

# High School & Beyond Plan

Name: \_\_\_\_\_ Grade: (circle) 7,8,9,10,11,12

School: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

The High School & Beyond Plan has been a graduation requirement since 2009. Specific elements and requirements began in 2017-18, with additions from SHB 2686 for the 2018-2019 school year for all students in middle and high school. The High School & Beyond Plan (HSBP) is developed around three questions: **Who am I?, What can I become?, How do I become that?** This graduation requirement helps all students get the most out of high school and think about their future. **Starting in 7th or 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, on-the-job training, transition program from an IEP or other options you may choose.

## 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, with information about **dual credit programs** and the **College Bound Scholarship**.
4. By the end of 12th grade, a current **résumé or activity log**.
5. If you have not met standard on your state assessment, this plan *must* include **interventions and academic supports, 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/college 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?

## MY PLAN

### 1. CAREER INTEREST INVENTORY

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

- ▶ 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>
- ▶ Advance CTE: Interest Survey for Career Clusters: <https://careertech.org/student-interest-survey>
- ▶ US Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

### MY TARGETED CAREER INTERESTS:

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### 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>
- ▶ 2-year Community or Technical Colleges in WA state: <https://www.sbctc.edu/our-colleges/search-college-programs/default.aspx>
- ▶ 4-Year and 2-Year Colleges (Out of state/Private)
  - College Board's Big Future: <https://bigfuture.collegeboard.org/>
  - Peterson's College Information Guide: <https://www.petersons.com/college-search.aspx#/sweeps-modal>
- ▶ Programs of Study and CTE Completer Programs: <http://www.k12.wa.us/careertech/ProgramsofStudy.aspx>
- ▶ Industry Standard Certificate Program and Career Clusters: <http://www.k12.wa.us/CareerTechEd/clusters/>
- ▶ Apprenticeship Programs: <http://www.lni.wa.gov/tradeslicensing/apprenticeship/>
- ▶ Apprenticeship Program of Study: <http://www.k12.wa.us/careertech/pubdocs/ProgramsofStudyandApprenticeshipAlignmentGrid.pdf>
- ▶ Internships: <http://www.internships.com/washington>
- ▶ Military Training: <http://todaysmilitary.com/>
- ▶ Job Corps Programs: <https://www.jobcorps.gov/>
- ▶ AmeriCorps: <https://www.nationalservice.gov/programs/ameri-corps>
- ▶ Programs from Division of Vocational Rehabilitation (DVR): <https://www.dshs.wa.gov/strategic-planning/division-vocational-rehabilitation>
- ▶ For Students in Special Education Resources: <https://www.seattleu.edu/ccts/> "Center for Change Transition Programs"
- ▶ For Students in ELL Programs: <http://www.k12.wa.us/MigrantBilingual/default.aspx>

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

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# HOW WILL I GET THERE

## 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 9	GR 10	GR 11	GR 12
<b>English</b> Graduation Requirements _____ Admission Requirements _____				
<b>Mathematics</b> Graduation Requirements _____ Admission Requirements _____				
<b>Science</b> Graduation Requirements _____ Admission Requirements _____				
<b>Social Studies</b> Graduation Requirements _____ Admission Requirements _____				
<b>Health and Fitness</b> Graduation Requirements _____ Admission Requirements _____				
<b>*Arts or PPR (document on worksheet)</b> Graduation Requirements _____ Admission Requirements _____				
<b>*World Language or PPR (document on worksheet)</b> Graduation Requirements _____ Admission Requirements _____				
<b>Career Technical - CTE</b> Graduation Requirements _____ Admission Requirements _____				
<b>General Electives</b> Graduation Requirements _____ Admission Requirements _____				
<b>TOTAL CREDITS</b> Graduation Requirements _____				

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.gov](http://www.k12.wa.gov) or State Board of Education [www.sbe.wa.gov](http://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 2019 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 intentionally, chosen by you, that prepare you to meet your graduation requirements and specific post-high school career or educational goals this is meaningful and realistic..
- ▶ Created in collaboration between you, your parent/guardian, and school counselor, advisor, or teacher.
- ▶ \*An additional **1 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 overall graduation requirements:

- For 2 Arts **or** 1 Arts Requirement (one Arts 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?

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

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

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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?

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

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## 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.

