



# Academic and Career Planning



# Table of Contents

Academic and Career Plan Development Team.....	2
Academic and Career Plan Overview.....	3
Elementary Groundwork.....	4
Overview of Process and Products .....	5
Middle School .....	6
High School .....	7
Senior Exit Portfolios .....	9
Senior Presentations .....	12
Engaging Businesses and the Community .....	13
Parent Partnership and Communication .....	15

# Academic and Career Plan Development Team

Susan Leadholm, High School Counselor  
Eric Erickson, High School Counselor  
Ashley Weibel, Middle School Counselor  
Roberta Kostka, Middle School Counselor  
Tom Chambers, High School Principal  
Stephanie Brueggen, Curriculum and Instruction Director  
Carol Nortman, Middle School Family Consumer Science Teacher  
Brian Stemper, Middle School Technology and Engineering Teacher  
Middle School Teacher  
Jessica McNamara, Co-Op Coordinator/Teacher  
Sarah Halverson, Family Consumer Science Teacher  
Mary Byrns, Business Ed Teacher/Virtual School Coordinator  
Jane Tande, Black River Falls Hospital, Community/Business Partner  
Nehomah Thundercloud, Ho-Chunk Department of Education, Community  
Partner  
Connie Helstad, Parent Partner  
Chris Hardie, Black River Falls Chamber of Commerce,  
Community/Business Partner  
Dave Mack, Wisconsin Technical College, Community Partner  
Dave Hammers, Waumendee State Bank, Community/Business Partner  
Bob Novak, DNS, Community/Business Partner

*This team worked during the 2015-2016 and 2016-2017 school year to develop this plan. This team reconvenes annually to review and adjust the plan to best meet the needs of the students in the School District of Black River Falls.*

# Academic and Career Plan Overview

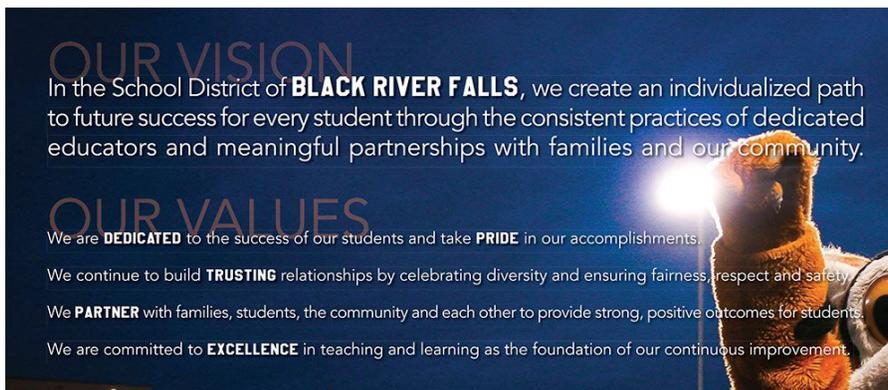
## *What is an Academic and Career Plan?*

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills."

The Wisconsin Department of Public Instruction (<http://dpi.wi.gov/acp>) in the PI26 legislation requires public school districts to provide academic and career planning services to students in grades 6 through 12 beginning in the 2017-18 school year. These new academic and career planning requirements connect school districts' education for employment plans and programs to the new academic and career planning requirements.

In the School District of Black River Falls, we are proud to report that we have implemented Academic and Career Planning for over a decade. Career exploration has been increasingly embedded in our Middle School Career and Technical Education courses. Additionally, at our High School, we have grounded the student ACP in our Advising program, annual counselor-parent meetings, and a newly implemented Portfolio process. The ACP is a 4 part process of KNOW, EXPLORE, PLAN, AND GO which students developed throughout Middle School and High School.

## *How does this align with the School District of Black River Falls?*



**OUR VISION**  
In the School District of **BLACK RIVER FALLS**, we create an individualized path to future success for every student through the consistent practices of dedicated educators and meaningful partnerships with families and our community.

**OUR VALUES**

- We are **DEDICATED** to the success of our students and take **PRIDE** in our accomplishments.
- We continue to build **TRUSTING** relationships by celebrating diversity and ensuring fairness, respect and safety.
- We **PARTNER** with families, students, the community and each other to provide strong, positive outcomes for students.
- We are committed to **EXCELLENCE** in teaching and learning as the foundation of our continuous improvement.

