

Individual Graduation Plans

One of the most important activities for student success is the development and annual review of an individual graduation plan (IGP). A student's plan guides course selections for subsequent academic years; reinforces the exploration of educational and career possibilities; supports decisions about and postsecondary education and workforce plans; tracks courses and graduation requirements; and connects personal interests with academic coursework, career goals, and postsecondary plans. The [IGP fillable form](#) is designed to assist middle and high school counselors as they support students and their families with the planning process. Please visit the [LDOE Individual Student Planning web page](#) and [Counselor Support Toolbox](#) for additional resources.

Components of an Individual Graduation Plan

Per [Bulletin 741](#), students work with their school counselors to complete an IGP starting in the eighth grade. This plan is reviewed, updated, and signed every year until graduation. The main components of an IGP are as follows:

- assessment results
- career goals
- coursework
- extracurricular activities
- signatures (8th– 12th grades)
- diploma pathway (10th grade)
- financial aid completion (12th grade)

Steps for Schools

- **Analyze** student data from previous years: formative and summative assessments, course grades, attendance records, etc.
- **Use** an online career planning tool such as [My life. My way](#) or LOSFA's [Unlock My Future](#) to help students explore careers and align their academic work with their professional goals **during middle school and beyond**.
- **Meet** with parent/legal guardian and student **annually** to choose courses, select a graduation pathway, review and update goals, and secure signatures.
- **Document** the student's chosen diploma pathway—Career Diploma or University Diploma—at the **end of 10th grade**.
- **Store** IGP's and ensure that they are readily available.

IGP Hosting and Archive Options

Schools should retain IGP forms in one or more of the following three methods: the school system's chosen career-planning system, the student's cumulative folder, or LOSFA's [Student Hub](#). The primary advantages to using the [Student Hub](#) are the ability to store the [IGP fillable form](#) for future reference and access to the TOPS Tracker, which allows the student to monitor his/her progress toward TOPS eligibility.

Diploma Pathway Selection in Student Transcript System (STS)

The school counselor and STS data coordinator work together to ensure that the diploma pathway selections are entered into [STS](#). Below are the recommended tasks for each.

Staff	Tasks and Responsibilities
School Counselors	Ensure that the student has declared a diploma pathway by the end of the sophomore year. Document the choice on the IGP form and select the appropriate diploma pathway in the local software system.
Data Managers	Verify that the appropriate diploma type code and/or career option code is on the student's record. Correct errors before submitting data to STS.

Graduation Pathways
TU = TOPS University—regular education and Act 833 (no career option code required)
CA = Jump Start TOPS Tech Career Diploma—regular education and Act 833 (career option code required)
L1 = Jump Start TOP Tech Career Diploma for students assessed with LEAP Connect (no career option code required)