



WILLIAMS BAY SCHOOL DISTRICT  
EDUCATION FOR EMPLOYMENT (E4E) & ACADEMIC CAREER PLAN (ACP)

Wisconsin s.s. 121.02/PI-26

**Williams Bay School District  
Education for Employment Plan (E4E)  
&  
Academic and Career Plan (ACP)  
Wisconsin s.s. 121.02/PI-26**

**Approved by the Williams Bay School Board on  
October 23, 2023**

**District Administrator Signature:** \_\_\_\_\_

**Board President Signature:** \_\_\_\_\_

**Developed by:**

<b>Name</b>	<b>Role</b>
Denise Durkin	Business Education Teacher
Chris Colosimo	Director of SPED/School Psychologist
Emily Soley-Johnson	Middle/High School Principal
Christy Torres	FACE Teacher
Will Welch	Associate Principal/CTE Coordinator
Jacob White	Industrial Technology Teacher
William White	District Administrator
Megan Williamson	Middle/High School Counselor

## INTRODUCTION

The Williams Bay School District developed plans for Education for Employment (E4E) and Academic and Career Plan (ACP), which are detailed in the following pages. These plans were developed by a team of school district staff and community stakeholders.

### Academic and Career Planning Team

Name	Role
Denise Durkin	Business Education Teacher
Chris Colosimo	SPED Director/School Psychologist
Emily Soley-Johnson	Middle/High School Principal
Christy Torres	FACE Teacher
Will Welch	Associate Principal/CTE Coordinator
Jacob White	Industrial Technology Teacher
William White	District Administrator
Megan Williamson	Middle/High School Counselor
Ali Bond	Elementary Principal – Advisory Role

### Coordinators of the Academic and Career Plan

There are two co-coordinators of the Williams Bay School District ACP Program, the Middle/High School Principal and the Associate Principal/CTE Coordinator. Responsibilities include creating a college-going and career readiness culture, leveraging relationships with local business and community leaders, coordinate family engagement opportunities with school leaders and counselors, and ensuring that all secondary students (grade 6 – 12) have the means, opportunity, and preparation to succeed in postsecondary education ranging from two or four-year colleges, apprenticeships, certification programs, military, etc. to be successful in the workplace.

Required components of the plans are found on the following pages:

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# Williams Bay School District

Tradition of Excellence ~ Commitment to Progress

## MISSION STATEMENT

The mission of the Williams Bay School District is to continue the tradition of providing academic excellence that maximizes students' potential to be confident, competent and creative problem solvers in our global society. By fostering an environment of community participation, students are inspired to become lifelong learners and contributors to a culture of mutual respect. Through student-centered education, we embrace advances in technology and offer diverse learning opportunities for students to grow.

### WE VALUE:

Achievement  
Compassion  
Good citizenship  
Honesty  
Human dignity  
Individualism  
Integrity  
Motivation  
Respect  
Responsibility

### WE BELIEVE:

- Every child can learn and become a lifelong learner.
- In making a positive contribution to society
- Students, school, parents and community share the responsibility to educate.
- All children have the right to learn in a safe, healthy and nurturing environment.
- Students, school, parents and the community share the responsibility to educate.

## E4E & ACP MISSION

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Empower all students to develop their individualized pathway to adulthood through education and training to careers.

**E4E & ACP Vision:** Reimagining K -12 education to equip students with meaningful and supportive adult relationships and the ability to adapt to opportunities and challenges on their personalized journeys to successful lives.

## BACKGROUND INFORMATION: ACADEMIC AND CAREER PLANNING

An introduction to the plan frames the process used to review, develop and revise the PI-26 E4E plan with the goal of assisting all stakeholders in an understanding of the plan. The development team, key stakeholders, resources, and evaluative instruments or procedures utilized may be included.