<b>REQUIRED</b>	
<b>State Assessment</b>	<b>My Scores/Results (CAA/CIA)</b>
<input type="checkbox"/> Smarter Balanced Assessment	
<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:	
<b>OPTIONAL</b>	
<b>Career and College Readiness Assessments</b>	<b>My Combined Scores</b>
<input type="checkbox"/> PSAT Reading _____ Math _____	
<input type="checkbox"/> SAT Reading _____ Math _____ Writing _____	
<input type="checkbox"/> ACT Reading _____ Math _____ Writing _____ Soc Sci _____	
<input type="checkbox"/> ASVAB	
<input type="checkbox"/> College Placement Tests	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Other _____	
<b>Bridge to College Courses</b>	<b>My Grade</b>
<input type="checkbox"/> English	
<input type="checkbox"/> Math	
<b>Dual Credit Course Exams for College Credit</b>	<b>My Score, Credit and/or Grade</b>
<input type="checkbox"/> Advanced Placement (AP)	
<input type="checkbox"/> International Baccalaureate (IB)	
<input type="checkbox"/> Cambridge International (CI)	
<b>Dual Credit Courses for College Credit</b>	
<input type="checkbox"/> Running Start	
<input type="checkbox"/> College in the High School	
<input type="checkbox"/> CTE Dual Credit [ formerly called Tech Prep]	
<input type="checkbox"/> OTHER	

## 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 OR ACTIVITY LOG

Your High School & Beyond Plan must include a completed résumé by the end of 12th Grade. A **résumé or activity log** 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 OR ACTIVITY LOG

A good résumé or activity log has four parts:

- ▶ **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. Note: This information may be used later for a scholarship application or college essay.

## MY RESUME OR ACTIVITY LOG

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 you list a number at which you can be reached and your email is professional.)

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**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 ):

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**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.)

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**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 have joined)

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

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## 5. ADDITIONAL REQUIREMENTS FOR STUDENTS WHO HAVE NOT MET STANDARD ON THE STATE ASSESSMENT BEFORE 11<sup>TH</sup> 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:

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Priority for course selection or schedule changes</li> <li><input type="checkbox"/> Counseling for "on track" on-time graduation plan</li> <li><input type="checkbox"/> Academic interventions with frequent progress checks</li> <li><input type="checkbox"/> School counseling connection for social/emotional supports</li> <li><input type="checkbox"/> Dual credit course (AP,IB, CI, College in the HS, Running Start, CTE Dual Credit [formerly known as Tech Prep])</li> <li><input type="checkbox"/> Career and technical equivalency course</li> <li><input type="checkbox"/> Transition course (Bridge to College Math and/or English)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Local school district determined courses with qualifying assessments</li> <li><input type="checkbox"/> Credit recovery course</li> <li><input type="checkbox"/> Remedial course</li> <li><input type="checkbox"/> Tutoring/Mentoring</li> <li><input type="checkbox"/> Parent/guardian/teacher/counselor conference</li> <li><input type="checkbox"/> Attendance contract</li> <li><input type="checkbox"/> Extended school day opportunity</li> <li><input type="checkbox"/> Summer school</li> <li><input type="checkbox"/> Other _____</li> <li><input type="checkbox"/> Other _____</li> <li><input type="checkbox"/> Other _____</li> </ul> |
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### *MY INTERVENTIONS:*

Chosen Strategy:	Timeline:	Result:

### *MY ACADEMIC SUPPORTS:*

Chosen Strategy:	Timeline:	Result:

## *ADDITIONAL REQUIREMENTS FOR 8<sup>TH</sup> GRADE STUDENTS*

### ▶ 8th GRADE STUDENTS WHO HAVE NOT SCORED A LEVEL 3 OR HIGHER ON ELA OR MATH STATE ASSESSMENTS

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

### ▶ 8th GRADE STUDENTS WHO HAVE NOT SCORES A LEVEL 3 OR HIGHER ON THE MIDDLE SCHOOL STATE ASSESSMENT IN MATH

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

Parent/Guardian Signature: (optional) \_\_\_\_\_ Date: \_\_\_\_\_

ESHB 2224 (2017): "School districts are encouraged to involve parents and guardians in the process of developing and updating the High School and Beyond Plan."

E2SSB 6552 (2014): "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 with the school counselor or principal."

## *ADDITIONAL INFORMATION ABOUT ASSESSMENT*

### STATE EXPEDITED ASSESSMENT APPEALS WAIVER FOR CLASS OF 2014 – 2018

<http://www.k12.wa.us/Assessment/GraduationAlternatives/ExpeditedAppeals.aspx>

### STATE ASSESSMENT ALTERNATIVES FOR THE CERTIFICATE OF ACADEMIC ACHIEVEMENT (CAA) <http://www.k12.wa.us/assessment/GraduationAlternatives/Options.aspx>

*To find this template in 9 languages and to develop a systemic plan, go to OSPI Career Guidance WA /High School & Beyond Plan page at: <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>.*

*Updated 3/26/2018*

MY NOTES: