# PINE-RICHLAND SCHOOL DISTRICT PROGRAM OF STUDIES UPDATE

Monday, January 8, 2024

High Level Preview

- Program Review Process
    - Recommendation Implementation
- Department Recommendations
    - Course description updates, Video Updates
- Continued Improvements to the Scheduling Process
    - Program of Studies update meeting with Dept. Chairs and MS/HS Counselors
    - Teachers review Department Pathways with all classes
    - Graduation Plan and College/Career Planning Linked

Program of Studies - Vision

Approach — Deploy — Learn — Integrate
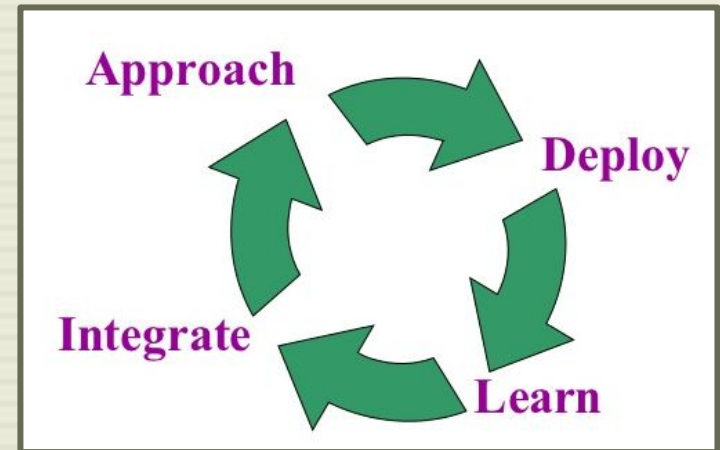
Changes/Improvements to the Program of Studies Over the Past 10 Years

- Graduation Planning
- Scheduling Process & Timeline
- Department Pathways
- Interactive Resource (Videos, Links to More Information)
- Honors Criteria and Honors level courses added
- Equalizing Counselor-to-Student Ratios
- Department Chair Meetings with 7-12 School Counselors
- Implementation of Program Review Recommendations
- PRMS Scheduling Timeline Aligned with PRHS
- Wellness Component
- PRHS Course Selection: *Choosing Wisely: Right Student, Right course*

- Career Education and Work Standards Integration (Career Plans)
- Career Clusters Integrated into Graduation Plan and Course Summaries
- POS Direct Instruction (Students and Parents)
- Transition/Transformation Planning
- Portrait of a Graduate
- Outside of the Classroom Learning (Activities/Clubs, Career Education - PAES Lab)
- Keystone Proficiency Pathway Options (Act 158)
- Naviance Resource for College/Career Planning
- **NCAA Process & Clearinghouse**
- **Waiver Process Improvements**

High Level Preview

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Overview of PRHS Updates:

- Scheduling Process & Waiver Procedures (Pgs. 32-36)
  - Concept of *Choosing Wisely: Right student, right class.*

- Engineering & Technology Education Career Pathways & Course updates (Pgs. 115-124)

- NCAA eligibility overview & NCAA worksheet (Pgs. 30-32)

- New opportunities in Music (Pg. 90), Family Consumer Science (Pg. 125), and Experiential Learning Opportunities (Pg. 28,143)

- Act 158 Pathways

- Growth in Social Studies elective course offerings through In-Depth Program Review implementation

Our focus, based on student interests

Naviance is a comprehensive 7-12 college and career readiness platform that enables self-discovery, career exploration, academic planning and college preparation. Using Naviance, students complete an electronic portfolio that aligns with the Pennsylvania Career Education and Work Standards (CEW).

Self-Discovery assessments within Naviance help our students identify interests and strengths that can guide their decisions regarding high school classes and future opportunities.

Naviance Student Overview   Naviance Self-Discovery

Naviance
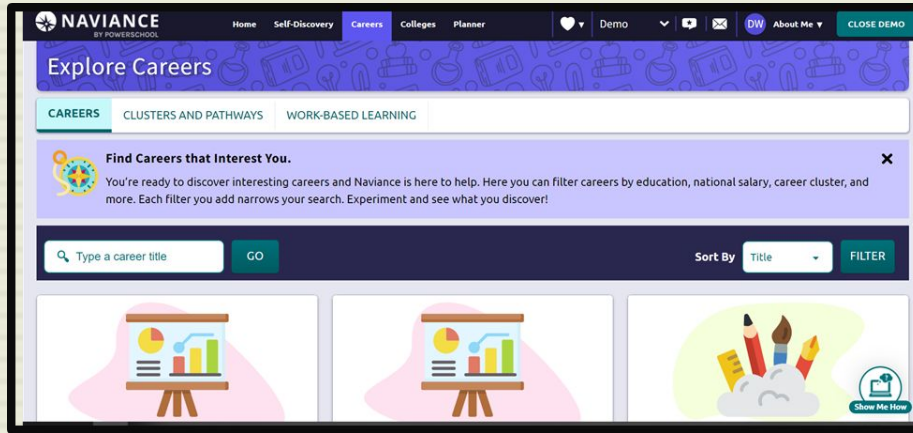
Students use assessments to match their personalities and interests with potential careers.
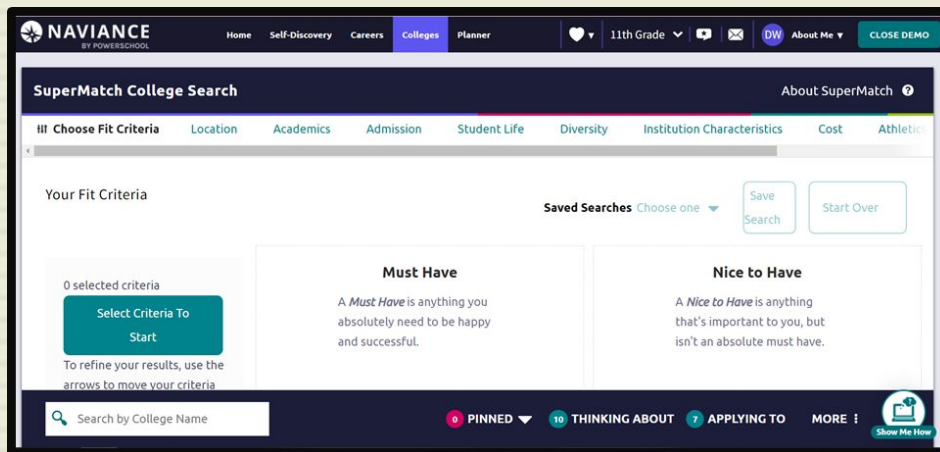
Students and parents can use post-secondary search tools: SuperMatch, College Compare, Acceptance History, to generate a list of schools that may be a good fit.

