



Career Advising Framework

**2020-2021**



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## Aviator Flight Plan District Vision

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. This connection is vital to student engagement in school and increases the likelihood that students will graduate with a successful academic resume.

Experts generally describe career advising as an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Ohio students have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.

Sycamore Community Schools has developed a comprehensive plan for grades K-12 called Aviator Flight Plan..

This career advising framework is multi-faceted based on grade level and interests. Starting in kindergarten, students are introduced to relevant content-embedded instruction and whole grade field experiences; students in middle grades participate in career-related strengths/interests inventories and goal setting; and consistent counseling and advising is provided for students in the upper grades. The Aviator Flight Plan seeks to build the capacity for our students to develop personalized academic pathways that will prepare them for the college and/or career to which they aspire.

Parent partnerships are an integral part of our Aviator Flight Plan mission. Here is a look at the process and how you can get involved:

**Kindergarten-Grade 4:** Students participate in career awareness opportunities within their classroom utilizing in-class and online resources, speakers, and participation in whole grade INSPIRE trips. Parents are encouraged to discuss careers related to those offerings as the classroom teacher communicates monthly plans. We welcome opportunities for parents to share their own career experiences relative to areas of study. Please contact your child's school if you would be willing to be a speaker or can offer a unique experience to our students. See Curriculum Connections for some examples of embedded activities related to each grade level. This is an organic document based on availability of site options at the time.

**Grade 5-6:** Students continue to participate in curriculum embedded activities and INSPIRE trips, but in addition this becomes our entry point for Grade Level Plans that students fill out as they learn how to use various Career Advising Tools. At E.H. Greene, students are introduced to the Ohio Means Jobs website in their Social Studies classes and participate in activities to develop a better understanding of the 16 career clusters and set goals to help them plan for academic success. Parents will be notified once students have developed their plan so that you can discuss the career cluster together and encourage your child to see the relevance between school success and their potential career choices. As always, we welcome opportunities for parents to share their own career experiences relative to areas of study. Please contact your child's school if you would be willing to be a speaker or can offer a unique experience to our students.

**Grade 7-8:** Curriculum embedded activities, INSPIRE trips, and Grade Level Plans continue at Sycamore Junior High School and the students are introduced to Overgrad. This is the primary planning tool they will use until graduation from high school. Utilizing Overgrad, students complete a high school course plan and career interest inventory. Our junior high counselors guide this process and discuss grade level plans with students as they schedule courses. We encourage parents to become familiar with Overgrad and to discuss your child's goals as they relate to school success and potential career choices. We welcome opportunities for parents to share their own career experiences relative to areas of study. Watch for future communication from the junior high Navigator Blog and building website about upcoming opportunities for your expertise to be shared in our classrooms.

**Grade 9-12:** Utilizing Overgrad, students will move through a series of self-guided "missions" during their Aviator bell and with the assistance of their school counselors. Throughout high school each student will complete a career interest inventory, course plan, build a resume, and explore future educational options linked to their career interests. The High School will communicate the above information as students progress through the process. Parents will continue to have access to Overgrad and will be encouraged to assist with monitoring of their students' interests and goals as they relate to school achievement and postsecondary success.

Want more information or have questions? We encourage you to read more about the Aviator Flight Plan in this guide. Any additional questions can be directed to the following staff members at each building:

**E.H Greene:** Jennifer Asher or Tracey Bachmann

**Sycamore Junior High:** Ben Brenner

**Sycamore High School:** Megan Brenner or Chelsea Rose

## Curriculum Connections

Curriculum Connections is the purposeful integration of curriculum embedded activities that provide students a vision and experience of potential career paths.

<http://aviatorflightplan.weebly.com/uploads/4/8/2/6/48268683/aviatorflightplancurriculumconnections.pdf>

<http://aviatorflightplan.weebly.com/uploads/4/8/2/6/48268683/aviatorflightplancurriculumconnectionsexplanations.pdf>

## Speakers

Experts from various careers visit classrooms virtually to share their work experiences and provide explanations about the path to employment in their field.

## Inspire Trips

Students take whole grade virtual trips to explore the world outside of school in an area of curriculum focus. Experts provide explanations about the path to employment in their field.

## Building Specific Opportunities

Virtual trips or activities specific to a particular elementary building, based on a partnership with local business/group that helps, develops career/college readiness.

## Curriculum Embedded Awareness/Exploration

Teachers make learning relevant to the “real” world of work via planned classroom lessons or extensions.

## Service Learning

Students participate in building-wide virtual service learning as they work toward helping others.  
Virtual Internships - students participate in job embedded experiences within our local community.

