

The Grafton School District
Education for Employment Long-Range Plan

We all agree students should follow their dreams! However, the path to those dreams should be paved with plans and information. With that perspective the real questions are, “How do we help students identify their true aspirations in life? How do we help students make informed choices that will walk them towards their dreams in an attainable, systematic manner?” Academic and Career Planning (ACP) is a vehicle to help students discover their passions, realize their aptitude, and obtain meaningful employment. As part of our state-directed Education for Employment Process, Academic and Career Planning provides a realistic and positive direction for our students.

Labor market information is one of the key elements for students to consider when planning for the future. The true value of labor market information lies in how it is interpreted and applied to decision making. It helps one understand what jobs will exist in the future, how many jobs may be available, and provides information about how to prepare for that dream in a strategic manner. That is especially true for those jobs where the openings for opportunity might be really narrow or training needs are very specific. For this reason, labor market data is one of the driving factors of this Education for Employment plan.

Grafton School District is committed to district-wide preparation of students for career and college readiness through systematic implementation of Education for Employment (PI-26/E4E) and Academic and Career Planning. We do this by ensuring every student sees the relevance in what they are learning to their personal, academic, social and career goals. We know that students who are actively engaged in their own career planning and who fully utilize the resources within the classroom are better prepared as they proceed to post-secondary options from high school. We are committed to providing the framework and support needed for students and families to make educated choices directed by projected workforce needs in the 21st Century Innovation Economy for the benefit of the student, our region, our state, and our nation as a whole through the Education for Employment plan.

This document is drafted on behalf of the Grafton School District Board of Education to ensure students, parents, and community members understand the applicability and purpose of the Administrative Rule, PI-26, also known as Education for Employment Plans and Programs. This piece of legislation includes:

- Preparing elementary and secondary pupils for future employment
- Ensuring technological literacy, to promote lifelong learning
- Promoting good citizenship
- Promoting cooperation among business, industry, labor, postsecondary schools, and public schools
- Establishing a role for public schools in the economic development of Wisconsin

This work is critical to our district’s mission in achieving our vision for the Grafton School District Graduate. The Grafton School District is redefining readiness through our students’ preparation for college, career, and social development.

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Reaching Special Populations

Gifted and Talented students need to be the guardians of their career planning by giving them the tools to carve their own paths to success through the Reaching Individual Student Excellence (RISE) services and self-directed academic and career goals. Allow students to be creative in their thinking and the development of their Academic and Career Plan, so they feel an increase of ownership in the process.

Students with special needs require supports through accommodations and specialized services in order to access and be involved in academic and career planning and prepare them for a meaningful life after high school. Post-secondary transition planning and ACP services will be combined for a meaningful transition plan, beginning at age 14.

Knowledge is power. Students' understanding of what they are learning in the classroom and how they will be applying that knowledge on the job is crucial to their future success. The following documents show we are currently meeting the legislative requirements as well as our next steps to achieve positive student outcomes as a result of our plan.

WI PI-26.03 Requirement	GSD Objective	Current State	How We Measure Progress	Planning for 2017-18 Implementation
An analysis of local, regional, and state labor market needs and the educational and training requirement for occupations that will fill those needs	The Grafton School District will conduct an analysis of labor market data and identify our business partners to determine the labor market needs locally, regionally, statewide.	<p>GSD has partnered with local business through the CTE Department, Career Fair, Career Day, and Career Fest, and our extracurricular clubs (FBLA, HOSA, Skills USA). We use ACP units and Naviance, our career decision-making software tool to communicate national labor market trends and employability skills to students and families. John Long Middle School and Grafton High School have identified grade-specific business partners.</p> <p>GSD will educate the faculty on current labor market trends in the County, Region, State, and Nation in order to provide perspective for integrating this information in units of study. Departments will identify trends in the labor market</p>	Use information from labor market trends to identify needs. We will cross reference our current partnerships to the Clusters and Pathways to determine where we need additional partnerships. We will	<p>Deliver an analysis of projected labor market needs to the Administrative team along with how that has impacted past practice and future plans to expand delivery of information K-12.</p> <p>Roll out professional development to faculty in order to empower staff to support students' growth in attaining the next level of college, career, and life readiness.</p>