Naviance

College Planning Night
Date: Tuesday, January 30, 2024
Time: 7:00-8:30 p.m.
Location: Virtual
Topic: Planning for College. How to Get Started

Clemson University PRHS Admission Data

Your high school's application history

- 46 Applied (2023)
- 9 Accepted (2023)
- 31 Applied (2022)
- 27 Applied (2021)
- 15 Accepted (2021)
- 17 Applied (2020)
- 13 Accepted (2020)
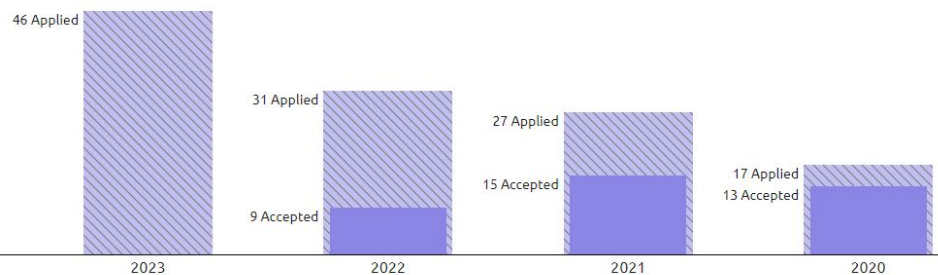
Scattergrams | Applications for Pine-Richland High School

Comparing: Weighted GPA with SAT (1600)
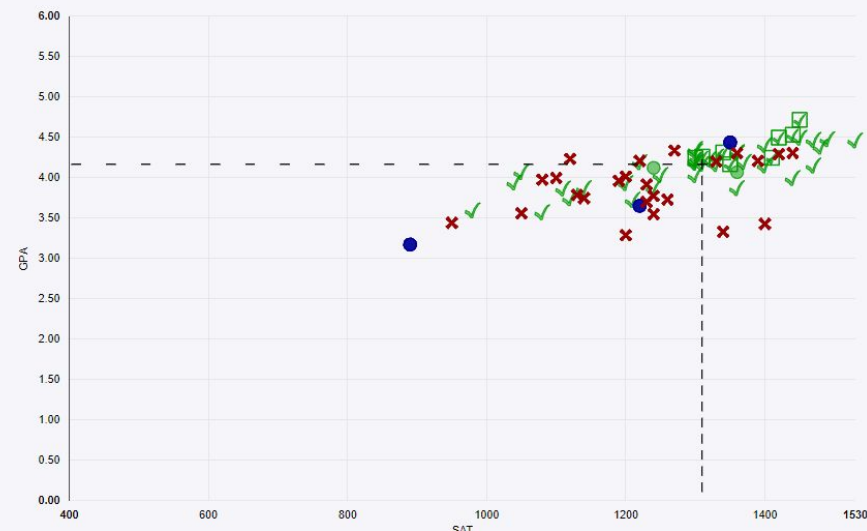
Legend

Legend	Accepted	Waitlisted/Accepted	Waitlisted/Unknown	Waitlisted/Denied	Denied
You	✓ Regular Decision	● Regular Decision	● Regular Decision	● Regular Decision	✗ Regular Decision
Average GPA	⊘ Early Decision	⊗ Early Decision	⊗ Early Decision	⊗ Early Decision	⊗ Early Decision
— Average Score	☑ Early Action	⊠ Early Action	⊠ Early Action	⊠ Early Action	⊠ Early Action

Click on legend icons or headers to hide each type or group in the scattergram. Double-click to reset zoom.

CLEMSON TIGERS

PR Graduation Requirements

PRSD Graduation Requirements	
English	4
Social Studies	3
Mathematics	3
Science *(includes Biology)*	3
Flexible Core Academic Credit *(Mathematics, Science or Social Studies)*	1
Health and Physical Education	1
Electives	9
Total Credits Required	24

*All students must demonstrate proficiency on the Keystone Exams of Algebra 1, Literature, and Biology or one of the Act 158 pathway options.

Support to meet these requirements:

Time Management Planner

It is encouraged that students use this form to assist in planning a balanced academic schedule to promote personal wellness.

The RAMS Way: Time Management Planner		
Use this tool to plan a manageable schedule for the time required to meet your academic and personal goals.		

