

School District of Tomahawk - Academic & Career Planning Plan

Priority Details	Specific Actions	By Whom	Metrics to Evaluate Progress
Priority Action:			
Development of a long range plan with school district staff and community stakeholders the plan will be reviewed annually and shall address the following:			
1. Local, regional and state labor markets.	<ul style="list-style-type: none"> *Stats collected annually As needed: <ul style="list-style-type: none"> *Contact Nicolet, NTC, TEAPIE to obtain data regarding local labor market info. *Contact Ken Maule, Exec. Director Lincoln County Economic Development *Research the Wisconsin Workforce Development and Wisconsin DPI ACP websites Market needs will be updated annually *Utilize Career Cruising to obtain information 	ACP Team Members	<ul style="list-style-type: none"> *Data links updated on school counseling website annually *Data used in career activities and counseling sessions *Data infused in academic coursework and classroom activities
2. Education & training requirements for occupations that fill market needs.	<ul style="list-style-type: none"> *Collaborate with local postsecondary institutions (Nicolet, NTC, Marathon, 4 year colleges, etc) *Investigate opportunities for Value Added options in TSD coursework. (e: industry certifications, dual/transcribed credit, etc) *Create opportunities for work based learning and job shadowing. 	ACP Team Members	Dan and Debbie will attend open houses at Nicolet and North Central Technical College & Meet with members of LCPIE to coordinate industry tours and job shadows
3. Process to engage parents, regarding ACP services provided and opportunities to participate.	<ul style="list-style-type: none"> *Evaluate student/parent/counselor conference procedures. (MS, Gr.9, Gr.10, etc *Provide opportunity for informational meetings with all ACP areas and develop online access to these resources through the district webpage and Career Cruising. *Implement parent access in Career Cruising 	School Counselors	<ul style="list-style-type: none"> Counseling Department will meet to develop a scope and sequence of focus areas per grade level and supporting documents to implement. Generate a list of information meetings presented to parents by grade level. Update online website resources annually or as needed. Provide access and monitor log parent usage
4. Strategy to engage business, postsecondary education, and workforce development.	<ul style="list-style-type: none"> *Incorporate industry members in classroom/school activities. *Continue implementing dual/transcribed credit agreements with postsecondary *Continue to utilize Partners In Education group with activities and resources 	Teachers & School Counselors	<ul style="list-style-type: none"> Continue to promote expectations that every teacher has one business contact working with them in the classroom. Record and monitor dual/transcribed credit courses Record and monitor the usage of TEAPIE activities with our students
5. Description of Career and Technical Education (CTE) programming available, professional development for ACP delivery, and how the Tomahawk School District will meet the education for employment program requirements.	<ul style="list-style-type: none"> *Continuously update Course Description Book with additions defining ACP processes in the district. *Attend CESA Training. Develop staff ACP introduction & resources. Provide Career Cruising training to staff. (Staff Meetings, Collaboration Time, Common Planning Time) 	ACP Team Members & Staff	<ul style="list-style-type: none"> -Completed Course Description Book -Presentation Documents -Maintain a list of trained staff members
6. ACP services that provide information and opportunities that lead to the following:			
<p><i>Career awareness in elementary school</i>, including developing an understanding of the following: Why people work. The kinds of conditions under which people work. The levels of training and education needed for work. Common expectations for employees in the workplace. How expectations at school are related to expectations in the world of work.</p> <p><i>Career exploration in middle school</i> including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.</p> <p><i>Career planning and preparation in high school that includes:</i></p> <p style="text-align: center;"><i>Career Research</i></p> <p style="text-align: center;"><i>School Supervised work-based learning experiences</i></p> <p style="text-align: center;"><i>Career decision making</i></p> <p style="text-align: center;"><i>Application of academic skills, technologies and economics</i></p> <p style="text-align: center;"><i>Entrepreneurship</i></p> <p style="text-align: center;"><i>Personal Financial Literacy</i></p> <p style="text-align: center;"><i>CTE opportunities</i></p> <p style="text-align: center;"><i>Labor market information</i></p> <p style="text-align: center;"><i>Employability Skills</i></p>	<ul style="list-style-type: none"> *Identify current ACP classroom lessons and activities. *Identify current ACP guidance lessons and activities. *Create a matrix of elementary ACP activities. *Careers On Wheels <ul style="list-style-type: none"> *See attached ACP Grade Level Action Plan *Upon completion of the ACP activity, students will submit an artifact into Career Cruising. This artifact will be developed by individual classroom teachers or an ACP team member. <ul style="list-style-type: none"> *Implement Career Cruising (all