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		<p>and use that information to stay current in academic and career planning. The academic and career planning lessons will help students develop their high school and beyond plan (Academic and Career Plan) to acquire a range of skills that directly prepare them for successful post-high school outcomes. Successful post-high school outcomes will directly relate to the labor market trends and fill the need for highly skilled workers in Ozaukee County, the Southwest Region of Wisconsin, the State of Wisconsin, and beyond.</p> <p>During the individual Freshman ACP planning meeting with students and parents, labor market trends will be investigated as part of the student's career plan and how it related to their goals. The student's four year academic plan takes into account the individual career choices.</p> <p>Business partners have reinforced the need for students to enter the workforce with punctuality, professionalism, accountability, collaboration and problem-solving skills. All students are assessed quarterly on "Respect and Personal Responsibility," "Work Habits and Productivity," and "Collaborations and Personal Integrity," by teachers on progress reports. These skills are reinforced through CTE course curriculum and school PBIS expectations.</p> <p>GSD is currently in the process of involving all stakeholders in the conversation of Education for Employment and the Academic and Career Planning process.</p>	<p>document how the different business partnerships fulfill the needs of the school district to help prepare students for successful post-high school outcomes. We will also investigate the return on investment for the business, so they understand how they are benefitting from the partnership as well.</p>	<p>GSD will investigate avenues for middle school students to participate in service learning opportunities or volunteer activities in the community. GSD will be intentional about providing employability skills in terms of "soft skills" at the middle school level as well as the high school level in order to help students understand the level of soft skills needed for particular careers.</p>
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		<p>World of work and labor market activities:</p> <p>Middle School Students</p> <ul style="list-style-type: none">● Understand salary, standards of living, and connections to different careers' earning potential.● Demonstrate social skills needed for employability. <p>High school students</p> <ul style="list-style-type: none">● Learn about the “soft skills” that employers most prize in prospective employees.● Identify the different types of career information to consider when making decisions about career, education and training options.● Access labor market information to its impact on career selection.● Understand the implications of debt, such as student loans repayment, on standard of living.● Identify the qualities of effective job seeking skills and tools such as resumes, cover letters, job applications, and interviews.● Compose a resume and complete a job application for an actual job or as a simulation.● Compare opportunities available for high school work-based learning and/or dual enrollment in a pathway of interest.		
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<p>A process used to engage parents in academic and career planning and update parents on the progress of their child's plan annually</p>	<p>Parents and students understand the process and importance of academic and career planning with the goal of continual student learning and application of their plans into postsecondary and beyond.</p>	<p>6th-8th - ACP units provided to students to begin the ACP process 8th grade - Students and families are invited and highly encouraged to participate in the GHS high school experience, where counselors and staff share the ACP process information with parents and students, and students prepare a final ACP plan to present to parents through digital media. 9th grade - Students and their families are invited and highly encouraged to participate in Freshman orientation before school begins. Students and their families participate in individual ACP conferencing in order to create a four year plan that aligns with the student's career goals, ACP units are provided to students in the classroom by counseling staff, and school counselors communicate with parents regarding progress on their individual student's plan. 10th grade - Counselors assist students and their families with individual scheduling of courses that align with a student's ACP plan and counselors continue to present ACP units in classrooms 11th grade - ACP units are provided to students by counselors and individual conferencing continues with students and their families. 12th - Students are expected to share their ACP plans with their parents and the last of the individual conferences are held between counselors and students and their families.</p> <p>Involving students' families is a key goal in the academic and career planning process. GSD continues to plan ways to reach out to families and welcome them into the life of the school. We will continue to hold post-secondary and financial aid</p>	<p>Annual post-ACP conferencing surveys are completed by parents and students in order to determine effectiveness of the ACP process</p>	<p>Continue the ACP conferencing and communication with families along with surveys to determine the effectiveness of ACP. Expand family engagement to 6th grade to involve families earlier in the ACP process.</p> <p>The GSD will investigate alternatives to individual ACP conferences conducted by the School Counselors in order to provide additional/multiple points of contact each year and promote greater family engagement regarding student ACP progress.</p>
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		<p>resource night opportunities to help families learn more about options for their students.</p>		
<p>A description of GSD Career and Technical Education opportunities and continued community engagement</p>	<p>The GSD will ensure all students are provided with a strong CTE foundation and will be aware of the opportunities available both inside and outside of the district to explore and be prepared for career interests identified through the ACP process.</p>	<p>The GSD CTE programming leverages the common elements of “Career Pathways” implementation. Specifically,</p> <ul style="list-style-type: none"> ● Strong partnerships with industry and postsecondary education to guide curriculum/programming. ● Foundational skills that support all clusters/pathways ● Industry and career exposure ● Course progression that support clusters/pathways of interests ● Opportunity for work-based learning aligned to clusters/pathways ● Opportunity to earn industry credentials aligned to cluster/pathway of interest ● Post-secondary guidance aligned to cluster/pathway(s) of interest ● Opportunity to earn postsecondary credits aligned to cluster/pathway(s) of interest <p>Academic and Career Planning reinforces that need to balance priorities to support personal, academic, social, and career goal attainment.</p> <p>The GSD Career Fair, Career Day, and Career Fest are designed to provide exposure to industries, careers, and the preparation required for the careers of interest. The return on investment for employers is the direct access to our students through these opportunities. Both employers and students benefit from possibilities of student</p>	<p>Students’ completion of assigned ACP activities in the Career and Secondary Planning software program (Naviance).</p> <p>Students are selected to compete for a variety of technical honors throughout the school year that are celebrated at the building, district, regional, state, and national levels.</p> <p>We utilize the data collected as part of the CTEERS report to ensure students are taking CTE</p>	<p>Explore the possibility of providing Advisory lessons aligned with the district ACP Scope and Sequence in grades 6-12.</p> <p>Analyze the CTE enrollment data in order to determine if students are taking courses related to their ACP plans. This information will be shared during individual ACP conferencing.</p> <p>GSD will identify how course offerings correlate to knowledge and skills needed for particular career clusters as identified by the Occupational Information Network. Counselors and staff will target high demand careers identified as “Hot Jobs” in labor market trends to ensure graduates have the necessary skills to enter the current labor market prepared.</p>