Students should review course descriptions, speak to school counselors, teachers, and peers and then note the anticipated amount of work outside of the school day required for each class; these estimates will vary by student and course. Students who narrowly meet the prerequisite for a course, or waive into a course, may need to budget more time above the estimates. Students are most successful when they plan for a realistic schedule that allows for a sufficient challenge while maintaining balance. Do it The RAMS Way; students who do make informed choices about scheduling are better able to achieve academically and enjoy personal wellness.

Academic Time: *list the daily homework and study time needed for proposed courses*
Ram Tip: talk to the teachers of the classes you want to take prior to scheduling

Courses Desired	Daily Homework/Study Time	Hours per Week
Total hours needed for Academic Time		0

Extra-Curricular Activities: *list the time spent in any activity outside of the school day*
Ram Tip: talk to your coaches and activity sponsors

		Hours per Week
Total hours needed for Extra-Curricular Activities		0

Personal Time: *include time spent relaxing, sleeping, socializing, or other non-structured activities*
Ram Tip: talk to your parent(s)/guardian(s); remember that you are in school for about 7.5 per day and 8.25 hours of sleep per night is recommended for high school students

		Hours per Week
Total hours needed for Personal Time		0

Total Committed Hours: *add all totals together*		0
Total Available Hours: *number of hours in a week*		168
Total Extra Time: *subtract Total Committed Hours from Total Available Hours*		168

2019-2020 Pine-Richland High School Program of Studies — 9 | Page

PINE-RICHLAND HIGH SCHOOL STUDENT GRADUATION PLAN

		Choice #1	Choice #2	Choice #3
Career Cluster Interests				

Subject	Credits Required	Grade	Courses	Year	Total
English	4	9	English 9	2017-2018	
		10	English 10	2018-2019	
		11	English 11	2019-2020	
		12	English 12	2020-2021	
					0
	3	9	Algebra 1	2017-2018	
		10	Geometry	2018-2019	
		11	Algebra 2	2019-2020	
		12		2020-2021	
					0
	3	9	Earth & Environment	2017-2018	
		10	Biology	2018-2019	
		11	Chemistry	2019-2020	
		12		2020-2021	
					0
	3	9	US Cultures 1	2017-2018	
		10	Themes in World History	2018-2019	
		11	US Cultures: 20th Century	2019-2020	
		12		2020-2021	
					0
	1	12		2020-2021	
					0
	1	9	Health/Physical Education 9	2017-2018	1
					1
Electives	9				
					0
Keystone Exam Verification	NA		Literature		
			Algebra 1		
			Biology		
Anticipated Graduation Year:	2021				1

Agriculture Food & Natural Resources	
Architecture & Construction	
Arts: A/V Technology & Communications	
Business Management & Administration	
Education & Training	
Finance	
Government & Public Administration	
Health Sciences	
Hospitality & Tourism	
Human Services	
Information Technology	
Law, Public Safety, Corrections & Security	
Manufacturing	
Marketing	
Science, Technology, Engineering & Mathematics	
Transportation, Distribution & Logistics	

HEALTH AND PHYSICAL EDUCATION VISION

WELLNESS

HABITS OF MIND & BODY

"Your Brain on Exercise: 30 Minutes of Physical Activity Makes Your Brain More 'Plastic'", Health Living

Empower students to develop habits of mind and body that support wellness throughout a lifetime.

Act 158: Keystone Exam Updates

(Class of 2023 and Beyond)

- Signed into law in 2018 (Act 158)
- Provides **five pathway options** for students to demonstrate proficiency on state assessments
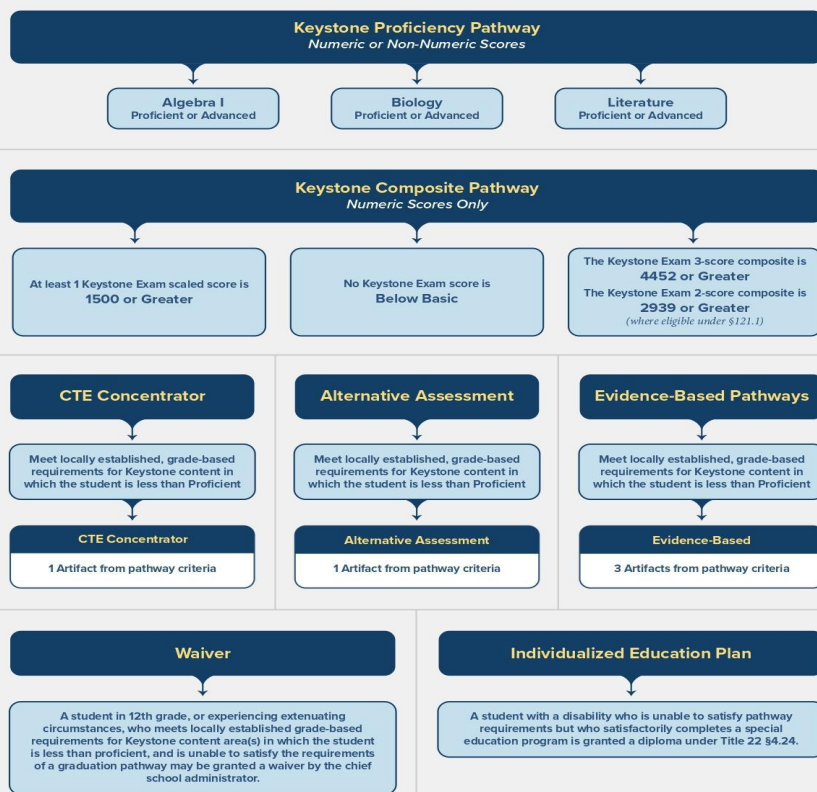- Focus on Proficiency on all exams

