

My High School & Beyond Plan Student Handout

Name: _____ Grade: _____

School: _____ Graduation Year: _____

The High School & Beyond Plan (HSBP) revolves around three questions: **Who am I?, What can I become?, How do I become that?** This plan is a graduation requirement that helps all students get the most out of high school and think about their future. **Starting in 8th grade** you will complete a Career Interest Inventory and continue developing and revising this plan through the 12th grade. You will work with your school counselor, advisor and/or teachers to create your own individual plan, called a "personalized pathway", and will revise your plan annually to adjust for changing interests or postsecondary plans (what you plan to do the year following graduation from high school). Your post high school goals may include four-year colleges or universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on-the-job training.

Required elements of your High School & Beyond Plan

1. Identification of your **career goals** using a **career interest inventory**.
2. Identification of your **educational goals**.
3. A **four-year course plan** with an individualized **personalized pathway** that fulfills graduation requirements and aligns with your career and educational goals.
4. By the end of 12th grade, a current **résumé**.
5. 20 Hours of community service
6. If you have not met standard on your state assessment, this plan *must* include **interventions and academic support, additional courses, or both** that will enable you to meet the high school graduation requirements.

The High School & Beyond Plan is used to guide your high school experience and prepare you for postsecondary education or training and career. This plan is updated each year to reflect your assessment results, review of your high school transcript, and assess progress toward identified goals. Your plan can be revised as necessary for changing interests, goals, and needs.

START TO CREATE YOUR PROFILE

Who Am I?	What Can I Become?	How Will I Become That?

1. CAREER INTEREST INVENTORY

A career interest inventory or assessment can be taken each year to learn about your career and educational aspirations.

- ▶ [WOIS-District Choice for High School and Beyond Plan Digital Portfolio \(http://www.wois.org/\)](http://www.wois.org/)--For 8th Grade and 12 Grade Assessments
- ▶ Other Optional Choices-any time outside 8th and 12th Grade:
- ▶ [Career Bridge \(http://www.careerbridge.wa.gov/Survey_Cluster.aspx\)](http://www.careerbridge.wa.gov/Survey_Cluster.aspx)
- ▶ [Career One Stop \(https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx\)](https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx)
- ▶ [Advance CTE: Interest Survey for Career Clusters \(https://careertech.org/student-interest-survey\)](https://careertech.org/student-interest-survey)
- ▶ [US Occupational Outlook Handbook: \(https://www.bls.gov/ooh/\)](https://www.bls.gov/ooh/)

MY TARGETED CAREER INTERESTS:

2. EDUCATIONAL GOALS

Using your career interests to guide you, educational goals for what you want to do after high school can be explored using the following postsecondary pathway links.

- ▶ [4-Year Public Colleges in WA state: http://www.wsac.wa.gov/college-admissions](http://www.wsac.wa.gov/college-admissions)
- ▶ [2-year Community or Technical Colleges in WA state: https://www.sbctc.edu/our-colleges/search-college-programs/](https://www.sbctc.edu/our-colleges/search-college-programs/)
- ▶ 4-Year and 2-Year Colleges (Out of state/Private)
 - [College Board's Big Future: https://bigfuture.collegeboard.org/](https://bigfuture.collegeboard.org/)
 - [Peterson's College Information Guide: https://www.petersons.com/college-search.aspx](https://www.petersons.com/college-search.aspx)
- ▶ [Programs of Study & Cluster: https://www.k12.wa.us/student-success/career-technical-education-cte/program-study-career-clusters-and-career-pathways](https://www.k12.wa.us/student-success/career-technical-education-cte/program-study-career-clusters-and-career-pathways)
- ▶ [Apprenticeship Programs: https://lni.wa.gov/licensing-permits/apprenticeship/](https://lni.wa.gov/licensing-permits/apprenticeship/)
- ▶ [Apprenticeship Program of Study: https://www.k12.wa.us/student-success/career-technical-education-cte/earn-while-you-learn](https://www.k12.wa.us/student-success/career-technical-education-cte/earn-while-you-learn)
- ▶ [Military Training: http://todaysmilitary.com/](http://todaysmilitary.com/)

MY EDUCATIONAL GOAL(S): (more than one may be selected):

3. MY 4-YEAR COURSE PLANNER: Directions: List below the courses you have taken (or plan to take) each year in high school. Note and consider local/state graduation requirements and post-secondary admission requirements for colleges.