### Chapter PI-26 (Academic and Career Plan)

The Williams Bay School District is required by the Wisconsin Department of Public Instruction in compliance with PI 26.03 (1) to have a five-year Academic and Career Plan (ACP). Chapter PI-26 is the legislation in the State of Wisconsin that requires every school district to provide academic and career planning services to pupils enrolled in grades 6 – 12 in the school district beginning in the 2017 – 2018 school year. This plan should be reviewed annually. This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:

- (a) Prepare elementary and secondary pupils for future employment.
- (b) Ensure technological literacy; to promote lifelong learning.
- (c) Promote good citizenship.
- (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- (e) Establish a role for public schools in the economic development of Wisconsin.

Academic and Career Planning (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. ACP is:

- Student driven, ongoing process to help students engage in academic and career planning opportunities.
- A personalized plan to help guide a student's middle/high school learning experiences to support the goals a student sets for him/herself.
- Unique to each individual student

### Why does ACP matter?

ACP ensures *every* student has a formal plan, unique to them, on file to help them transition successfully into the next phase of life after high school.

### KNOW-EXPLORE-PLAN-GO

- KNOW-Who am I?
  - Self-awareness activities
  - Individual reflection and goal-setting
- EXPLORE-What do I want to do?
  - Career awareness assessment
  - Career research
- PLAN-How do I get there?
  - Connecting middle and high school instructional activities with opportunities to explore or learn more about a particular field of interest.
  - Work-based learning opportunities
  - Extra-curricular and community-based learning experiences
  - Postsecondary training options
  - Financial plan to cover cost of postsecondary training
- GO-Do IT!
  - Update regularly
  - Adapt/Modify Intentional Sequence of Courses
  - Adapt/Modify Personal Goals
  - Adapt/Modify Postsecondary/Career Goals
  - ACP Conferencing with families

# 4 stages to successful Academic and Career Planning (ACP)

## Who am I?

Get to know your interests, skills & strengths



## ACHIEVE!

Recalculate as needed.

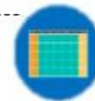


Where do I want to go?  
Explore career pathways and education opportunities



## How do I get there?

Set your route!  
Set goals, choose courses, join clubs \$ activities, obtain financing, fill out applications, write resumes



## How will this be done?

All students in grades 6-12 will develop an Academic and Career Planning Portfolio as one tool to show evidence of their readiness for post-secondary education and/or employment. The Academic and Career Planning Portfolio will benefit students by helping them make connections between educational experiences and career goals. Students will complete multiple assignments, participate in a variety of activities and experiences, and conference with multiple advisors along the way to add real life meaning and value to this process. Academic and Career portfolios will be primarily housed in a student's "Xello" account.

ACP is an integral piece of the Williams Bay School District's comprehensive counseling program. In the Williams Bay School District, students receive ACP services and resources beginning in 5K through grade 12.

## COMMUNITY PROFILE AND LABOR MARKET STATISTICS

PI 26.03 (1): An education for employment long range plan shall be developed by the board...The plan shall include all of the following:  
(a) An analysis of local, regional, and state labor market needs and the education and training requirements for occupations which will fill those needs.

### Community Profile—Labor Market Statistics

Below are links for is an analysis of the local, regional, and state labor market needs.

- [Walworth County Profile](#)
- [State of Wisconsin](#)
- [US Census Data](#)
- [US Labor Statistics](#)
- [WI Labor Market Information](#)

Walworth county's top industries by employment are education services, food services, accommodation, plastics and rubber products, and nursing and residential care facilities.

Labor market data suggests that Hospitality & Tourism, Education & Training, and Manufacturing are the fastest growing Career Clusters in our area. Information Technology is the fastest growing cluster in the state of Wisconsin.

### State-Wide:

#### Information Technology

Projected Job Growth 2014 – 2024					
Occupation	Estimated Employment		Change	Percent Change	Openings 2014 – 2024
	2014	2024			
Total Information Technology	43,778	51,932	8,154	17.75%	1,475
Computer Systems Analysts	14,628	18,676	4,048	27.70%	593
Software Developers, Applications	11,313	13,435	2,122	18.80%	374
Computer Programmers	6,864	7,807	943	13.70%	263
Computer User Support Specialists	10,973	12,014	1,041	9.5%	245