## Career Advising Framework - Grades 5-12

### Edwin H. Greene Intermediate School

#### ▣ Grade 5

Learning Target:	I understand Ohio's 16 career clusters
Activity:	<b>Ohio Means Jobs: Career Interest Inventory</b> <b>16 Career Cluster Posters - Identify with one</b>

#### ▣ Grade 6

Learning Target:	I understand Ohio's 16 career clusters. I know and can describe my interests and work traits. I know how to locate and use career information resources.
Activity:	<b>Ohio Means Jobs - Career Profile</b>

### Sycamore Junior High School

#### ▣ Grade 7

Learning Target:	I understand Ohio's 16 career clusters. I know and can describe my interests and work traits. I know and can describe my academic strengths.
Activity:	<b>Ohio Means Jobs: Career Clusters</b>

#### ▣ Grade 8

Learning Target:	I know and can describe my academic strengths. I can describe the educational options available to me.
Activity:	<b>Resource Review: Ohio Means Jobs</b> <b>Virtual Tour of Great Oaks Campus/Information Preview</b> <b>Overgrad Introduction: log in, browse tools, explore course planner tool</b>

## Sycamore High School

### ❑ Grade 9

Learning Target:	I can describe the educational options available to me I know the high school graduation requirements I know my readiness for college/career I know and can describe academic strengths
Activity:	<b>Overgrad - Introduction/Overview, Add favorite careers &amp; career clusters to Favorites          Review ASPIRE scores &amp; create goal based on scores</b>

### ❑ Grade 10

Learning Target:	I know the high school graduation requirements. I know the educational requirements to reach my chosen career goal. I can locate and identify local job opportunities. I can identify nontraditional career options. I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher. I have drafted my student resume.
Activity:	<b>Overgrad - Career Interest Survey, Resume Info, Update course plan          Great Oaks - Presentation, shadow experience, application process</b>

### ❑ Grade 11

Learning Target:	I understand market trends for my chosen career goals I can identify nontraditional career options I have explored College and Postsecondary Education and Training I have updated my student resume
Activity:	<b>Overgrad - Complete student profile, College Match Activities, My Future, update course plan          Attend College Rep visits,</b>

### ❑ Grade 12

Learning Target:	I have discussed my plans for after high school with my parent/guardian and counselor/teacher I have taken action on my plans for after high school I know how to navigate and complete applications.
Activity:	<b>Overgrad - Apply to post high school education/college programs, Complete graduation survey</b>

## E.H. Greene Execution Guide

**Grade 5 Learning Target:** I will understand Ohio's 16 Career Clusters.

Activity #1:

Students will log-on to Ohio Means Jobs website and create an account. Students will complete the Career Cluster Inventory on Ohio Means Jobs website.

Activity #2:

Students will be introduced to Ohio's 16 Career Clusters Poster (attached) and will be able to identify with at least one cluster.

Activity #3:

Students will complete Grade Level Aviator Flight Plan on Dashboard.

Parents will be notified of their child's exposure to Ohio Means Jobs website, the career cluster inventory, Ohio's 16 career clusters, and the grade level Aviator Flight Plan.

**Grade 6 Learning Target:** I will understand Ohio's 16 Career Clusters. I will know and can describe my interest and work traits. I will know how to locate and use career information resources.

Activity #1:

Students will log-on to Ohio Means Jobs website and create an account. Students will complete the Career Cluster Inventory on Ohio Means Jobs website.

Activity #2:

Students will be introduced to Ohio's 16 Career Clusters Poster (attached) and will be able to identify with at least one cluster.

Activity #3:

Students will complete the Career Profile on Ohio Means Jobs website.

Activity #4:

Students will complete Grade Level Aviator Flight Plan on Dashboard.

Parents will be notified of their child's exposure to Ohio Means Jobs website, the career cluster inventory, Ohio's 16 career clusters, the career profile, and the grade level Sycamore Flight Plan.



## Sycamore Junior High Execution Guide

The Aviator Flight Plan for each grade level will be accomplished through a combination of Social Studies classes, Aviator Bells, and instructional video for additional activities. This plan is divided into three sections: Career Exploration, Yearly Flight Plan, Student Success Plan. It will be communicated to staff and students utilizing the following timeline:

### **\*Career Exploration\***

#### **7th Grade**

January - April

All students will be seen through Social Studies classes to revisit Careers through Ohio Means Jobs. Content will be delivered by the Junior High Counselors. Students will receive a brief introduction to college concepts to help them understand options beyond high school. All students will receive a handout with instructions for accessing Ohio Means Jobs. Students will be able to visit the counselors at any time throughout the year with questions related to Ohio Means Jobs.

