Four-Year Plan & Goal Setting:

Your High School Planning Guide

This guide was created by West Fargo Public Schools AVID teachers to help better prepare all students in the district for success in high school and transition that success to post-secondary education.

Below is some information about AVID.

What is AVID?

AVID, Advancement Via Individual Determination, is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Established more than 35 years ago with one teacher in one classroom, AVID today impacts more than 1.2 million students in 44 states and 16 other countries/territories.

What AVID Does

Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

How AVID Works

AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID.

AVID:

• Teaches skills and behaviors for academic success

• Provides intensive support with tutorials and strong student/teacher relationships

• Creates a positive peer group for students

• Develops a sense of hope for personal achievement gained through hard work and determination

As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students.

NDDPI
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NORTH DAKOTA CHOICE READY

The North Dakota ***CHOICE READY*** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY,** and/or **MILITARY READY.**

North Dakota **Choice Ready**



ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27), **Computer Science/Cybersecurity Requirement** (15.1-21-02.2), and **four or more additional indicators:**

- 25 hours of Community Service
- Two or More Years in Organized Extra-Curricular Activities
- 95% Attendance (not counting school-related absences)
- Successfully Complete a Capstone Project
- Career Exploration Experience
- Successfully Complete an Online Learning Course
- Two or More Years in Organized Co-Curricular Activities
- Demonstrate Competency in 21st Century Skills
- Multicultural Awareness

Students shall then complete two or more of the *CHOICE READY* components below.

POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan,** and earn a **2.8 GPA or greater,** and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English – 18*

ACT Reading – 22* SAT Reading/Writing – 480*

ACT Math – 21* SAT Math – 530*

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) or (4, 3, or 2)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

WORKFORCE READY

Complete a **Four-Year Rolling Career Plan,** and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs)
- Work-based Learning Experience (Perkins V) (40 hrs)
- ND A+ (Reading/Math) Mid-point Level 2 or higher (Math 1000) (ELA 975)
- Complete three World Language Courses (A, B, or C) or (4, 3, or 2)
- Complete 2 credits of teaching-related coursework or 2 semesters of Educators Rising

MILITARY READY

Complete a **Four-Year Rolling Career Plan** and obtain an **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions)

Physically Fit (Successfully complete required PE courses (A, B, or C) or (4, 3, or 2))

and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options

or

Complete two credits of JROTC or Civil Air Patrol

or

Complete **two credits** in the Military Pathway Program, selecting from the following 1/2 credit courses:

- Intro to Military Careers
- Military Health & Fitness
- ASVAB Essentials
- Career Foundations in Military Leadership
- Military Leadership Capstone

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Graduation Requirements

The proper selection of courses by students is an important matter. It is important to the students that each course should be carefully selected as an integral part of the student's four-year educational plan. Read carefully; the course selections are equally as important to the school district as commitments for staffing for the ensuing year are based on the student selections. Therefore, changes in student course selections after July 1 will only be made in cases of extreme hardship. All changes must have the approval of the school assistant principals or principal.

To qualify for graduation, a senior must have enrolled in a high school during grades 9, 10, 11 and 12 for four separate school year terms. An exception to this policy may be made for students if they have the approval of their parents and the principal. In addition, according to school board policy, students must have completed all requirements for the high school diploma in order to participate in commencement exercises.

Students shall be enrolled each year in courses that will give them at least six credits unless the principal has granted permission to take a reduced load. Additional courses may be taken from the list of electives each year to meet the minimum requirements.

Students must make an effort to make up any course failures through summer school or correspondence before the next fall term starts. Courses failed and not made up by the beginning of the next school year must be scheduled for that school year. Special permission must be obtained to take further courses in the same field until failures have been removed.

Required Courses	Required Credits
English	4
Health	0.5
Mathematics - at least one credit in Basic Math, Pre-Algebra, or Algebra I	3
Physical Education - 0.5 credit for three years • **One PE course must be taken during the normal academic year** • **Limit to one summer school PE course** • **Total of 1.5 credits**	1.5
Science - Physical Science (or one year of Physics and one year of Chemistry), Biology, and one more	3
Social Studies • **Elective** • **World History or AP European History** • **U.S. History or AP U.S. History** • **U.S. Government or AP Government** • **Economics or AP Microeconomics**	0.5 1 1 0.5 0.5
Required Units	15.5
Elective Units - three credits must be a combination of Foreign Language, Fine Arts, or Career & Technical Education courses	7.5
Required Units of Credit for Graduation	23.0

How can students prepare to meet West Fargo High School's graduation requirements?

Use the following list of ideas at each level to continue the practice of goal setting.

9th Grade

• Create a four-year plan with appropriate goals.
• Set proactive goals to achieve certain grades in classes they anticipate may be a struggle and share the goals with the particular teacher.
• Set short-range goals around projects and/or books they need to read.
• Set specific goals around organization.
• Set goals around extracurricular and community service endeavors.

10th Grade

• Revisit their three-year plan and readjust or expand their academic goals.
• Set additional goals around extracurricular activities.
• Set goals related to examinations.
• Revisit community service goals and adjust as necessary.

11th Grade

• Revisit their two-year plan.
• Set goals for their courses and examinations.
• Set goals related to college selection and testing, or career preparation.

12th Grade

• Set GPAs around the college application process.
• Set leadership goals around their extracurricular participation.
• Revisit their community service involvement.
• Set goals around their scholarship searches/applications and completion of the FAFSA.

4-Year Plan- 9th Grade

Complete the table below with the name and level of the class you will be taking (e.g. AP Biology)

	High School credits earned in Middle School	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts					
Science					
Math					
Social Studies					
Visual and Performing Arts					
Foreign Language					
Elective Class					
Elective Class					
GPA Earned					

What are your post-secondary goals? (College, major, etc.)

What are your career goals?

Overview

For students to work toward and truly accomplish their goals, they must take the time to write them down and think them through. This activity provides a template for students to think through the creation of specific, measurable, action-oriented, realistic, and timely (SMART) goals, and then write those goals down in concise statements. As students are finalizing their plans for accomplishing the assignment, setting goals around certain concepts—such as grades, work quality, and time spent working—are key to a successful plan.

Setting SMART Goals

S Specific	Goals should be specific and easily understood. What you are going to do? Why it is important? What you want to accomplish?
M Measureable	Goals should have concrete criteria for measuring progress. What data will you use to measure your progress toward your goal?
A Action Oriented	Goals should be action oriented. What actions are you going to take to accomplish your goals?
R Realistic	Goals should be worth working toward and attainable. How do you know it is reasonable for you to be able to accomplish this goal?
T Timely	Goals should be achieved within a specific time frame. When is your deadline for accomplishing this goal?

SMART Goal #1

_____

_____

SMART Goal #2

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