#### Installation, Maintenance, and Repair

Projected Job Growth 2014 – 2024					
Occupation	Estimated Employment		Change	Percent Change	Openings 2014 – 2024
	2014	2024			
Total Installation, Maintenance, and Repair	41,227	45,314	4,087	15.00%	1,486
Industrial Machinery, Mechanics	8,883	10,986	2,103	23.70%	440
Maintenance and Repair Workers, General	32,344	34,328	1,984	6.10%	1,046

#### Production

Projected Job Growth 2014 – 2024					
Occupation	Estimated Employment		Change	Percent Change	Openings 2014 – 2024
	2014	2024			
Total Production	26,051	29,599	3,548	14.50%	1,123
Computer-Controlled Machine Tool Operators, Metal and Plastic	10,751	13,045	2,294	21.30%	556
<b>Machinists</b>	15,300	16,554	1,254	8.20%	567



The Williams Bay School District provides students with the opportunity to participate in work-based learning (Youth Apprenticeships, State-certified and internal co-ops, job shadows, and industry tours.), Youth Options and Dual-Credit options in these fields. In addition, students have access to Career and Technical Student Organizations and relevant course offerings. Through these experiences and ACP curriculum, students become familiar with the educational and training requirements for occupations that will fill these needs.

In Xello, students learn about the educational and training requirements for occupations that they may be interested in. Students use Xello to further explore careers and the education requirements. The Academic and Career Planning and Course Guide also contains information on career options and recommended coursework.

## **FAMILY AND STUDENT ENGAGEMENT**

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*PI 26.03 (1) The E4E plan shall include a process to engage parents in academic and career planning. 1. Inform parents what services are provided. 2. Provide opportunities for parents to participate. 3. Update parents on student progress.*

### **Current Practice**

- ACP conferences with all students and their parents/guardians in grade 11. Parents may attend student conferences in grade 9 and grade 12 as well.
- Counselors are available to discuss ACP progress in person or via phone or email.
- Parent/Teacher Conferences two nights per school year. Parents are encouraged to connect teacher feedback to student career goals.

### **Parents are encouraged to:**

- Discuss with their child how they are performing on standardized tests and in course standards.
- Explore the Course Description Guide with their child and discuss elective offerings for the following year.
- Set up and monitor their child's Xello Account
- Know the goals their child has set.

### **Future Goals**

- Parents are reminded of their access to the Xello's parent portal
- Parent Career Presentations to Students-Use parents to highlight different career paths

### **Partners in Education**

Collaborate with the Walworth County Economic Development Alliance (WCEDA). We recently connected with Xello as a tool for connecting students with new partnerships.

### **Student Support in ACP**

*PI 26.03 (1) The E4E plan shall include a description of how the district will support pupils in ACP.*

- Students in grades 6-12 will participate in lessons and activities which address all components of ACP as outlined by the Wisconsin DPI.

## **PROFESSIONAL DEVELOPMENT NEEDS AND OPPORTUNITIES**

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*PI 26.03 (1) An education for employment long range plan shall be developed by the board...The plan shall include all of the following: (c) a description of the professional development provided to staff in delivering ACP services...*

Staff who participated on the ACP Committee attended ACP Conferences sponsored by the Wisconsin DPI. Support for delivery of ACP curriculum will be provided via in-services and learning opportunities through Xello and CESA 2. There will be in-district training of all applicable teaching staff regarding the software and lessons to be utilized.



## PROGRAMS

### **Career & Technical Education Programs**

*PI 26.03 (1) An education for employment long range plan shall be developed by the board...The plan shall include all of the following:  
(c) A description of the career and technical education provided in the district.*

Based upon an analysis of local, regional and state labor market needs, our district has identified career clusters and related pathways as targeted areas in its development of Programs of Study. The district acknowledges that this listing will expand each year based on the-current data. The Programs of Study continue to be updated and reviewed to meet approved standards. All 16 career clusters will be introduced to students in grades 6 - 12 through the middle school rotation courses and high school courses.

Current career and technical (CTE) programs available to students in the Williams Bay School District include: Business & Information Technology and Technology and Engineering Education.