SUBJECT AREA	GR 8 (HS Credit)	GR 9	GR 10	GR 11	GR 12
English Graduation Requirements _____ Admission Requirements _____					
Mathematics Graduation Requirements _____ Admission Requirements _____					
Science Graduation Requirements _____ Admission Requirements _____					
Social Studies Graduation Requirements _____ Admission Requirements _____					
Health and Fitness Graduation Requirements _____ Admission Requirements _____					
*Arts or PPR (document on worksheet) Graduation Requirements _____ Admission Requirements _____					
*World Language or PPR (document on worksheet) Graduation Requirements _____ Admission Requirements _____					
Career Technical - CTE Graduation Requirements _____ Admission Requirements _____					
General Electives Graduation Requirements _____ Admission Requirements _____					
TOTAL CREDITS					

Requirements may vary. Please note:

- Local Graduation Requirements: Please refer to school district policy for local requirements (which may exceed state requirements)
- State Graduation Requirements: OSPI www.k12.wa.us or State Board of Education www.sbe.wa.gov
- Program of Study & Admissions Requirements: Refer to specific institutions' admission requirements or Washington Student Achievement Council (<http://www.wsac.wa.gov/>)

PPR = Personalized Pathway Requirement based on High School & Beyond Plan for Class of 2019 and Beyond

MY PERSONALIZED PATHWAY REQUIREMENT (PPR) WORKSHEET (Class of 2021 and Beyond)

There are a total of 7 courses outside of the required core 17 of the 24 credits that you can use in planning your Personalized Pathway.

Definition of Personalize Pathway

- ▶ A sequence of courses, chosen by you, that prepare you to meet your graduation requirements and specific post-high school career or educational goals.
- ▶ Created in collaboration between you, your parent/guardian, and school counselor, advisor, or teacher.
- ▶ *An additional 1 Fine Arts and 2 World Language courses are required, unless replaced by "Personalized Pathway" courses you choose in your 4-year course plan based on your career interest and educational goals.
- ▶ These 3 choices along with 4 electives and 17 core courses complete your 24 credits needed for the career- and college-ready diploma.

1. *For my Personalized Pathway courses, based on my career interests and educational goals, I plan to take these courses to meet my graduation requirements:

For 2 Fine Art **or** 1 Fine Art (one Fine Art is required to graduate) I plan to take _____.

For 2 World Language **or** No World Language. I plan to take these 2 courses _____ and _____.

2. How does my career interest connect with the courses I am taking or plan to take?

3. How do the courses I am taking or plan to take connect with my career pathway or college major?

4. What are the steps I need to take to reach my postsecondary plan successfully?

5. Who will I work with about my goals, plan and course choices and what is my timeline for making a decision about my plan to graduate on time and my postsecondary aspirations?

6. What if I change my mind along the way? Who will I talk with about revising my plan?

MY ASSESSMENTS, RESULTS, AND DUAL CREDIT: Starting in 2017–2018 your High School and Beyond Plan must be updated to reflect high school assessment results.

<i>REQUIRED</i>	
State Assessment	My Scores/Results (CAA/CIA)
<input type="checkbox"/> Smarter Balanced Assessment	

REQUIRED	
<input type="checkbox"/> English Language Arts (ELA)	
<input type="checkbox"/> Math	
<input type="checkbox"/> Science	
<input type="checkbox"/> End of Course Exams or Local Exams	
<input type="checkbox"/> End of Course Exams or Local Exams	
<input type="checkbox"/> Alternatives – Specify:	
<input type="checkbox"/> Alternatives – Specify:	
<input type="checkbox"/> College in the High School	
<input type="checkbox"/> Tech Prep	

MY TRANSCRIPT AND PROGRESS REVIEW: You are required to review your grades/transcript and progress toward identified goals, and make revisions as necessary for changing interests, goals, and needs, starting in 2017-2018.

Transcript and Progress Review with my School Counselor/Advisor Date: _____

4. RESUME

Your High School & Beyond Plan must include a completed résumé by the end of 12th Grade. A résumé is a good way to introduce yourself. You will usually need one if you are applying for a job, an internship, or scholarship, and one may be needed for a college application. A résumé or activity log summarizes who you are including, but not limited to your experience, what you can do, and your unique skills, talents, and leadership and/or athletic abilities.