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		<p>employment and networking, job shadowing, apprenticeships, and an overall awareness of community employment opportunities. We know we are successful when we increase student engagement and participation in career decision-making activities as evidenced by post-high school outcome data.</p> <p>GSD partners with local higher education agencies in our community to support student college and career readiness. These partnerships include Concordia University, MATC, MSOE, UW System, and Marquette University. We work to maintain partnerships to promote staff development, PLTW curriculum support, on-site tours for prospective students, course options for dual credit, and AP credit options.</p>	<p>courses aligned with their career aspirations.</p>	
<p>Professional Development provided to staff to deliver ACP in grades 6-12</p>	<p>Building Administration and School Counselors will ensure that all staff understand the value of ACP in relation to the District's "Vision of the Graduate", can communicate ACP clearly, and understand how to connect students and their families to resources.</p>	<p>The ACP committee presented information on ACP during professional development to provide basic knowledge to staff at the middle school and high school levels.</p>	<p>Annual ACP Staff Survey</p>	<p>The Departments of Teaching and Learning and the Department of Student Services will collaborate with building administration and School Counselors at the secondary level (grades 6-12) to develop a scope and sequence for ACP professional learning modules delivered annually.</p> <p>The Naviance team will provide staff with the ability to navigate the career software tool to make the information useful in the classroom.</p>