The Williams Bay School District encourages students to participate in student organizations to experience leadership skills and to use the academic skills they have acquired in an applied manner. These organizations include, but are not limited to, Student Council, Science Club, History Club, Spanish Club, National Honor Society, Forensics, Pro-Start, The Duke of Edinburgh, and Future Business Leaders of America.

Students are also provided the opportunity to compete in Skills USA.

### **Tech Prep Programs**

*PI 26.03 (1) (c) (4) a description of how the E4E program will meet s. 121.02 (1) (m), Stats. And s. 118.34*

The Williams Bay School District lies in the Gateway Technical College service area. Through the staffing efforts of our district and the technical college, we are researching, developing, and implementing post-secondary curriculum articulation agreements which will benefit all students at our district in that curriculum discussions are occurring between the education institutions.

### **Work-Based Learning**

*PI 26.03 (1) (c) (4) a description of how the EFE program will meet s. 121.02 (1) (m), Stats. And s. 106.13*

Integrated in multiple courses at Williams Bay High School is instruction and the reinforcement of employability skills, decision making skills and other 21<sup>st</sup> Century Skills. Work-based Learning programs are offered at our district at the current time. Currently, the high school offers the following opportunities: job shadows, Supervised Work Experience (SWE), and State Certified Youth Apprenticeships. Each of these experiences has specific documentation which covers the terms of the experience, requirements that students must meet, and skills that are evaluated periodically throughout the student's experience. School personnel ensure that students' needs are being met, as well as the needs of the business partners who serve as mentors. We currently have students enrolled in the Supervised Work Experience programs and Youth Apprenticeship programs and they are given additional support by the CTE Coordinator. Students are provided the opportunity to receive DPI approved Employability Skills and Leadership Skills certificates, along with Youth Apprenticeship certification.

### **Career Development & School Counseling**

*PI 26.03 (2) The program shall provide to all pupil's access to an education for employment program which provides for foundations in good citizenship and which links academic and occupational standards to workplace skills and experiences...(a) Career awareness at the elementary grade levels. (b) Career exploration at the middle grade levels. Career exploration may include work based learning experiences and career research identifying personal preferences in relation to future work roles. (c) Career planning and preparation at the high school Education for Employment Plan 2017-2022 levels...*

The Williams Bay School District has a comprehensive school counseling program that follows the guidelines set forth by state and national organizations. The middle/high school counselor works with all students from 6<sup>th</sup> through 12<sup>th</sup>. The district follows the state and national guidelines of working with students on age appropriate career development – career awareness at the elementary grade levels, career exploration at the middle levels, and career planning and preparation at the high school level. Our school district will utilize Xello as a framework for students and parents/guardians to use in the career exploration and career planning process.

### **Elementary School**

At the elementary level, students experience career awareness activities by teaching staff and the elementary school counselor. They include but are not limited to:

- Classroom activities, which focus on the school environment and expectations while developing responsibility for self and management of one's surroundings.
- Classroom activities, which integrate real-world problems and skills within the core curriculum.
- Planned presentations, which inform students of the world of work within their community and beyond.
- Guidance activities, which focus on career recognition, stereotyping, traditional/nontraditional careers, responsibility (to self, others, and the community), teamwork, abilities and problem solving.

### **Middle School**

At the middle school level (grades 6-8), students are encouraged toward career exploration. Activities include career assessment surveys, and classroom activities that focus on the school environment and expectations while developing responsibility for self and management of one's surroundings while integrating real-world problems and skills within the core curriculum. Students in grades 6, 7, and 8 participate in career-vocational areas, which are identified as rotation courses.

- All eighth-grade students participate in a career research project in 8th grade Seminar, which is a course with ACP development and other career focused assignments with students.
- Eighth grade conferences are focused on making the most out of the student's high school years and what the student can do to be prepared for the career cluster or pathway of the student's current interest(s).

### **High School**

The high school years are devoted to career planning and preparation. High school students have multiple opportunities to research careers that they have identified as their personal preference. This is accomplished by:

- Weekly ACP lessons and activities provided during the Junior Seminar course
- Grade 9-12 classroom activities supported by the student services department and the utilization of Xello (see scope and sequence).
- All 9<sup>th</sup> through 12<sup>th</sup> grade students engage in annual individual conferences with the school counselor for purpose of academic and career planning.
- High school students also participate in multiple career field-trips within their four years of high school. Field trips consist of visiting various locations to understand more about the business and career industry. Students will learn about the world of work and recognize what employers desire of employees. Another field-trip provides exposure to CTE programs at the local technical colleges and visits to various UW-Universities. Students can participate in SWE as well as Youth Apprenticeship.

# WILLIAMS BAY SCHOOL DISTRICT—ACP SCOPE AND SEQUENCE

## Elementary School

Grade	Goals
Kindergarten	<ul style="list-style-type: none"> <li>• What is a Career?- Students will explore a variety of careers and begin to identify their interests</li> <li>• Careers and Tools- Students will learn about a variety of tools used in the world of work</li> <li>• Careers and Vehicles-Students will explore vehicles that are used in careers.</li> <li>• When I Grow Up- Students will reflect on a career that currently interest them</li> </ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"> <li>• Career Bingo-Students will demonstrate awareness of characteristics within several careers.</li> <li>• Curious Kids-Students will explore their individual interests and see how they relate to future careers</li> <li>• When I Grow Up- Students will reflect on a career that they currently find interesting</li> </ul>
2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>• Career Alphabet- Students will learn 4 Career Pathways. They will become familiar with interests and jobs related to the career pathways.</li> <li>• When I Grow Up-Students will reflect on a career that they currently find interesting.</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>• Career Alphabet-Students will learn the next 4 Career Pathways. They will become familiar with interests and jobs related to the career pathways.</li> <li>• When I Grow Up-Students will reflect on a career that they currently find interesting.</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Career Alphabet-Students will learn the next 4 of the Career Pathways. They will become familiar with interests and jobs related to the career pathways.</li> <li>• When I Grow Up-Students will reflect on a career that they currently find interesting.</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Career Alphabet-Students will learn the next 4 Career Pathways. They will become familiar with interests and jobs related to the career pathways.</li> <li>• When I Grow Up-Students will reflect on a career that they currently find interesting.</li> </ul>

## Middle School

Grade	Goals	Artifacts
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• The ability to explore interests</li> <li>• The ability to explore how their interests relate to different career options</li> <li>• Understand the terms related to Academic and Career Planning</li> <li>• Identify all 16 Career Clusters</li> <li>• Identify learning styles</li> </ul> <p><b>Clusters Introduced: 2023-2024</b></p> <ul style="list-style-type: none"> <li>• Coding: IT Cluster</li> <li>• F/CE: Hospitality Cluster</li> <li>• Health: Health Sciences</li> <li>• FLEX: Human Services</li> <li>• Tech Ed: Manufacturing</li> <li>• Spanish: Education &amp; Training, Intro to all Clusters</li> </ul>	<p><b>Artifacts completed in Homeroom</b></p> <ul style="list-style-type: none"> <li>• Complete Interests, School Subjects at Work, Decision Making and Time Management Lessons in Xello</li> <li>• Learning Styles Inventory</li> <li>• Create my journal entry reflecting on learning style assessment</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Add at least one hobby/interest</li> <li>• Save at least three careers of interest</li> <li>• Upload photo and cover photo for portfolio</li> </ul>
7 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Asset building and work values</li> <li>• Identify work skills, interests and strengths</li> </ul> <p><b>Clusters Introduced: 2023-2024</b></p> <ul style="list-style-type: none"> <li>• Art: Arts &amp; AV Cluster</li> <li>• Tech. Ed: Architecture &amp; Construction, Transportation, Distribution and Logistics</li> <li>• Math: Finance Cluster</li> <li>• Science: Agricultural Food and Natural Resources</li> </ul>	<p><b>Artifacts completed in Homeroom</b></p> <ul style="list-style-type: none"> <li>• Complete Explore Learning Styles, Discover Learning Pathways, Biases and Careers and Jobs Lessons in Xello</li> <li>• Learning Styles Quiz</li> <li>• Update at least three careers of interest</li> <li>• Reflection of career cluster in journal</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Update activities/hobbies/interests and personal information</li> <li>• Add one more career of interest to</li> <li>• Check out profiles for schools of interest</li> </ul>
8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• An understanding of their changing interests and how they relate to different career clusters and the careers within those clusters</li> <li>• An understanding of where they are on the ACP continuum</li> <li>• An understanding of the career pathways of the career clusters they have identified (education, training, experience)</li> <li>• A developed 4-year plan (based on 1-2 career clusters)</li> </ul> <p><b>Clusters Introduced: 2023-2024</b></p> <ul style="list-style-type: none"> <li>• Tech Ed: STEM Cluster</li> <li>• ELA: Liberal Arts Cluster</li> <li>• Financial Lit: Business Management and Administration Marketing Clusters</li> <li>• Social Studies: Law, Public Safety cluster</li> </ul>	<p><b>Artifacts completed in 8<sup>th</sup> grade Seminar</b></p> <ul style="list-style-type: none"> <li>• Complete Skills, Explore Careers, Transition to High School and Self-Advocacy Lessons in Xello</li> <li>• Complete Matchmaker Quiz</li> <li>• Learning Styles Inventory</li> <li>• Course (4 Year) Plan using course planner tool (Plan created with Mrs. Williamson)</li> <li>• Career Research</li> <li>• Research on college/school</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Add at least one skill/ability</li> <li>• Add one career interest</li> <li>• Complete one career planning activity</li> <li>• Add at least one new hobby/interest</li> <li>• Add goals for the next four-years</li> <li>• Add one school to My Saved Schools</li> <li>• Add one short and long term/life goal</li> </ul>