Pathway Options:

1. Traditional Keystone Proficiency
2. Keystone Composite Pathway
3. Career and Technical Education
4. Alternative Assessment
5. Evidence-Based Pathway

Act 158 Pathway 2022-2023	Number of Students	Percentage
Proficiency	301	87.25%
Composite	25	7.25%
CTE	2	0.58%
Alternative Assessment	13	3.77%
Evidenced Based	1	0.29%
IEP	3	0.87%
Total	345	

Act 158 Pathways (Pg. 13)

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Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway
Numeric or Non-Numeric Scores

Algebra I Proficient or Advanced	Biology Proficient or Advanced	Literature Proficient or Advanced

Keystone Composite Pathway
Numeric Scores Only

At least 1 Keystone Exam scaled score is **1500 or Greater**	No Keystone Exam score is **Below Basic**	The Keystone Exam 3-score composite is **4452 or Greater** The Keystone Exam 2-score composite is **2939 or Greater** *(where eligible under §121.1)*

CTE Concentrator	Alternative Assessment	Evidence-Based Pathways
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient	Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient	Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
CTE Concentrator 1 Artifact from pathway criteria	**Alternative Assessment** 1 Artifact from pathway criteria	**Evidence-Based** 3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

1

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Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	**1 Artifact**	**3 Artifacts consistent w/student goals** ONE or more from Section One No more than TWO from Section Two
Industry-based competency certification	Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)	**Section 1**
Likelihood of industry-based competency assessment success	Attainment of Gold Level or better on ACT WorkKeys	Attainment of 630 or better on any SAT Subject Test
Readiness for continued engagement in CTE Concentrator program of study	Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient	Attainment of Silver Level or better on ACT WorkKeys
	Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient	Attainment of 3 or better on any AP Exam
	Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient	Attainment of 3 or better on any IB Exam
	Successful completion of a pre-apprenticeship program	Successful completion of any concurrent enrollment or postsecondary course
	Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework	Industry-recognized credentialization
		Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program
		Section 2
		Attainment of Proficient or Advanced on any Keystone Exam
		Successful completion of a service-learning project
		Letter guaranteeing full-time employment or military enlistment
		Completion of an internship, externship, or cooperative education program
		Compliance with NCAA Division II academic requirements

2

Social Studies Pathway Revisions

IDPR Recommendation #3 - **Promote civic competence and engagement…**

IDPR Recommendation #5a - **Civics and Economics competencies integrated into appropriate grade spans K-12.**

Previous Social Studies Course Sequence

8th Grade	9th Grade	10th Grade	11th Grade
US History	US History 19th C.	World History	US History 20th C
Colonial Era - 1812	Monroe Era - WWI	Ancient World - Present	WWI - Cold War

Social Studies Course Sequence: 2023-2024 and beyond

8th Grade	9th Grade	10th Grade	11th Grade (25-26)
US History	US History	World History	Civics, Gov, & Econ
Colonial Era - Reconstruction	1812 - Present Day	c.1200 - Present	Embedded US & World History

Social Studies

IDPR Recommendation #5 - **Add and remove courses in the social studies section of the high school program of studies…**
IDRP Recommendation #5h **- Consider new elective courses in diverse areas of study…**

Previous 12th Grade courses

AP Government (Y)
AP Microeconomics (Y)
AP Psychology (Y)
Law (S)
Economics (S)
~~Psychology (S)~~
~~Asian Studies (Y)~~
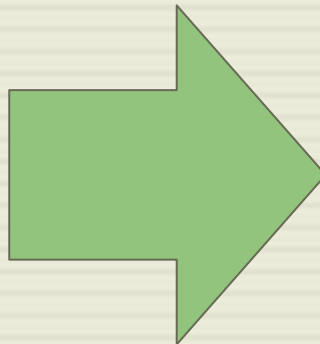
12th Grade courses as of 2023-2024

AP Government (Y)
AP Microeconomics (Y)
AP Psychology (Y)
Law (S)
Economics (S)
*Honors Research in Global Issues (S)
*Honors Philosophy through Media (S)
History through Music (S)
Sports and Culture (S)

*Pending honors weight based on evaluation through Pine-Richland's Honors Criteria Review

Air Force - Junior Reserve Officer Training Corps (AF - JROTC) - Enrollment Update

Crosstown Agreement with Mars Area School District

Students	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Mars	18	23	28	32	31	**23**
PR	83	83	75	62	64	**57**
Total	101	106	103	94	95	**80**

Scheduling Process

- Scheduling Committee (Ongoing)
  - *Choosing Wisely: Right student, right course.*
- **Increased focus on middle school to high school transition**
  - High school and middle school staff collaboration (Ie. ALC's, Counselors, 8th grade staff)
  - 8th Grade Scheduling Presentation & HS students visiting PRMS
  - Transition meetings ensuring continuity of services & support
  - Special Education support focus & Hand-scheduling
  - Orientation and Supplemental Orientation support
- Teacher/Student Conversations (Jan.)
  - Review of the Department Pathways, Student Input, Student history
  - Teacher course recommendations based on P.o.S. criteria
- Counselor/Individual Student Meetings (Feb.-March)
- Student/Family – Course Request Form (Feb.-March)
- Student/Family – Verification & Waiver Forms (March)