CREATING A RESUME

A good résumé (résumé builder is inside WOIS)

- ▶ **Contact information.** The top of your résumé or activity log should include your contact information. This information is often centered on the page. You might want to include your name in a larger point size or in bold so that it stands out. Make your résumé or activity log easy to read by using lots of white space and a font or point size that is larger than 11 point. Make sure your font is sans serif for better readability. Your contact information should include:
 - Name
 - Address (optional)
 - Phone number
 - E-mail address

- ▶ **Objective.** Why do you want a job? Why do you want to attend a postsecondary institution or be granted a scholarship? Your objective is a short statement, usually just one or two sentences.

- ▶ **Skills and Strengths.** In this section list your skills, interests and abilities. Even if you have never held a paid job before, you have skills. What are they? Maybe you have tutored younger students or know how to develop a web site. Maybe you have run for office at school or organized a school event. When you write about your skills and strengths:
 - Use short points rather than complete sentences. (*Example: Organized fundraiser for storm victims*)
 - Use action words. (*Examples: Led, organized, managed, designed, developed*)
 - Use soft skills to describe your strengths (*Examples: Friendly, communication skills, punctual, teamwork building, adaptability, problem solving skills, responsible, reliable*)
 - Use numbers and percentages to quantify your accomplishments. (*Example: Organized fundraiser for earthquake victims that raised \$5,000*)
 - Mention your technical or computer skills. (*Proficient with Microsoft Office and Adobe Flash*)

- ▶ **Experience.** In this section, list your paid jobs, volunteer activities, and extracurricular activities, especially if these activities show your leadership, skills and/or dedication. Describe each briefly. You can also list awards or other recognitions you have received.

MY RESUME

You can use this guide to take notes and track information that can be used for your résumé or activity log.

Contact Information: (Make sure your list a number at which you can be reaches and your email is professional.)

Objective: (If you are applying for a job, describe why you want the job, and what you hope to learn. If you are not applying for a job right now, write that you want to put your skills to work in the community. If you are using your activity log for writing a personal statement for a college or scholarship application, more details about your leadership roles, goals, or special circumstances are needed):

Skills and Strengths: (Remember, short points using action words. You should also list any Career and Technical courses, certifications, college credit, and pre-apprenticeship certifications.)

Experience: (Show your positions/titles, main responsibilities or things you did in the position, work or volunteer experience, and list your accomplishments in any school or community based groups you've joined)

Activities/Athletics, Leadership Roles, Talents, Awards, Community Service: (Describe your positions and list your accomplishments in the groups you've joined.)

5. ADDITIONAL REQUIREMENTS FOR STUDENTS WHO HAVE TAKEN AND NOT MET STANDARD ON THE STATE ASSESSMENT BEFORE 11TH GRADE

Interventions, supports, or specific courses designed to assist you meet high school graduation standards and requirements must be rigorous and consistent with educational and career goals from your HSBP and **may** include:

- Priority for course selection or schedule changes
- Counseling for “on track” on-time graduation plan
- Academic interventions with frequent progress checks
- School counseling connection for social/emotional supports
- Dual credit course (AP, IB, CI, College in the HS, Running Start, Tech Prep)
- Career and technical equivalency course
- Transition course (Bridge to College Math and/or English)
- Local school district determined courses with qualifying assessments
- Credit recovery course
- Remedial course
- Tutoring/Mentoring
- Parent/guardian/teacher/counselor conference
- Attendance contract
- Extended school day opportunity
- Summer school
- Other _____
- Other _____
- Other _____

ADDITIONAL REQUIREMENTS FOR 8TH GRADE STUDENTS

▶ **8th GRADE STUDENTS WHO HAVE NOT EARNED A LEVEL 3 ON THE MIDDLE SCHOOL STATE ASSESSMENT IN MATH**

Middle school math state assessment score below Level 3 must take math course in both 9th and 10th grades (This course may include career and technical education equivalencies in math.)

