College Board and IHL.	
Must successfully complete one of the following:	Must successfully complete one of the following:	Must successfully complete one of the following:	
One AP Course with a C or higher and take the appropriate AP exam	One CTE dual credit or earn articulated credit in the high school CTE course	One AP course with a B or higher and take the appropriate AP exam	
One Diploma Program-IB course with a C or higher and take the appropriate IB exams	Work-Based Learning experience or Career Pathway Experience	One Diploma Program-IB course with a B or higher and take the appropriate IB exams	
One academic dual credit course with a C or higher in the course	Earn a State Board of Education approved national credential	One academic dual credit course with a B 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). Alternatively, a student must meet ALL of the following:		
	<ul style="list-style-type: none"> <li>Have a 2.5 GPA</li> <li>Passed or met all MAAP assessments requirements for graduation</li> <li>On track to meet diploma requirements</li> <li>Concurrently enrolled in Essentials of College Math or Essentials of College Literacy</li> </ul>		
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.		



August 2017: Begins with incoming freshmen of 2018-2019

49

49

# Student Planning Tool for Traditional Diploma

IV. PROGRAM OF STUDY: (Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)																	
Curriculum Area	Traditional Diploma Carnegie Units	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade										
English	4																
Math	4																
Science	3																
Social Studies	3.5																
*Physical Ed	.5																
*Health	.5																
Art	1																
College & Career Readiness	1																
Technology or Computer Science	1																
Electives	5.5																
Additional & CTE Electives (if applicable)																	
TOTAL Carnegie Units Earned/GPA		/GPA:	/GPA:	/GPA:	/GPA:	/GPA:	/GPA:										
V. ASSESSMENT INFORMATION																	
ACT						SAT				National Certification		WorkKeys					
Date(s)	Math	Science	STEM	English	Reading	Composite	Date(s)	Reading/Writing	Math	Composite	Test Name	Date(s)	Score	Date(s)	Score		
Mississippi Academic Assessment Program (MAAP)												DP-IB		Advanced Placement			
MAAP Algebra 1			MAAP English 2			SATP-3 Biology			SATP-3 US History			Test Name	Date(s)	Score	Test Name	Date(s)	Score
<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment	<input type="checkbox"/> Passed Assessment						
<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart	<input type="checkbox"/> Concordance chart						
<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score	<input type="checkbox"/> Composite score						
<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT	<input type="checkbox"/> ACT						
<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit	<input type="checkbox"/> Dual Credit						
<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys	<input type="checkbox"/> CTE Requirements with WorkKeys						
<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB	<input type="checkbox"/> CTE Requirements with ASVAB						
<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state						
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:						



50

50

## Student Planning Tool for Traditional Diploma

### 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.

Grade	Date of Review	Supervising Educator	Parent/Guardian Signature & Date	Student Signature & Date
7th				
8th				
9th				
10th				
11th				
12th				

### VII. NOTES



51

51

## Resources

[Mississippi High School Diploma and Endorsement Options Communication Toolkit](https://www.mdek12.org/OCGR/diploma)  
<https://www.mdek12.org/OCGR/diploma>

[Mississippi Accountability Communication Toolkit](https://www.mdek12.org/OCGR/mact)  
<https://www.mdek12.org/OCGR/mact>

[Accreditation Standards](https://www.mdek12.org/sites/default/files/mississippi_public_school_accountability_standards_2019.pdf)  
[https://www.mdek12.org/sites/default/files/mississippi\\_public\\_school\\_accountability\\_standards\\_2019.pdf](https://www.mdek12.org/sites/default/files/mississippi_public_school_accountability_standards_2019.pdf)

[Professional Growth System](https://www.mdek12.org/OTL/OTC/professional-growth-system)  
<https://www.mdek12.org/OTL/OTC/professional-growth-system>

[Academic Counseling, CTE Counseling, and SSC webpages](https://www.mdek12.org/CTE/OCCSS) (updates coming)  
<https://www.mdek12.org/CTE/OCCSS>

[Perkins IV and Perkins V Comparison Chart](https://cte.careertech.org/sites/default/files/PerkinsV_Side-by-Side_Draft_Updated101618.pdf)  
[https://cte.careertech.org/sites/default/files/PerkinsV\\_Side-by-Side\\_Draft\\_Updated101618.pdf](https://cte.careertech.org/sites/default/files/PerkinsV_Side-by-Side_Draft_Updated101618.pdf)

[Perkins V Implementation Information](https://www.acteonline.org/perkins-implementation/)  
<https://www.acteonline.org/perkins-implementation/>



52

52

## Questions?



## Contact Information

Chandrea Walker  
Office of Career and Technical Education  
[CSWalker@mdek12.org](mailto:CSWalker@mdek12.org)