Scheduling Process & Procedures

Pine-Richland High School Scheduling Timeline	
January 23	PRHS Program of Studies is available to all students and parents. Principal's letter sent to students and parents to review scheduling process.
January 24	8th Grade Class Scheduling Meeting during school day @ PRHS Auditorium.
January 25	Grades 9-11 Scheduling Meeting with PRHS Administration and School Counselors.
January 29 - February 2	Pine-Richland Middle School (for 8th Grade students) and Pine-Richland High School teachers share core course recommendations with current students and upload them to Sapphire.
February 1	Grades 8-11 Parent Scheduling Night Presentation: *Choosing Wisely: Right student & right courses.*
February 5-9	Counselors review/lock core course recommendations in Sapphire. PRHS Principal's Advisory Committee and Peer2Peer students visit 8th Grade & 9th Grade classes to discuss elective courses.
February 12	Core academic course recommendations and informational letters distributed to students and parents to review course recommendations and to choose elective courses.
February 16	Deadline for all students to return completed and signed core academic course requests and elective choices within the Community Web Portal.
February 21 – March 13	Counselors meet with students on an individual basis to review course requests and input electives. Discussions about graduation plan and career options occur at this time as well.
March 15	Verification forms will be distributed via the Community Web Portal. Students and parents are asked to verify only that the courses showing match their original course request form. No changes will occur unless a mechanical error has been made.
March 21	Deadline for all students to return signed verification forms within the Community Web Portal. Course waiver process opens. Students and parents may complete a course waiver for non-recommended classes.
March 29	All waiver forms must be submitted through the parent portal in Sapphire.
April-August	Course requests may be modified for the following reasons only: -- mechanical error (example: requested course was left off the list) -- schedule a course to meet graduation requirements (example: failed courses and needs to drop elective/study hall to schedule make-up course) -- fill study hall (example: replace study hall with elective course without adjusting any other part of schedule, if seats are available in class) Student schedules for 2024-2025 will be available through the Community Web Portal in August, 2024.

Day	Course Drop/ Withdrawal	Level Change
2 - 10	Course dropped is not recorded on the transcript. Students may enroll in a new course, based upon availability.	Changing the level of a course can be made without a withdrawal notation appearing on the students transcript.
11 - 20	Course dropped is not recorded on the transcript. Students may not enroll in a new course until the Second Semester.	All students must wait until the end of the current quarter to make a level change request. Requests will not be accepted after the conclusion of the 1st semester. A "W" along with the withdrawn passing or withdrawn failing notation (WP or WF) will appear on the transcript but not included in the GPA calculation.
21+	A "W" along with the withdrawn passing or withdrawn failing notation (WP or WF) will appear on the transcript but not included in the GPA calculation. No credit is awarded for a dropped course. Students may not enroll in a new course until the Second Semester.	Requests may not be able to be granted based on the current enrollment of courses into which the student is attempting to transfer. This includes not only actual seat number availability but also best practice recommendations for student numbers in a course. **The final quarter and/or semester grade from the original course in which the student has dropped will transfer to the new class.** *Students may not level up, this is only completed through the Waiver Process.*

Waiver Process Improvements

Waiver: Parent/Student request to take a course that does not align with a teacher recommendation or academic prerequisites (e.g., Alg. II to Honors Alg. II). *Waivers can not be used to avoid a **prerequisite <u>course</u>**.*

1. Teachers meet with their current students to review courses, gather student input, and then share the justifications for their recommendations for the next course.
2. A list of waiver requests is generated by the School Counseling Office and reviewed by the student's current teacher, department chair, school counselor, and administration.
3. The committee will review current class grade, previous grades and performance within the same content, PVAAS projections, student attendance history, and standardized test scores to determine if the waiver is granted.
4. Students/Parents will be informed if their waiver request is approved or denied.
5. Appeals to the waiver decision must be made to the student's alpha Principal.

Level Change Request

Proposed changes for **completing a level change from a course that a student waived into**:

Current	Proposed
Students who waive into a class must **wait until the start of the second semester** to make a level change request.	All Students are permitted to submit a level change request **on days 2-10** or they must wait until the **conclusion of the 1st or 2nd quarter**.
A Withdrawal letter grade notation is recorded on the student's transcript but not calculated into their GPA. (**WA, WB, WC, WD, WF**).	A Withdrawal Passing or Withdrawal Failing notation will be recorded on the student's transcript but not calculated into their GPA. (**WP or WF**).
Grades earned from the original waiver-requested course **do not** transfer with them to their new course.	Grades earned from the original waiver-requested course **will** transfer with them to their new course.

Department Pathway Example

Science Pathways			
Freshman	Sophomore	Junior	Senior
Course	Course	Course	Course
Honors Biology	Honors Chemistry with Lab	Honors Physics with Lab or AP Biology with Lab or AP Chemistry with Lab or AP Environmental Science	AP Biology with Lab or AP Chemistry with Lab or AP Physics C with Lab or AP Environmental Science
Academic Biology	Academic Chemistry with Lab	Academic Physics with Lab	Additional Senior Courses
Biology	Chemistry with Lab	Physical Science or Academic Physics with Lab	Academic Physics with Lab or Additional Senior Courses
Earth Science	Biology	Chemistry with Lab	Physical Science or Additional Senior Courses
Additional Science Courses	Sophomore	Junior	Senior
	Comparative Anatomy & Physiology Honors Human Anatomy & Physiology Environmental Science	Comparative Anatomy & Physiology Honors Human Anatomy & Physiology Environmental Science Organic Chemistry Astronomy	Comparative Anatomy & Physiology Honors Human Anatomy & Physiology Environmental Science Organic Chemistry Astronomy

