



Planning Tools for Student Supports

Postsecondary Essentials: Grades 9-12 Planning and Expectations

A sample planning model from Juarez High School so Counselors and other educators can target the academic, social-emotional, and post-secondary domains for students at each grade level.

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Sample from Juarez High School

Each student should have an individualized learning plan to help them think through college and career decisions, plan a course of study, and make financial aid assessments with family members. Counselors can use the table below as a guide to supporting students in each grade level.

9th Grade	10th Grade	11th Grade	12th Grade
Academic Planning and Activity Involvement	Academic Planning and Activity Involvement	Academic Planning and Enrichment Programs	Academic Planning
<ul style="list-style-type: none"> • Building a concrete connection between Grade Point Average (GPA), transcripts, and scholarships • Emphasizing the importance of extracurricular activities and programs for college and career as well as overall student well-being 	<ul style="list-style-type: none"> • What can students do to earn a GPA that will net scholarships? • What supports can students identify to achieve Bs or Better? • What activities beyond academics will help students write personal statements and college essays? 	<ul style="list-style-type: none"> • What supports can students identify to improve SAT/ ACT outcomes? • What activities can student engage in to continue exploring interests? • Engagement in enrichment programs 	<ul style="list-style-type: none"> • What supports can students identify to improve writing and academic confidence? • Outside of Senior Seminar, what other resources are available for students in class regarding postsecondary planning? • Exploring the academic supports found in college
Postsecondary 101	Postsecondary 102	Postsecondary 103	Postsecondary 104
<ul style="list-style-type: none"> • Understanding where alumni currently attend college • How did they pay for college? • Learn more about what it takes to persist in college • Of those students who persist in college, what did they look like as a high school student? 	<ul style="list-style-type: none"> • Understanding how GPA and SAT/ ACT link to college acceptance • Understanding college selectivity levels and the schools in each level • What does finding a “best fit” mean for postsecondary planning? 	<ul style="list-style-type: none"> • Understanding how selectivity levels link to college persistence • Understanding benefits of match/ overmatch • Understanding the college application process • Identifying scholarships 	<ul style="list-style-type: none"> • Understanding how college choice relates to successful outcomes • Knowing college deadlines and the benefits of applying early • Funding college and managing money

9th Grade	10th Grade	11th Grade	12th Grade
Career Exploration	Career Options	College Exploration	College Options
<ul style="list-style-type: none"> • Envisioning a future • Making enough to live the life students envision for themselves • Top three career choices • Build an understanding of the different levels of education and where they can lead 	<ul style="list-style-type: none"> • Narrow career options to two • Help undecided students to think through different options • What activities will help students explore their top career option? 	<ul style="list-style-type: none"> • Build an understanding of the different types of colleges • Top three college match choices • What activities will help students explore college options? 	<ul style="list-style-type: none"> • Selecting the best match or fit for college • Ability to compare financial aid packages • Maximizing financial aid
Setting Goals	Building College Self-Efficacy	Building Leaders	Building Self-Advocacy
<ul style="list-style-type: none"> • Counselor-student meetings to monitor grades/GPA • Develop and implement short-term goals 	<ul style="list-style-type: none"> • Identifying hopes and fears beyond high school • Develop long-term goals 	<ul style="list-style-type: none"> • Preparing for interviews • Developing leadership qualities 	<ul style="list-style-type: none"> • Ability to advocate for oneself • Establishing professional communication