▶ **8th GRADE STUDENTS WHO HAVE NOT EARNED A LEVEL 3 ON THE STATE ASSESSMENTS**

Complete a [Student Learning Plan](http://www.k12.wa.us/studentlearningplan/default.aspx) before entering 9th grade
(<http://www.k12.wa.us/studentlearningplan/default.aspx>)

MY INTERVENTIONS:

Chosen Strategy:	Timeline:	Result:

MY ACADEMIC SUPPORTS:

Chosen Strategy:	Timeline:	Result:

Chosen Strategy:	Timeline:	Result:

Parent/Guardian Signature: (optional) _____ Date:

FOR ALL STUDENTS:

STATE ASSESSMENT ALTERNATIVES FOR THE CERTIFICATE OF ACADEMIC ACHIEVEMENT (CAA)

- ▶ SAT/ACT math or English Language Arts (ELA) scores
- ▶ GPA Comparison (must have 3.2 GPA)
- ▶ Advanced Placement (AP) or International -Baccalaureate (IB) Exam Scores

- ▶ Dual credit course (College in the HS, Running Start, Tech Prep) for ELA or math in which college credit is earned
- ▶ High School Transition Courses (Bridge to College Math and/or English) [pass course with B average = college-level placement without remediation equal to a 3 or 4 on SBA]
- ▶ For 2018-19 Local school district determined course with qualifying assessments as specified in High School & Beyond Plan (CTE equivalencies in ELA or Math may be included)

INFORMATION ABOUT DIGITAL VERSION OF THE HIGH SCHOOL AND BEYOND PLAN

- ▶ Available for ALL school districts in WA
 - Skyward
 - Available for school districts with their own SIS (may charge small fee for data connection)
- ▶ Aligned with HSBP process and materials in Career Guidance WA Template
- ▶ See your school district student information system director about access to this tool from WSIPC: My School Data
- ▶ Highlights regarding the HSBP Digital Tool:
 - ▶ HSBP can follow students if they transfer schools or districts
 - ▶ Only one log-in required, which saves time
 - ▶ Counselors can view a student's schedule, graduation requirements, transcript, registration for classes, and HSBP all in the same system
 - ▶ 4-Year Course plan is pre-populated from dynamic up-to-date data, based on student grad year
 - ▶ Parents and guardians can review and have input on plan in Parent Access
- ▶ Users report – "Simple, efficient, and easy to use for students, parents and guardians, advisory teachers, and school counselors"

Parent Handout

WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

The High School & Beyond Plan revolves around three questions: ***Who am I?, What can I become?, and How do I become that?*** The High School & Beyond Plan, a graduation requirement, helps students get the most out of high school and think about their future. Students work with school counselors and advisors to create their own individual plan, the “personalized pathway,” throughout high school and revise their plan annually to accommodate changing interests or postsecondary goals on what they expect to do the year following graduation from high school. The postsecondary aspirations may include pathways for application to four-year colleges or universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on the job training.

High School & Beyond Plan Requires:

- Start in **8th Grade**
- Identification of career goals, aided by a skills and **career interest inventory** assessment;
- Identification of **educational goals**;
- **Four-year plan for course-taking plan** that fulfills state and local graduation requirements and aligns with the student's career and educational goals with and individualized **Personalized Pathway** for student in Class of 2019 and beyond;
- **Resume** by end of 12th grade that provides a written compilation any activities/athletics, leadership opportunities, work experience, or community service that can be used for writing personal statements, application essays, or scholarship applications
- **20 Hours of community service**
- For students who have not met standard on state assessment, **interventions and academic support, courses**, or both, that enable you to meet the high school graduation requirements *must* be a part of this plan.

The High School & Beyond Plan is used to guide student middle school and high school experience and prepare him or her for postsecondary education or training and career. The plan is updated each year to reflect high school assessments, review of transcripts, and assess progress toward identified goals. In many cases the plan is revised as necessary for changing interests, goals, and needs, and identify available interventions and academic support, courses, or both, that enable students who have not met the high school graduation standard to do so.

A school district must update the High School & Beyond Plan for each student who has not earned a score of level 3 on the middle school mathematics assessment by ninth grade, to ensure that the student takes a mathematics course in both ninth and tenth grades. This course may include career and technical equivalencies in mathematics.

School districts are encouraged to involve parents and guardians in the process of developing and updating the High School and Beyond Plan. In the four-year course plan's Personalized Pathway Requirement, starting with Class of 2021, the content of the third credit of mathematics

and the content of the third credit of science must be chosen by the student based on the student's interest and High School and Beyond Plan with agreement of the student's parents or guardian or agreement of the school counselor or principal.