Scheduling Process Data
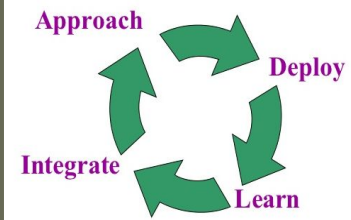
Grade	Number of Students Granted 1 or More Schedule Changes	Total Granted Changes	% of Class Granted 1 or More Schedule Changes
2023-2024			
12	151	248	44.28%
11	133	189	35.66%
10	92	130	26.06%
9	76	99	20.88%
Total	**452**	**666**	**31.59%**
2022-2023			
12	126	185	36.84%
11	92	130	27.54%
10	72	82	19.00%
9	69	83	19.55%
Total	**359**	**480**	**25.50%**
2021-2022			
12	163	319	44.29%
11	110	175	31.98%
10	67	128	19.82%
9	54	82	14.48%
Total	**394**	**704**	**27.69%**

Actual Schedule Changes by Grade Level

	2021-2022	2022-2023	2023-2024
% Grade 12	44.29%	36.84%	44.28%
% Grade 11	31.98%	27.54%	35.66%
% Grade 10	19.82%	19.00%	26.06%
% Grade 9	14.48%	19.55%	20.88%
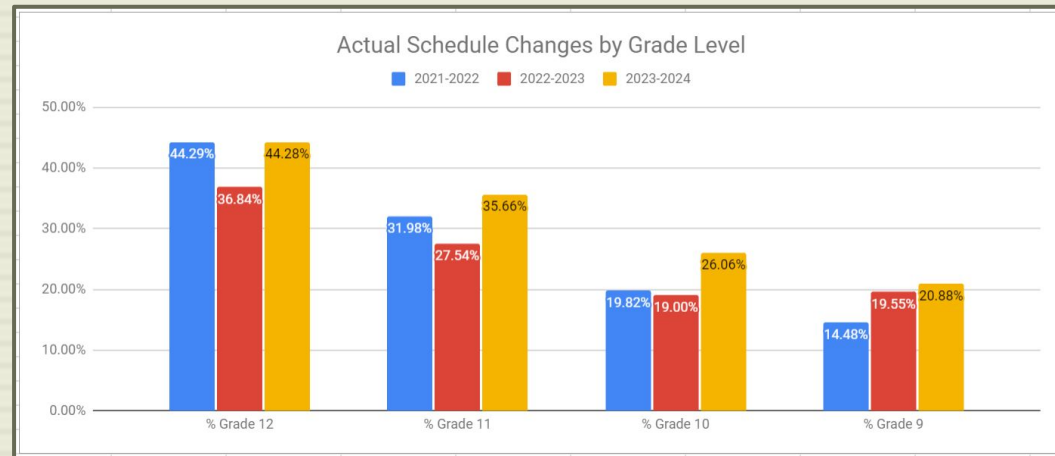
"Right Student, Right Course"

Music Pathway Reconstruction

Recommendation #3:

☐ Implement technology applications as a means of diversifying music education offerings, which supports the validity of non-performing branches of music education to **help meet a wide range of interests and developmental student needs** (e.g. adapted courses for special education; music production for "creation" not performance - Garage Band).

Recommendation #4E:

☐ (5) Expand HS music electives to reach a larger portion of students at their level, interests, and needs (**creating, performing, and responding to music outside of traditional ensembles**).

2023-2024 (Current)	2024-2025 (Recommended Changes)	2025-2026 (Future Considerations)
Music Technology (S)	Introduction to Music Production (S); Music Production (S) *(Scheduled concurrently)*	
Beginner Piano (S)	Beginner Piano (S); Piano 2 (S) *(Scheduled concurrently)*	
Harmony & Theory (S)	Harmony & Theory (S)(Open to 10th, 11th, 12th Grades)	Replace Harmony & Theory with AP Music Theory (Y)
Orchestra/ Honors Orchestra (Y)	Orchestra/Honors Orchestra (Y); Advanced Orchestra/Honors Advanced Orchestra (Y)	

Engineering & Technology Edu.

ENGINEERING & TECHNOLOGY DEPARTMENT

Recommendation #2

*Create a sequence of courses for career clusters/pathways within the Engineering and Technology Department that **provides for both flexibility and deeper exploration***

Engineering & Technology Education: Course Career Pathways

→	Architecture
→	Engineering
→	Video Production
→	Materials/Manufacturing

	Architecture
	Engineering
	Video Production
	Materials/Manufacturing

Family and Consumer Sciences

Recommendation #2

Modify, align, and/or expand the child development curriculum and course offerings in grades 10-12.

❏ Curriculum rewrite and realignment of all levels of Child Development I, II, and III making it possible for high schoolers to study in-depth Child Development theory/topics across all three levels.

❏ Renaming of Child Development courses should be considered. Naming would better communicate content that will be studied within each level as well as the advanced level progressions (e.g., Child Development Theory and Advanced Child Development with Preschool Practicum).

❏ Add a third level of Child Development without affecting staffing.

Replace Contemporary Living course with FCS Design Lab 1 & 2 courses for grades 9-12.