## High School

Grade	Goals	Artifacts
9 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Update personal Information</li> <li>• Identify any key changes that could affect goals/plans</li> <li>• Learn about time management- demonstrate the ability to balance school co-curricular and family life</li> <li>• Process of getting a job with interview skills.</li> <li>• Learn about Career and Service based learning (apprenticeships, internships)</li> </ul>	<p><b>Artifacts completed in Homeroom</b></p> <ul style="list-style-type: none"> <li>• Career Matchmaker</li> <li>• Complete Personality Styles Quiz and save 3 careers</li> <li>• Complete Important Career Factors</li> <li>• Identify study skills and behaviors</li> <li>• Completed job application</li> <li>• Log volunteer hours</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Set at least 3 goals</li> <li>• Save resources to your Storyboard</li> <li>• Update cover and profile photos</li> <li>• Create 1 plan</li> <li>• Update academic records, activities, accomplishments, and update personal information</li> </ul>
10 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Develop basic financial literacy to allow one to plan beyond high school</li> <li>• Research paper on potential career path</li> <li>• Identify roles and responsibility, skills and education needed for a career</li> <li>• Set challenging academic goals</li> <li>• Develop a Personal Statement- (demonstrate the ability to express oneself and reflect on impactful experiences, knowing who they are)</li> </ul>	<p><b>Artifacts completed in Homeroom</b></p> <ul style="list-style-type: none"> <li>• Complete Matchmaker Mission questions</li> <li>• Complete Work Value Lessons</li> <li>• Complete Career &amp; Lifestyles Cost Lesson</li> <li>• Complete Workplace Skills</li> <li>• Learning Styles Quiz</li> <li>• Add work experience and activities to your Experiences Timeline</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Update Goals</li> <li>• Create list of skills to work towards</li> <li>• Add one hobby or interest</li> <li>• Review college career plan</li> <li>• Update academic records, activities, accomplishments, and personal information</li> </ul>
11 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Set and articulate post-secondary and/or interim goals (personal/academic)</li> <li>• Lifelong learning- plan for continuous learning</li> <li>• Identify skills, interests and abilities and relating those to post-secondary options</li> <li>• Review Transcript</li> <li>• Develop a Personal Statement- (demonstrate the ability to express oneself and reflect on impactful experiences, knowing who they are)</li> <li>• College search/College majors</li> <li>• Develop the financial literacy skills required to understand personal financial</li> <li>• responsibility</li> </ul>	<p><b>Artifacts completed in Junior Seminar</b></p> <ul style="list-style-type: none"> <li>• Finish Matchmaker Assessment</li> <li>• Complete Choosing a College Lesson</li> <li>• Complete Job Interview Lesson</li> <li>• Add resume and cover letter to your portfolio</li> <li>• Transcript review</li> <li>• Personal statement</li> <li>• Career Interest Snapshot Assessment</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Complete About Me section</li> <li>• Add important information to Plans area of your portfolio</li> <li>• Update academic records, activities, accomplishments, and update personal information</li> </ul>