As part of the Strategic Plan, the Goal of the Student Success Pillar is: *All students will increase their achievement and attain annual personal growth goals in order to reach their highest potential.*

# Elementary Groundwork

At the Elementary level, school counselors work with students weekly to twice a month in Guidance Class. Guidance Curriculum covers a wide-range of content, including knowledge and exposure around Careers, most notably in upper elementary grades.

## **Our Curriculum related to careers covers:**

- Why people work
- What kinds of conditions and experiences happen in different jobs
- The levels of training and education needed for different jobs
- How expectations at school are related to expectations in the world of work.

## **Guidance Curriculum Maps**

[Kindergarten](#) Guidance Curriculum

[First Grade](#) Guidance Curriculum

[Second Grade](#) Guidance Curriculum

[Third Grade](#) Guidance Curriculum

[Fourth Grade](#) Guidance Curriculum

[Fifth Grade](#) Guidance Curriculum

# Overview of the Process and Products

ACPs will move students through 4 phases from Middle School - High School

**Who am I?** *Individual Exploration Activities*

**What do I want to do?** *Career Exploration Activities*

**How do I get there?** *Career and Future Planning Activities*

**What actions will I take?** *Plan Management Activities*

We want the process of Academic and Career Plans to be meaningful for students and help prepare them to make informed choices when it comes to their future. Therefore, we have embedded many of these activities into courses, where possible, or regular events so that students see connections in these areas.

Students will be participating in a variety of activities each school year. Many of these activities are already embedded into classes such as Guidance, Tech Ed, Family and Consumer Science, English, Economics, Financial Literacy courses and other electives.

[Process and Product Grid](#)

# Middle School

Academic and Career Planning (ACP) is a 4 part process of KNOW (Who am i?), EXPLORE (Where do I want to go?), PLAN (How do I get there?), and GO (Do it!). During Middle School, students will focus primarily on the KNOW and EXPLORE components through the following activities completed in CTE and guidance classes:

## 6th grade:

- Career research
- Family Tree Career Project
- Babysitting Resume
- Learning Styles Inventory
- Community Service Projects
- Grade checks with “Focus Teachers”
- Monthly Career Cluster Videos in Focus
- Extracurricular clubs and sports

## 7th grade:

- Career Matchmaker
- Career cluster exploration
- ‘Drive of Your Life’ career exploration
- Values exploration
- Growing vs. declining careers
- Grade checks with focus teacher
- Extracurricular clubs and sports

## 8th grade:

- Job shadow
- Career Venture job fair
- Dream job research
- Career cluster exploration
- Budget builder
- Extracurricular clubs and sports
- Future career goal setting and related high school courses
- Matchmaker assessment in Career Cruising
- Individual planning conferences with school counselors
- Monthly Career Cluster Videos in Focus
- Career Guest Speakers
- High school student Q&A panel
- Grade check with focus teachers
- Manufacturing company participation
- Production company participation

# High School

The ACP is a continuation of the 4 part process of KNOW, EXPLORE, PLAN, AND GO which students began developing throughout Middle School.

At Black River Falls High School, the heart of our ACP lies within our Advising program and Portfolio process.



## What is Advising?

Students at Black River Falls High School participate in weekly advising sessions. This small group will work with a Black River Falls faculty member as their Advisor.

Multi-aged groups will meet daily for approximately 35 minutes. Every week, students will participate in ACP lessons. During these lessons, students will develop skills to ensure success in high school, develop a Portfolio, and make a connection with other students, the staff and the school creating a positive environment to learn and grow.

## What is an Advisor?

- Mentor to advising group
- Liaison for the students, parents and staff
- Facilitator of ACP lessons on a variety of topics such as goal setting, time management, test taking, etc...
- Small Group Coordinator of the completion of the student's Portfolio
- Monitor of bi-weekly grade Checks

## What does Advising look like?

- Advisors work with assigned 10-15 students from all four grade levels
- Advisors follow these students throughout their high school career
- Advisors meet with their advising group each day for academic and career assistance.