students have an account, train all staff on its benefits and proper usage) *Research, identify and create classroom level activities <ul style="list-style-type: none"> *Identify current and future industry partners *Facilitate work based learning curriculum (School to Work Youth Apprenticeship, Teacher AId, Job Shadows, etc) <ul style="list-style-type: none"> *Evaluate Career Cruising tools and implement *Provide student reflection process for ACP related activities. *Create opportunity for teachers to guide students in content specific career opportunities *Utilize freshman transition meetings to introduce families to high school resources *Utilize junior transition meeting to research and solidify post-graduation plans <ul style="list-style-type: none"> *Support and expand Career & Technical Student Organizations, CTSO (FBLA, SkillsUSA, DECA, HOSA, etc) <ul style="list-style-type: none"> *Create and introduce opportunities for students to learn about entrepreneurship, CTE Curriculum, Work-based Learning Programs, TEAPIE Resources <ul style="list-style-type: none"> *All students required to take 0.5 credits of Personal Financial Literacy <ul style="list-style-type: none"> *Continuous improvement of CTE offerings based on student needs and justified by data *Investigate opportunities to increase CTE specific courses in middle school through stand alone courses and blending with current non CTE offerings. <ul style="list-style-type: none"> *See above <ul style="list-style-type: none"> *Students will have the opportunity to participate in a variety of experiences that will allow them to further develop skills needed in their chosen career path *Utilize work based learning programs to promote employability skills and provide feedback to students. *School wide PSIS behavior expectations incorporate employability skills. *Investigate opportunities for to evaluate every student and provide feedback regarding employability skills. Possible Dual Grading Report *See ACP Grade Level Action Plan 	<p style="text-align: center;">Teachers/Counselor</p> <p style="text-align: center;">Teachers/Counselor</p> <p style="text-align: center;">ACP Team/Teachers/Counselors</p> <p style="text-align: center;">Work Based Learning Coordinators/Counselors</p> <p style="text-align: center;">ACP Team/Teachers/Counselors</p> <p style="text-align: center;">CTE Teachers/Counselors/Activities Director</p> <p style="text-align: center;">CTE Teachers/Counselors</p> <p style="text-align: center;">Counselors</p> <p style="text-align: center;">ACP Team/CTE Teachers/CTE Director/Director of Curriculum</p> <p style="text-align: center;">ACP Team/Counselors</p> <p style="text-align: center;">ACP Team/Teachers/Counselors/High School Leadership Team</p>	<ul style="list-style-type: none"> -Develop and maintain an activity log -Educators will review students ACP to ensure that artifacts were completed -Students ACP Portfolio archived in Career Cruising -Records communicating student accounts and staff trainings -Teachers share and report on activities and effectiveness -Review school to work class rosters, Youth Apprenticeship applications & Continue to coordinate with TEAPIE -ACP Team Members will perform an internal audit of random student Individual Learning Portfolio -Maintain a staff list representing participation in industry tours -School Counselors will assist students in uploading a post conference artifact into their ILP -Implement CTSO's in each CTE area. (Advisor, budget, membership, activities, competitions) -Monitor data regarding the number of CTSO's and student participation. -All students are required to take Personal Finance as a graduation requirement & Track Entrepreneurship experiences in ACP Portfolio -All students are required to take Personal Finance as a graduation requirement. Transcript verification. -Students will have a program of study in their ILP -During each student conference labor market information will be provided by the school counselors -Students will have a minimum of 1 artifact highlighting employability skills -High School Dual Grading Report Card
Priority Action:			
Develop a formal process for connecting students and school district staff for the development and implementation of academic and career plans.			
	<ul style="list-style-type: none"> *Create a professional development plan for staff consisting of: ACP Definition, ACP Goals, ACP Roles, ACP Activities, ACP Tools. *Student will develop a personalized ACP utilizing Career Cruising *Develop common time for students and staff to implement ACP. 	ACP Team/Counselors	-Maintain an inventory of all documents used in trainings and presentations
Priority Action:			
Develop a process for ensuring that ACP's for students identified with a disability are made available to the student's IEP team so it can be considered when developing the pupil's transition services			
	<ul style="list-style-type: none"> *Develop plan to ensure ACP portfolios are reviewed when creating IEP transition goals 	Special Education Staff	School Counselors will participate in each student's IEP to ensure ACP portfolios are developed
Priority Action:			
Assure that students have access to a software tool for career exploration, planning and management.			
	<ul style="list-style-type: none"> *Obtain and Implement Career Cruising Software 	ACP Team	Continuously evolving as new Career Cruising Feathers are created (e. Inspire) and broadbased classroom level usage is implemented.