<p><b>12<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>• Set and articulate post-secondary and/or interim goals (personal, academic)</li> <li>• Reflect on goals and plans while having the ability to make adjustments</li> <li>• Understand their idea for their career trajectory</li> <li>• Develop a Personal Statement- (demonstrate the ability to express oneself and reflect on impactful experiences, knowing who they are)</li> <li>• Interview-ready for whichever path they choose</li> <li>• Understand where they are going after they graduate, entrance requirements, etc.</li> <li>• Express an understanding of their skills, interests, and abilities and how they relate to their post-secondary plan</li> <li>• Demonstrate an ability to be interview-ready, as evidenced by communication skills</li> <li>• Express an understanding of one’s post-secondary plan and steps required to achieve their goal</li> </ul>	<p><b>Artifacts completed in Homeroom</b></p> <ul style="list-style-type: none"> <li>• Completed My Plans- Xello</li> <li>• Complete Career Back Up Plans Lesson</li> <li>• Exit survey</li> <li>• Explore College and Life Planning</li> <li>• Learn about FAFSA and scholarships</li> <li>• Update resume</li> </ul> <p><b>My Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Review schools and career path</li> <li>• Update goals</li> <li>• Update academic records, activities, accomplishments, and update personal information</li> </ul>
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## EDUCATION FOR EMPLOYMENT (E4E) PLAN & ACADEMIC AND CAREER PLANNING (ACP)

Williams Bay Objectives	Applicable Law	Current State of the District	Progress Monitoring	Planning for 2023- 2024
<p><b>Market Trends</b></p> <ol style="list-style-type: none"> <li>1. WBSD BOE and the administrative team are knowledgeable about the industries/careers with high demand and the projected labor markets.</li> <li>2. The WBSD will ensure all students are provided with CTE course offerings that align with labor market trends.</li> <li>3. Courses are embedded with employability skills.</li> </ol>	<p>PI 26.01 PI 26.03.1.a PI 26.03.1.c.2</p>	<p>The E4E Committee reviewed job and market trends and found a need in the following areas:</p> <ul style="list-style-type: none"> <li>• Hospitality and Tourism</li> <li>• Education and Training</li> <li>• Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of job market trends and share with the WBSD staff and BOE</li> <li>• Counselors will incorporate CTE course offerings and labor trends into classroom lessons on course selection.</li> </ul>	<p>Williams Bay High School will explore:</p> <ul style="list-style-type: none"> <li>• Expanding course offerings by partnering with WVS and other online providers.</li> <li>• Expanding Internship and Apprenticeship opportunities for students.</li> <li>• Partnering with area schools and institutions of higher education in order to provide additional opportunities for students that align with job market trends.</li> <li>• Continuously update Course Description Book with additions defining ACP processes in the district.</li> <li>• Minimize whole group instruction: Focus on teamwork, critical thinking, inquiry, and problem solving to ensure authentic engagement.</li> </ul>
<p><b>Parent Engagement</b></p> <p>The WBSD will provide ACP (academic career plan programs and services that are valued by parents and help them better understand and support their student’s goals and action plans.</p>	<p>PI 26.03.1.b</p>	<ul style="list-style-type: none"> <li>• Use of a consistent program (Xello) for grades 6 – 12 ACP work.</li> <li>• Established 6 – 12 grade level ACP outcomes</li> <li>• Individual – grade meetings for students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued documentation of 6 - 12 plans</li> <li>• Documented meetings and creation of 4 year plans</li> </ul>	<ul style="list-style-type: none"> <li>• Incoming 9<sup>th</sup> grade meetings with students and parent/guardians to continue student’s current ACP.</li> <li>• Xello access for parents</li> <li>• Generate a list of information meetings presented to parents by grade level. Update online website resources annually or as needed.</li> </ul>