- Advisors create and foster a culture of college and career readiness
- Advisors guide and monitor their students ongoing portfolio.
- Advisors facilitate portfolio activities based on lesson plans or portfolio requirements provided by the counseling department.
- Advisors communicate any questions or concerns they have regarding any of their advisees to the proper person whether that is a parent/guardian, Principal, School Counselor, Special Education Teacher, Teacher, etc..
- Advisors are the go-to person for their advisees and positively mentor them throughout their high school experience

### **ACP Work in Advising**

#### Grade Level Specific Work on Academic and Career Plans

<p style="text-align: center;"><b>9th grade</b></p> <ul style="list-style-type: none"> <li>● HS Transition</li> <li>● Goal-setting/Time Management</li> <li>● Study Skills</li> <li>● Stress Reduction</li> <li>● Involvement</li> <li>● Support systems - QPR training</li> <li>● Learning Styles</li> <li>● Career Matchmaker</li> <li>● Start Resume</li> <li>● Labor Market Analysis/Careers in Demand</li> </ul>	<p style="text-align: center;"><b>10th grade</b></p> <ul style="list-style-type: none"> <li>● Goal-setting</li> <li>● Strengths/Weaknesses</li> <li>● Involvement - 'your role'</li> <li>● Resume building</li> <li>● Learning styles</li> <li>● Career Matchmaker</li> <li>● Career/Life Goals</li> <li>● Labor Market Analysis/Careers in Demand</li> </ul>
<p style="text-align: center;"><b>11th grade</b></p> <ul style="list-style-type: none"> <li>● Goal-setting</li> <li>● Academic strengths/weaknesses (ACT prep)</li> <li>● Involvement - 'your role'</li> <li>● Future planning - college visits, job shadows</li> <li>● Labor Market Analysis/Careers in Demand</li> <li>● Resume building</li> <li>● Learning styles</li> <li>● Career Matchmaker</li> <li>● Career/Life Goals</li> </ul>	<p style="text-align: center;"><b>12th grade</b></p> <ul style="list-style-type: none"> <li>● Graduation requirements</li> <li>● Future planning - college applications</li> <li>● Financial planning - college, living on own, job, career, savings/checking</li> <li>● Involvement - 'your role'</li> <li>● Labor Market Analysis/Careers in Demand</li> <li>● Resume/Exit portfolio</li> <li>● School selector</li> <li>● Career selector</li> <li>● Finalize Resume</li> </ul>

# Academic and Career Planning Portfolio

## What is a Portfolio?

### Linking School Experiences to Career Goals

Students at Black River Falls High School will develop an electronic Academic and Career Planning Portfolio as one tool to show evidence of their readiness for post-secondary education and/or employment.

Career development is a lengthy process of addressing the questions: Who am I? Where am I going? How do I get there? It is a proactive process of developing workplace values, skills, personal qualities, and knowledge of one's chosen career. By the senior year, students will have had ample opportunity to develop the portfolio before they showcase it.

The Academic and Career Planning Portfolio offers benefits for students, parents, teachers & employers. Creating the portfolio helps students make the connection between educational experiences and career goals. Students will analyze their personal accomplishments or lack of in relation to their readiness for employment.

For parents, the portfolio becomes a visual tool to see the progress/direction their son/daughter is making in preparation for the world of work. Parents share in the responsibility of helping their children prepare for gainful employment. They need to stress to their children there is a correlation between attitude toward work, academic achievement, workplace skills, co-curricular involvement, and being a self-sufficient contributing member of a community.

For teachers, the portfolio becomes a vehicle to articulate between school and career. The teacher's role is to serve as a facilitator as he/she works closely with students in the development process.

For employers, the portfolio is a showcase of student's best works and what they have accomplished related to their chosen career. It will allow employers to assess how prepared a student may be to enter the workforce or post-secondary institution. As a partner in the educational process, it behooves employers and college admissions representatives to become as knowledgeable as they can about prospective employees. A student's portfolio will assist in selecting applicants for a position or admission.

### **What does my portfolio include?**

**The Portfolio contains 6 categories listed below:**

#### **Introduction**

Students will present information about themselves, their career interests and their future goals and plans. Also, this section includes a personalized summary of student-parent-counselor meeting sessions held each grade level.

#### **Assessment**

Each student will be completing reflections on Personal Inventories and Assessments. These reflections will be based on one or more of the following inventories and assessments: Wisconsin Forward Exam (WFE), ACT ASPIRE, ACT, SAT, ASVAB, Compass, Accuplacer or other assessments.