March - May

Reminder emails/announcements will be made for students to revisit these activities to continue exploring their career interests.

#### **8th Grade**

November/December

All students will be seen through Social Studies classes to be introduced to OverGrad. Content will be delivered by the Junior High Counselors. All Students will have a brief review of College concepts and Ohio Means Jobs. All Students will be introduced to Overgrad, log into Overgrad, and begin familiarizing themselves with the course selection tool for high school courses.

March - May

Reminder emails/announcements will be made for students to revisit Overgrad activities, Ohio Means Jobs to continue exploring their career interests.

### **\*Yearly Flight Plan\***

February/March

All students will complete their 7th and 8th grade yearly Flight Plan. Through Video Announcements and Aviator Bell, a description, how to access, and completion of the Flight Plan will take place. All teachers will be provided with a slide show of the pages included in the flight plan to use as a visual example. All students will receive a 2 sided handout, one with directions on how to access the Flight Plan, and on the other side, example answers to the Flight Plan questions. Any students absent will finish on the day they return in Aviator Bell.

## Sycamore High School Execution Guide

The Aviator Flight Plan for each grade level will be completed quarterly during group meetings & presentations and be communicated to staff and students on the following timeline:

### 9th Grade

- Semester 1: Freshmen day activity, PreACT test, Academic/transcript review, mental health discussion, evening parent meeting
- Semester 2: Individual Scheduling Meetings, Review 4 year course plan in Overgrad, Review high school graduation requirements., Complete Overgrad Career Interest Survey & add careers to favorites.

### 10th Grade

- Semester 1: PSAT or Practice ACT, Scarlet Oaks introduction & Career Exploration in Overgrad
- Semester 2: Individual Scheduling Meetings, Update Interest/Awards/Extracurricular Activities

### 11th Grade

- Semester 1: -Mental Wellness/Junior Year Success Tips, PSAT/ ACT Work Keys, Overgrad Updates/College Search/Course Plan Updates
- Semester 2: Individual Scheduling Meeting, Overgrad College Research, Future Planning Family Meetings with individual students

### 12th Grade

- Semester 1: Class Meeting to review College Application requirements/steps (Overgrad review), Individual senior family meetings to review plans & graduation requirements
- Semester 2: Individual progress check meetings, Graduation Survey in Overgrad providing information regarding their post high school plans

\*Throughout the school year students may be identified to create a student success plan providing additional support for their career education.

## **Grade Level Plans - Grades 5-12**

## Edwin H. Greene Intermediate School - Grade 5

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
  - I understand Ohio's 16 career clusters.
- **Activity:**
  - Ohio Means Jobs - career interest inventory
  - 16 cluster posters - identify with one
    - The cluster I chose was: \_\_\_\_\_
- **Goal Setting:**

Things that I do well in school include...

\_\_\_\_\_

Things that I do well outside of school include...

\_\_\_\_\_

A job that I'm interested in having when I am older is

\_\_\_\_\_ because \_\_\_\_\_

The things I can do to help me get this job include...

At the Greene School

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

At the Junior High

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Edwin H. Greene Intermediate School - Grade 6

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
  - I understand Ohio's 16 career clusters.
  - I know and can describe my interests and work traits.
  - I know how to locate and use career information resources.
- **Activity:**
  - Ohio Means Jobs - Career Profile
- **Goal Setting:**

Things that I do well in school include...

\_\_\_\_\_

Things that I do well outside of school include...

\_\_\_\_\_

A job that I'm interested in having when I am older is

\_\_\_\_\_ because \_\_\_\_\_

The things I can do to help me get this job include...

At the Greene School

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

At the Junior High

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Sycamore Junior High School - Grade 7

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**

- I understand Ohio's 16 career clusters.
- I can locate career resources to help me with choosing a career path.

- **Activity:**

- Review Ohio Means jobs career interest
- Introduce College Basics

- **Goal Setting:**

Things that I do well in school include...

\_\_\_\_\_

Things that I do well outside of school include...

\_\_\_\_\_

A job that I'm interested in having when I am older is

\_\_\_\_\_ because \_\_\_\_\_

The things I can do to help me get this job include...

At the Junior High

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

At the High School

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Sycamore Junior High School - Grade 8

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**

- I can describe the educational options available to me in high school.
- I can describe some of the post secondary options available to me.

- **Activity:**

- Overgrad: Course Planner Tool
- Tour of Great Oaks

- **Goal Setting:**

Things that I do well in school include...

\_\_\_\_\_

Things that I do well outside of school include...