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<p>Create a strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the District E4E plan</p>	<p>GSD stakeholders understand that coursework, extracurricular activities, and services offered by the district reflect a meaningful relationship to post-secondary opportunities in order to improve post-secondary student outcomes.</p>	<p>The following activities are done annually in support of this objective:</p> <ul style="list-style-type: none"> ● Active participation in local/regional/state sponsored activities intended to match, develop, and strengthen career-specific interests with career-related skills. ● Personal outreach to local business to fill specific needs. ● Youth Apprenticeships Program, Youth Options, ● Manufacturing Alliance, Business Alliance, and Automotive Advisory Board assist with curriculum, standards of the trade, and school-to-work placements 	<p>Informal and/or formal stakeholder perception survey</p>	<p>Expand communication of scheduled meetings with community stakeholders to include the District Newsletter, District News messages on our web site, monthly updates in the Chamber Newsletter, GSD will leverage our current relationships and engage our business partners in the Education for Employment Plan through ongoing collaboration and communication. GSD will strengthen community within schools and in the surrounding neighborhood by offering students meaningful volunteer service and leadership opportunities.</p> <p>GSD will reach out and inform community members and local businesses in volunteer service activities, career interviews, job shadows, and career days. We will share our success with local media and organizations, such as the Chamber of Commerce.</p>
<p>Career Awareness at the Elementary</p>	<p>Students at the Elementary level</p>	<p>GSD is collecting data related to the career awareness activity experienced at each grade level</p>	<p>Student completion of</p>	<p>Align career awareness activities across two</p>

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<p>grade level.</p>	<p>will understand the world of work and be introduced to nontraditional careers.</p>	<p>across three elementary buildings, so we can ensure all students are exposed to a variety of careers. Our PK-5th grade teachers, building administration, and school psychologists are responsible for this work. Currently, elementary students visit various places in the community to learn about careers and places of work. Through our PBIS initiative, all staff teach students about expected behaviors at school and how they are related to the expected behaviors at work. Students at the postsecondary level visit our classrooms to explain their career goals and the educational path needed in order to attain credentials for employment in those areas.</p> <p>Junior Achievement is active across grade levels and begins with “Why people work”. This program reinforces the following employability skills: work readiness, entrepreneurship, and financial skills. They also introduce business skills, human resources, starting a business, capital resources, and natural resources, depending on the targeted grade level.</p> <p>Junior Achievement Community is grounded in helping students in discovering a variety of occupations, how workers apply their skills to their jobs, contributions of the businesses to the community, finding businesses in our community and other communities, making students aware of the importance of education for future career development.</p> <p>The Social Studies curriculum includes a unit, “People in Our Communities” which emphasizes careers and community helpers. Our Science</p>	<p>career awareness activities PK-5.</p>	<p>elementary buildings starting the 2018-19 school year, so that experiences at grade levels are consistent.</p>
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		<p>curriculum includes lessons on Engineering, promoting and emphasizing nontraditional careers in STEM. In fourth grade, all elementary students study Wisconsin, which includes agricultural careers and other careers in the Wisconsin Marketplace. Students also study basic Economics as part of Social Studies which includes wants versus needs, budgeting and purchasing, and personal banking, followed by a visit from Port Washington State Bank.</p> <p>GSD uses the Second Step curriculum for grades PK-5 to address social-emotional skills. These “soft skills” are necessary for school and workplace success. Students learn how the skills they learn in school are relevant to the world of work- attendance, punctuality, completing tasks/assignments, dependability, teamwork, follow-through, cooperation, and respect for authority. There are internal and external rewards for fulfilling your responsibilities at work and at school. This concept is also emphasized through our PBIS initiatives.</p>		
<p>Career Exploration at the Middle School grade levels</p>	<p>Students at the Middle School level will understand how their interests and aptitudes guide their academic and career planning</p>	<p>GSD provides ACP units through the School Counseling services 6-8.</p> <ul style="list-style-type: none"> ● 6th grade receives Guidance and Goal Planning through ACP services. The students are exposed to financial literacy in their math course. They begin navigating the career software tool, Naviance with an introduction to Academic and Career Planning purpose and planning. Students create semester personal goals and 	<p>Student completion of ACP tasks in grades 6-8.</p>	<p>GSD curriculum will support continued exploration of careers and will assist staff in aligning career-related exercises to student academic and career plans. We will complete the 6-12 ACP Scope and Sequence with career exploration activities. The activities will strengthen engagement in</p>