#### **Post Secondary Planning**

Students will include information about their plans after high school in this section of the portfolio. They will include reflections on experiences related to post-secondary exploration activities completed in High School. This section will also include information from "My Post-Secondary Plan" in Career Cruising. Students can include a completed application for a post-secondary educational institution. Also, this section can include information from attending the College and Career Expo, campus visits and meetings with representatives from postsecondary educational institutions that come to BRFHS. Lastly, students can include information about educational institutions

#### **Employability**

In this section, students will include a variety of activities that allow them to plan their post-secondary path. Some of the components in this section will include developing a resume, acquiring a letter of recommendation, a cover letter and a mock interview. These items will be developed for the purpose of students completing a job search, with

accompanying advertisements for positions in which they are applying. In this section, students will also complete the “My Activities and Experiences” component of Career Cruising. This section includes: Extra-Curricular activities, hobbies and interests, skills and abilities, awards and certificates, volunteer and work experience.

### **Career Exploration**

Students will explore careers through on-the-job experiences. There are many opportunities for students to have these experiences at the High School. Students can include information in this part of the portfolio related to Career and Technical Education Elective Coursework and Experiences. They can also include information from Job Shadows, Co-Op or Youth Apprenticeship Placements, Health Careers Camp, STEM Camp, College and Career Expo, and Job Fairs.

### **HighSchool Highlights**

Students select 16 Best Works from their high school career to include in their portfolio as evidence of their growth and learning. These examples should be what the students are most proud of and illustrate their greatest strengths. They link what they have learned in the classroom with the 21st Century Skills that future employers are looking for.

### **Additional Items**

Student can also add additional items to their portfolio presentation which will enhance the verification of their accomplishments. Examples include, but are not limited to:

- Technology application of graphics/other multi-media (presentation software)
- Hurdles overcome - special circumstances which made education more difficult
- Photo documentation
- College Entrance Essay
- Awards and Honors, both in and out of school
- Involvement in both co-curricular, sports, music, and youth organizations

### **Required Grade Level Documents**

[9th Grade](#)

[10th Grade](#)

[11th Grade](#)

[12th Grade](#)

# Senior Exit Presentation

## What is the Senior Exit Presentation?

Allowing senior students to share their accomplishments and school experiences in a professional way is the culminating activity in our ACP process. Senior students will orally present their portfolios to parents, peers, community members and school staff in the final month of their senior year. Eighth grade students are also invited to the senior presentations in hopes of inspiring them to become actively involved in high school like the graduating seniors demonstrated.

Senior Exit Presentation Objectives:

- The student will understand the portfolio as a collection of materials that reflect the student's academic progress, personal development, and future dreams and aspirations.
- The student will present his/her strengths using the portfolio as documentation.
- The student will demonstrate knowledge of self through verbal and nonverbal communication during the Senior presentation.
- The student will recognize his position as role model and contributor to our community during the Senior presentation.

[Senior Exit Presentation Evaluation Form](#)

[Senior Exit Presentation Exemplar](#)

## Engaging Businesses and the Community

The School District of Black River Falls look to partner with Businesses and the larger Community in multiple ways. As part of the Strategic Plan, the Goal of the Community Engagement Pillar is: *Parents, students and the community are effectively engaged in the educational process and feel connected and proud to be part of the School District of Black River Falls.*

**Business Partnership Outcomes - The School District is committed to increasing our level of partnership with Businesses and the larger Community to Increase the following things for our students:**

**LEARNING:** These partnership open new doors of learning for our students. Our district has many solid partnerships that provide direct learning to our students through Business and Community members coming in or our students going out to learn in the workplace. These partnerships include but are not limited to: Guest Speakers, Job Shadows, Career Fair presenters, Work-Based Learning placements, Field Trip Opportunities, Mini-Course presentations, Family Night presentations, Class specific activities and presentation, Mock Interviews, Parent support presentations, and many more. We continually look to grow more of these opportunities to make learning engaging and meaningful for students.

**RELEVANCE:** When students engage with people in their local community in learning and hands-on experiences, this greatly increases the relevance for them. The learning is made real and tied to people and places they experience on a regular basis. As an added bonus, there is a scientific connection of better learning when relevance is increased. Relevant, meaningful activities that both engage students emotionally and connect with what they already know help build neural connections and long-term memory storage (not to mention compelling classrooms and a stronger community. The School District continues to grow partnerships to increase relevance in learning for our students.