\_\_\_\_\_

A job that I'm interested in having when I am older is

\_\_\_\_\_ because \_\_\_\_\_

The things I can do to help me get this job include...

At the Junior High

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

At the High School

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Sycamore High School - Grade 9

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**

- I understand Ohio's 16 career clusters.
- I can describe the educational options available to me.
- I know the high school graduation requirements.
- I know my readiness for college/career.
- I know and can describe academic strengths.

- **Activity:**

- PreACT 9 Test
- Overgrad Activities: Career Interest Inventory & Add favorite careers and career clusters to Favorites List

- **Goal Setting:**

One goal I have for my education is:

---

One goal I have for myself personally is:

---

How will I get there?

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Step 6: \_\_\_\_\_



## Sycamore High School - Grade 10

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**

- I know the high school graduation requirements.
- I know the educational requirements to reach my chosen career goal.
- I can locate and identify local job opportunities.
- I can identify nontraditional career options.
- I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher.
- I have drafted my student resume.

- **Activity:**

- Overgrad Activity: Add/Update favorite careers to “Interested” list.
- Overgrad: Add interests, awards, and extra-curriculars
- Overgrad Activity: Update Course Plan
- Great Oaks Career Specialist addresses all Sycamore High School 10th graders
- All 10th graders interested in Great Oaks are permitted to shadow on Great Oaks Campus

- **Goal Setting:**

One goal I have for my education is:

\_\_\_\_\_

One goal I have for myself personally is:

\_\_\_\_\_

How will I get there?

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Step 6: \_\_\_\_\_

## Sycamore High School - Grade 11

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**

- I understand market trends for my chosen career goals.
- I can identify nontraditional career options.
- I have explored College and Postsecondary Education and Training.
- I have updated my student resume.

- **Activity:**

- Overgrad Activity: College Search
- Overgrad Activity: Add colleges to “Colleges I’m Thinking About”
- Overgrad Activity: Update interests, awards, and extracurriculars
- Attend College Rep Visits
- Overgrad Activity: Add/Update favorite careers
- Overgrad Activity: update courses in course planner

- **Goal Setting:**

One goal I have for my education is:

\_\_\_\_\_

One goal I have for myself personally is:

\_\_\_\_\_

How will I get there?

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Step 6: \_\_\_\_\_

## Sycamore High School - Grade 12

### Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**

- I have discussed my plans for after high school with my parent/guardian and counselor/teacher.
- I have taken action on my plans for after high school.
- I know how to navigate and complete applications.

- **Activity:**

- Apply to programs and track application status via Overgrad
- Activity: Graduation Survey
- Overgrad Activity: Add/Update favorite careers

- **Goal Setting:**

One goal I have for my future education is:

\_\_\_\_\_

One goal I have for myself personally is:

\_\_\_\_\_

How will I get there?

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Step 6: \_\_\_\_\_

## Student Success Plans - Grades 5-12

State law requires that school districts identify students who are at risk of dropping out of school using local criteria with input from teachers, school counselors and other appropriate school staff. Sycamore Community Schools looks at chronic absenteeism, failing grades, and repeated code of conduct offenses as risk indicators and will initiate a Student Success Plan as needed for students who meet this criteria, beginning at the fifth grade level. Parent participation in the development of the plan is vital and will include a discussion with the student about the importance of a high school diploma, a listing of the pathways to graduation available to the student, and a comprehensive plan for graduation developed with the help of the student's guidance counselor.

### Edwin H. Greene Intermediate School

- Grade 5 & 6
- Identification
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance:** 30 hours of unexcused absences
    - **Behavior:** 2 or more office referrals in one quarter
    - **Academics:** student has new failing grade in one of the core academic classes
- Activity:
  - Meet with School Counselor
    - Meeting 1: SC/Student - Initial Student Success Plan Meeting
    - Meeting 2: Team meeting ( teachers, SC, admin) - discuss student success plan as created in meeting 1 & academic and career interest data for student/grade level reflection sheet.
    - Meeting 3: SC/Student - academic update - planning for academics & set goals for next school year
  - Reinforce Learning Targets for 5&6:
    - I understand Ohio's 16 career clusters.
    - I know and can describe my interests and work traits.
    - I know how to locate and use career information resources.