2023-2024 (Current)	2024-2025 (Recommended Changes)
Contemporary Living (S)	Design Lab 1 (S) & Design Lab (2) Fashion and Design Courses *(Scheduled concurrently)*
Child Development & Parenting I (S) & Child Development & Parenting II (S)	Child Development I (S) Child Development II with Preschool Practicum (S) Child Development III with Preschool Practicum (S) *(Scheduled concurrently)*
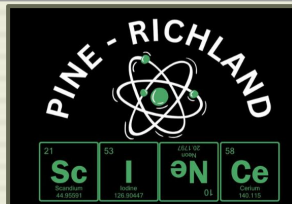
Pine-Richland Middle School

Tier 3 ELA Changes

	Prior to the 2023-24 School Year	23-24 School Year
7th Grade	Tier 1: English 7 and Reading 7 Tier 3: Students take 2 replacement courses ● Step Up to Writing replaces English 7 ● Language! C replaces Reading 7	Tier 1: English 7 and Reading 7 Tier 3: Students will take 1 replacement course ● Language Arts 7 replaces English 7 ● All Tier 3 students will take Reading 7
8th Grade	Tier 1: English 8 Tier 2: English 8 and Reading 8 Tier 3: Students take 2 replacement courses ● Step Up to Writing replaces English 7 ● Language! C replaces Reading 7	Tier 1: English 8 Tier 2: English 8 and Reading 8 Tier 3: Students will take 1 replacement course ● Language Arts 8 replaces English 8 ● All Tier 3 students will take Reading 7

World Language

Current

7th Grade Rotation

Physical Education (90 days)

Sample Schedule

- ☐ German (Q1) 22 days
- ☐ French (Q2) 22 days
- ☐ Spanish (Q3) 23 days
- ☐ Cultural Fusion (Q4) 23 days

2024-25 School Year

7th Grade - Earlier Immersion

Students Select One Language

Physical Education (90 days)

- ☐ German 90 days or
- ☐ French 90 days or
- ☐ Spanish 90 days

Academic Support and MTSS
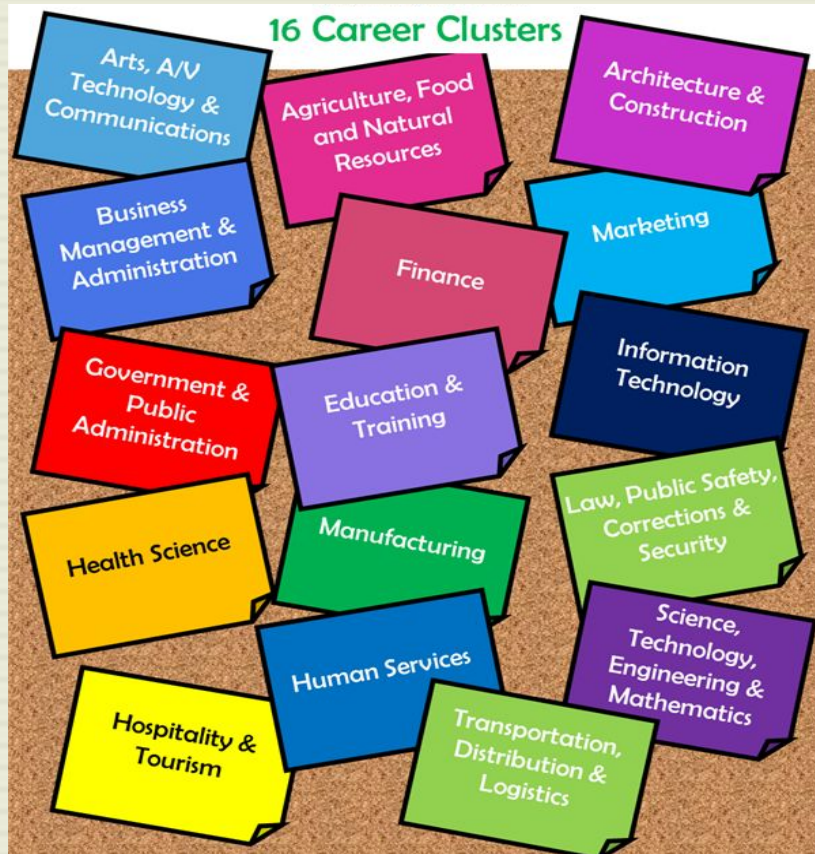
Multi-Tiered Systems of Support (MTSS) integrated with PRMS Academic Support Time

Historical Challenges

- ❏ Music Schedule Conflicts
- ❏ Requests for Additional Academic Support Time
- ❏ GATE Students' Schedule Conflicts
- ❏ Lack of Consistent MTSS Intervention Plan Schedules

Homework Support/Study Hall

Check and Connect

Library Resources

Band, Orchestra, Chorus

Tier III Reading Groups

ROTC 8th grade

Academic Support Per. 1 (7) Per. 2 (8)