**CAREER EXPERIENCES:** As a district, we are committed to coordinating and providing hands-on experiences in career fields for students during their K-12 education. These experiences include but are not limited to: job shadows, Work-Based Learning placements, mentoring, Youth Apprenticeships, Field-trips, partnership projects through courses, etc. Career Experiences. As part of our work with ACPs, we want students to gain some level of exposure in the career field in which they are interested. By engaging with their desired career

field first hand, this helps them decide if this is truly a path to continue pursuing. Often, these experiences can ignite passion in students and help sustain them through the work it takes to “get to” this career, increasing student engagement and ownership through the relevance gained. In the field, students are also able to develop critical “soft skills” that are highly valued in future career placements. We are committed to continue to grow our partnerships so we can provide increasingly diverse connections for students to get as close to their specific career interest as possible

**GROWING OUR LOCAL WORKFORCE:** The School District is a partner with the broader community in growing our local workforce to grow our local economy. Educating our students to be ready for College, Career and Life after High School is vital to the continued growth of our community. Through continued partnerships with the business community, we increase our understandings of needs in the field to provide those learning connections within our courses and curriculum. Our district continues to grow these partnerships through our involvement with individual businesses and larger collaborations with the Black River Area Chamber of Commerce, Rotary Club of Black River Falls, 7 Rivers Alliance, Department of Workforce Development and many more.

## Parent Partnership and Communication

Parents and guardians play a critical role in the Academic and Career Planning process. Parent and family mentorship is important to them and to our district. We encourage parents to get involved in the activities and events designed to inform Academic and Career Planning. The following chart highlights the ways in which we communicate and/or engage parents annually in the Academic and Career Planning Process.

### Parent Communications for ACPs

Timing	Description	Objective
Annually	ACP Overview and Grade Level Expectations	<p>The foundation of your student’s Academic and Career Plan is developed in Grade 6 as part of their required Guidance class.</p> <p>Annual communication of what work on ACPs looks like for the current year are provided.</p>
Annually	High School Grade Level Portfolio Requirements	<p>Once in High School, students begin work on their Portfolio. Annually, these expectations are shared with students and families.</p> <p>All students will revise, refine, and change this plan annually during grade level advisory lessons and are asked to share this plan with you at the end of each school year to support your discussions at home.</p> <p>Most ACP Artifacts are stored within the Academic and Career Planning software, Career Cruising. Please ask your student to walk through this with you to see their ongoing work.</p> <p><u>ATTN: Families of Transfer Students</u> - Your student’s counselor will work 1x1 with your student to ensure that they are caught up on any ACP lessons they need in preparation for the coming school year.</p>
Annual	ACP Progress Reports	High School Parents will receive information student progress on their ACP portfolio with their final report card for the year.

Timing	Description	Objective
8th, 9th and 11th grade	Individual Conferences with Counselor	<p>8th, 9th and 11th grade: Counselors schedule an individualized conference with students and families. This conference is designed to take a checkpoint on course selection, graduation requirements and discuss post-secondary transition planning to support your student's ACP.</p> <p>Students (and parents) with questions are encouraged to reach out to their student's counselor at any time. In addition, counselors meet with students as needed to review and reinforce important and/or time sensitive information.</p>
Ongoing	Announcements and Letters	<p>On an ongoing basis, we will provide information about activities and/or resources designed to inform a student's Academic and Career Plan. Stay informed to stay engaged!</p>
Ongoing	Student assessment results, grading and reporting	<p>Your student's teachers continually communicate with you by sending home student work and assessment results.</p> <p>State Assessment results are sent home annually in the form of Individual Student Reports for you to review the academic performance of your student on state measures and compared to all other Wisconsin students.</p> <p>You can track final grades via Canvas and Skyward. All of this information should be used to inform your student's Academic and Career Plan.</p>
Ongoing	Parent teacher conferences held 2x a year in fall/spring.	<p>Parents are encouraged to connect the feedback during parent teacher conferences back to student goals as outlined by their ACP.</p>
Annual	ACP Progress Reports	<p>High School Parents will receive information student progress on their ACP portfolio with their final report card for the year.</p>

We are committed to continuous improvement and are continually revising these communications. This year, we are working on adding an Student Readiness Scorecard to these communications. These would go home at different intervals in a student's

career with us to show progress towards broad indicators of success in education/training, future careers and life. Some of these include:

### **College Ready**

- Enrollment in Advanced Courses
- GPA
- Standardized test performance

### **Career Ready**

- 90% attendance
- Community Service hours
- Work Based Learning experiences
- Industry level credentials
- Involvement in co-curriculars

### **Life Ready**

- Growth mindset indicators
- Perseverance indicators

Stay tuned for these to roll out later in 2017-2018!

*Academic and Career Plans support students in recognizing their strengths, setting goals, exploring careers and making plans to reach their goals. We are excited to work with students and families to continue to **Inspire Excellence** through these plans as well.*