<p><b>Community Partnerships</b></p> <p>1. Students will be aware of and provided opportunities available both inside and outside of the district to explore and/or prepare for stated career interests.</p>	<p>PI.26.03(1)d</p>	<p>Counselors have developed relationships with several post-secondary institutions. Counselors have worked to assist students in the application process by &gt;&gt;&gt;</p>	<p>Documentation of meetings and completion of modules in Xello</p>	<p>Restructure WBHS's Internship and Apprenticeship Program to connect with ACPs.</p> <ul style="list-style-type: none"> <li>• Increase business partnerships in student's career interest areas</li> <li>• Ensure relevance to student interest</li> <li>• Clear connection to career pathway</li> <li>• Increase job shadowing</li> <li>• Provide apprenticeships</li> </ul>
<p><b>Academic and Career Planning</b></p> <ol style="list-style-type: none"> <li>1. Students will learn how to use available resources to develop a 4 year course plan that will be revisited annually.</li> <li>2. During high school, all students will research post-secondary options, revise their course plan to include an alignment to post-secondary education/training, understand the relevance of assessments, develop a financial plan, and prepare for transition to life after high school.</li> <li>3. Connect multiple areas of the curriculum to support ACP and develop a strong scope and sequence.</li> </ol>	<p>PI.26.01.1 PI.26.01.2 PI.26.01.3 PI.26.03.1.b PI.26.03.1.c PI.26.03.2.a PI.26.03.2.b PI.26.03.2.c</p>	<ul style="list-style-type: none"> <li>• Established a 6-12 ACP team that includes voices from all areas of Williams Bay</li> <li>• Career connection in 11<sup>th</sup> grade Junior Seminar course. Resume, Career planning, college visits.</li> <li>• Financial Literacy is a required course in 8<sup>th</sup> grade.</li> <li>• Financial Literacy is a required course in 8<sup>th</sup> grade.</li> <li>• Identified ACP classroom lessons and activities.</li> <li>• Identified ACP guidance lessons and activities.</li> <li>• Create a matrix of elementary ACP activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of quarterly ACP meetings</li> </ul>	<p>By completion of the 8<sup>th</sup> grade, students will understand how to align their personal skills and interests to a wide variety of careers and research how to effectively prepare for careers of interest. Plans for students with IEPs are a part of and not in addition to the ACP. Students with IEPs will be included in the planning for all students.</p> <p><b>Areas for further development:</b></p> <ul style="list-style-type: none"> <li>• Curriculum delivery through core classes.</li> <li>• Develop new courses based on student interest.</li> </ul>

<p><b>Staff Development</b> Administration will ensure that all staff understand the value of ACP, can communicate it clearly, and understand how to connect students and their families to resources that can help inform a student's ACP.</p>	<p>PI.26.03.1 PI.26.03.1.c1 PI.26.03.2</p>			<ul style="list-style-type: none"> <li>• Attend CESA Training. Develop staff ACP introduction &amp; resources. Provide Xello training to staff. (Staff Meetings, Collaboration Time, Common Planning Time)</li> <li>• Overview of ACP during In-service</li> </ul> <p><b>Staff should be able to communicate the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose of ACP:</b> Authentically engage students in developing their future identity to support personal growth and achieve career aspirations by providing meaningful experiences and connections so students confidently develop their passion and guide their career pathway. Engage whole school and whole community....</li> <li>• To prepare elementary and secondary students for future employment</li> <li>• To ensure technological literacy</li> <li>• To promote lifelong learning</li> <li>• To promote good citizenship</li> <li>• To promote cooperation among business, industry, labor, postsecondary schools</li> <li>• To establish a role for public schools in economic development of Wisconsin</li> </ul>
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