Executive Functioning Support

GATE Activities

ELA/Math/Science Groups based on Star/Progress Learning and Benchmark Assessments
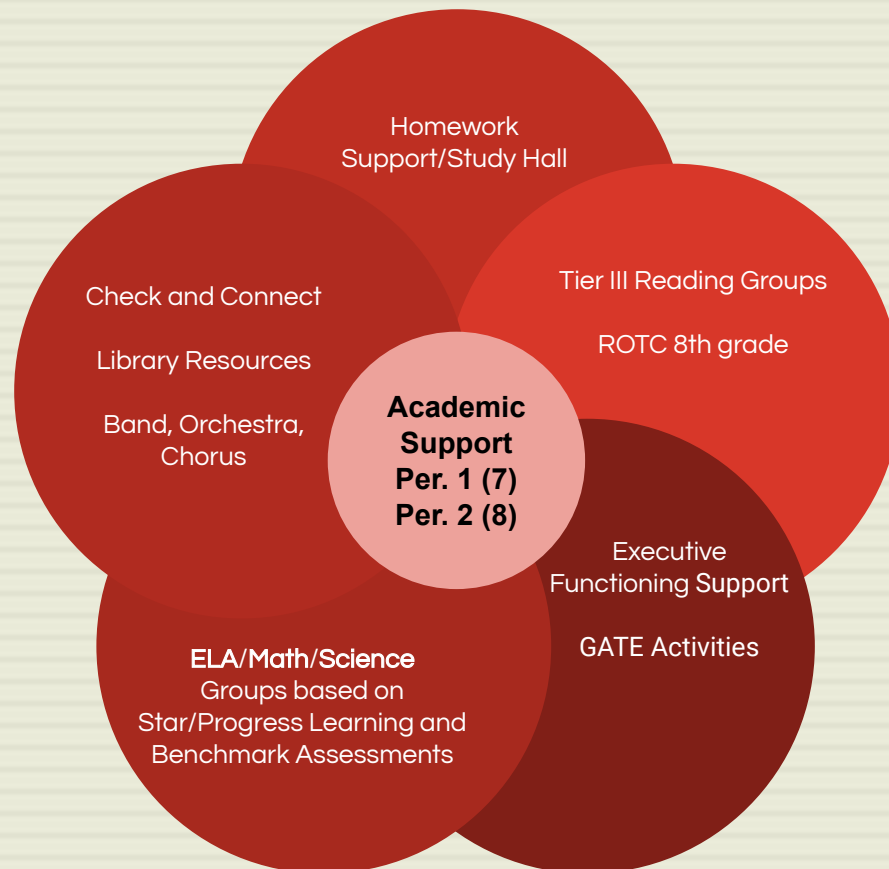
7th/8th Grade Career Education

7th Career Clusters

16 Career Clusters

Naviance Holland Code 8th

Students learn the definition of Holland Code, take a questionnaire to learn their Holland Code, and then research careers.

REALISTIC: The "Do-ers"

People who have athletic or mechanical abilities, prefer to work with objects, machines, tools, plants, animals or to be outdoors.

Mechanics
Carpenters
Radiologic Technologists
Corrections/Police Officers

Engineers
Woodworkers
Drafters
Electricians

INVESTIGATIVE: The "Thinkers"

People who like to observe, learn, investigate, analyze, evaluate or solve problems.

Physicians
Engineers
Medical Lab Technologists
Computer Programmers

Psychologists
Software Engineers
Management Consultants
College Professors

CONVENTIONAL: The "Organizers"

People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow-through on others' instructions.

Accountants
Bookkeepers
Data Processors

Actuaries
Computer Operators
Medical Records Technician

Taken from SDS, Holland, You and Your Career

ARTISTIC: The "Creators"

People who have artistic, innovating or intuitional abilities and like to work in unstructured settings using their imagination and creativity.

Advertising Executives
Landscape Architects
Museum Curators
Actors/Actresses
Graphic Designers

Journalists
Architects
Attorneys
Librarians
Translators

Dancers
Copywriters
Librarians
Writers/Editors
Technical Writers

ENTERPRISING: The "Persuaders"

People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.

Real Estate Agents
Travel Agents
Financial Planners

Politicians
Food Service Managers
Sales Representatives

Stockbrokers
Bartenders
Managers/CEOs

SOCIAL: The "Helpers"

People who like to work with people to enlighten, help, train or cure them, or are skilled with worlds.

Ministers/Chaplains
Social Workers
Speech Pathologists
Nurses

CounselorsTeachers
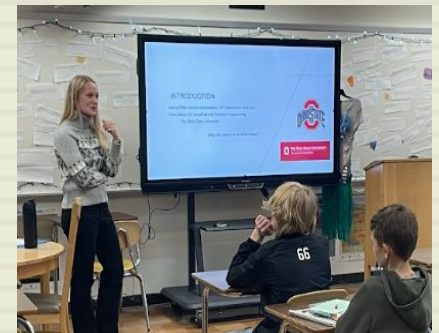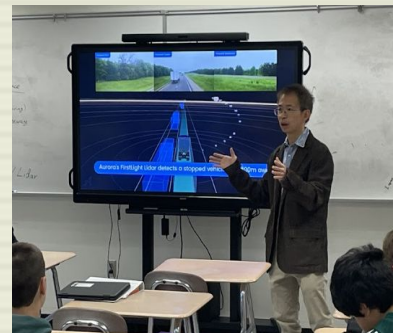Dieticians
Trainers
Human Resources

Career Education/Work Standards
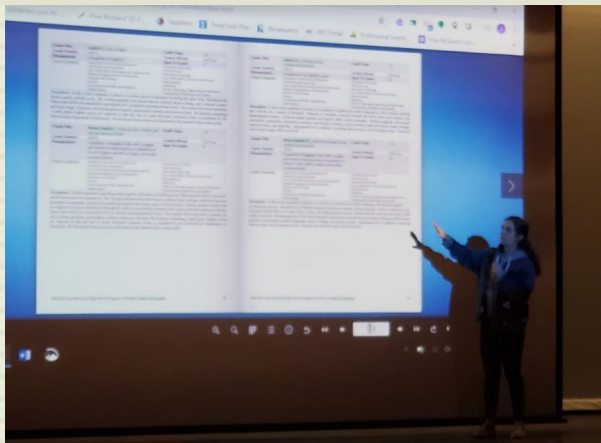
7th Grade Career Education Artifacts

- What are my interests?
- What are my gifts/talents?
- What are my options?
- What does this actually look like?
- How do I get there?
- How will these answers guide me in selecting MS and HS courses of study?

Career Day

8th to 9th Grade Transition Activities

Goal: To familiarize 8th graders with the high school before they start in August.

January 24th: Review of Program of Studies with the high school

February 8th: High school students Q&A

Interactive Program of Studies

A Day in the Life of PRHS/A.W. Beattie Students

PRMS Interactive POS