\*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

## Sycamore Junior High School

- Grade 7 & 8
- Connection
  - School Counselor collaboration regarding students identified in grades 5 & 6, transition of Student Success Plans & other information regarding the students
  - Identification of new students/Re-evaluate list of participants
- Identification
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance:** 30 hours of unexcused absences
    - **Behavior:** 2 or more office referrals in one quarter
    - **Academics:** student has RTI previously in place, new failing trend other than typical transition concerns
- Activity
  - Meet with School Counselor Quarterly
    - Meeting 1: SC/Student - Student Check-In (or initial meeting) using Guiding Question sheet
    - Meeting 2: Team meeting (parents, teachers, SC, admin) - academic and career interest data for student/grade level reflection sheet and goals for the year
    - Meeting 3: SC/Student - academic update - planning for academics & set goals for next school year
    - For 8th grade: review high school planning/course options
- Reinforce Learning Targets for 7&8:
  - I know and can describe my interests and work traits.
  - I know and can describe my academic strengths.
  - I understand Ohio's 16 career clusters.
  - I can describe the educational options available to me.

\*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

## Sycamore High School

- Grades 9-12
- Identification of new students/Re-evaluate list of participants from previous building
  - New Identification - End of Each Quarter
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance:** 30 hours of unexcused absences
    - **Behavior:** 2 or more office referrals in one quarter
    - **Academics:** student has RTI previously in place, new failing trend other than typical transition concerns, student is failing 2+ core courses
- Connection of Previously identified
  - School Counselors/Admins meet to transition Student Success Plans from Grade 8 to 9.
  - If additional counselor transition meetings need to happen, implement accordingly
- Student Success Plan Meetings
  - Initial Meeting/Newly Identified:
  - **Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.**
    - Admin/Student - Communicate with parent/guardian about meeting with student who is identified and Complete Student Success Plan within Dashboard
      - Follow Up Meetings:
        - See Suggested Grade Level topics
        - If identifying criteria continues, hold a Team Meeting including Parents, Counselor, Administrator to inform and problem solve
        - Yearly Team Meeting - Review current SSP & discuss plan for senior year (any credit recovery needed, any steps necessary during senior year for post high school/career success)

\*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

- **9th Grade Suggested Topics:** Review academics, career assessment/course plan, discuss PreACT 9 test results/importance, set goals for 10th grade, discuss study skills/time management
- **10th Grade Topics:** Review academics (credit recovery, if needed), career assessment results, course path, discuss Pre ACT results/importance
- **11th Grade Topics:** Review academics, complete college/career education search, set graduation goals
- **12th Grade Topics:** build steps necessary for executing plan for career success/post high school education

## Example Junior High/High School Student Success Plan

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Areas that I need to improve in school:

	My Attendance	# of days Absent: _____	# of Tardies: _____
	My Grades	English: _____ Math: _____	Science: _____ Social Studies: _____
	My Behavior	# of office referrals: _____	

On a scale of 1 - 10 (1 is awful - 10 is awesome)

School		Because:
Homelife		Because:
Friendships		Because:

One person who cares about me at school is \_\_\_\_\_.

- I know this because.....

My education is important because.....

The difference between a job and a career is.....

When I am older, 3 careers that I am interested in include:

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

7) Below is a list of skills/character traits that make a **good** employee.

**Circle the ones that you are demonstrating here at school.**

How will these traits be helpful in your career?

Punctual (on time)	Trustworthy	Responsible
Helpful	Compliant (follows rules)	Team-Player
Caring	Hard Worker	Motivated
Eager to Learn	Creative	Organized
Determined	Efficient (gets work done on time)	

8) Below is a list of behaviors/character traits that make a **poor** employee or cause people to lose a job.

**Circle the ones that you have been demonstrating at school.**

How might these behaviors/traits keep you from achieving your career goals?

Lazy	Negative
Absent Often	Late
Rebellious (breaks rules)	Disrespect
Not Prepared	Not Meeting Deadlines
Uncooperative	Not Listening

9) I can improve my attendance by:

- What changes do I need to make for this to happen?
- Who can help me with this?

I can improve my behavior by:

- What changes do I need to make for this to happen?
- Who can help me with this?

I can improve my grades by:

- What changes do I need to make for this to happen?
- Who can help me with this?



Name \_\_\_\_\_ Date \_\_\_\_\_

**Success Plan: E.H. Greene Intermediate**



1) Areas that I need to improve in school include:

☐ My attendance

☐ My quarter grades

☐ My behavior

2) One person who cares about me at school is \_\_\_\_\_.  
I know this because.....

3) My education is important because.....

4) The difference between a job and a career is.....

5) When I am older, 3 careers that I am interested in include:

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_

6) What skills/character traits do I have that will make me a good employee? How will these traits be helpful in my career?

7) What behaviors/character traits am I displaying that may cause me to lose a job? How might these behaviors/traits keep me from achieving my career goals?

8) My Goal is:

☒ \_\_\_\_\_

⇒ The changes I need to do to make are...

⇒ \_\_\_\_\_ can help me with this by...