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		<p>complete a Learning Styles Assessment.</p> <ul style="list-style-type: none"> ● 7th grade utilizes the Business and Computer Applications course to support ACP services. They attend UW Madison for the Engineering Expo and participate in tours of local manufacturing companies to explore a variety of careers. They complete the Career Cluster Finder and “Do What You Are” in the career software tool, Naviance and continue to set personal goals. ● 8th grade receives career planning and ACP services through the Reality Store unit. Students are exposed to living on a budget, paying bills, learning how to live within their means of employment, and lifestyle choices. They add a career of interest to their Career Cluster Finder list and discover their strengths within the Strengths Explorer self-assessment in Naviance. They investigate high school course options and attend the GHS experience night at the high school. They continue to set personal goals in the Naviance Success Planner. <p>The GSD continues to develop a scope and sequence for academic and career planning with student activities for grades 6-8.</p>		<p>learning and prepare students to graduate college and career ready.</p> <p>Counselors and staff will assist students in understanding their assessments in Naviance to create a student’s career identity. Students and staff will understand the importance of using a career decision-making tool to guide students’ thinking about careers, rather than just having students use the tool when they are required to use it.</p>
<p>Career Planning and Preparation at the High School levels</p>	<p>Students at the High School level will create a workable four-year plan to guide course selection</p>	<p>GSD has purchased the extension program within Naviance that is connected to the National Clearinghouse. This allows GSD to receive data about all graduates that enter post-secondary institutions. The GSD staff will learn how to use this program and utilize the data for improving ACP</p>	<p>Collect and analyze data from Naviance, Senior Surveys, Parent Surveys, and</p>	<p>Career planning and preparation at the high school level is intended to provide the skills and knowledge students need to select courses, explore</p>

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	<p>and extracurricular activities related to college, career, and life aspirations.</p>	<p>services.</p> <p>Students in 9th, 11th, and 12th grades participate in ACP individual conferences with counselors and their families. Counselors use the ACP units and individual conferencing to assist in guiding the students' post-secondary vocational and educational planning. There is a greater emphasis on creating academic and career plans during the high school years. Students continue to utilize the Success Finder, the Strengths Explorer, and set academic goals. 9th graders create a four-year plan for academic courses and extracurricular activities based on their career clusters or careers of interest.</p> <p>They also receive a week-long ACP unit to jump-start the process of career planning in high school. 10th graders receive a two-day ACP unit that takes a comprehensive look at their personality, strengths and weaknesses, learning style, and college and career "good fits" using the career software tool, Naviance.</p> <p>All high school students have the opportunity to participate in the Career Fair, Career Fest, Youth Options, Youth Apprenticeships, and work-based experiences.</p> <p>The GSD continues to develop a scope and sequence for academic and career planning with student activities for grades 9-12.</p>	<p>Post-Secondary outcomes surveys</p>	<p>options, plan for their future, and take steps necessary to implement their academic and career plans. GSD will develop a post-secondary outcome survey and use the survey data to continually improve career planning and preparation services at the secondary level. Data collection will allow the district to monitor students' post-high school outcomes and program success.</p> <p>Determine student outcomes 9-12 and develop a means to assess the achievement levels of those student outcomes. Use that information to continually monitor student progress and refine academic and career preparation at the high school level.</p>
<p>Provide students grades 6 through</p>	<p>Students will have fully developed</p>	<p>All students 6th through 12th grade have a functioning Naviance account. Regular activities,</p>	<p>All students will meet grade level</p>	<p>GSD will continue to develop depth of student</p>

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<p>12 with academic and career planning with individualized services</p>	<p>ACP plans in Naviance that contain the identified elements by grade level.</p>	<p>units, and meetings assist students in utilizing the features of Naviance. Naviance is used to help students learn about their career goals, post-secondary education options, and life goals to chart a personal plan.</p> <p>SELF-AWARENESS:</p> <p>Middle School Students</p> <ul style="list-style-type: none"> ● Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests then link them to activities and experiences. ● Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc. ● Revisit and revise personal academic and career planning SMART goals information at least annually, to facilitate their transition to new schools and/or programs. <p>High School Students</p> <ul style="list-style-type: none"> ● Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers. ● Identify evidence as expressed in activities, experiences and success that related to the information identified in the age-appropriate inventories. ● Applies their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP. 	<p>ACP student outcome goals and graduate with a college, career and life plan.</p>	<p>involvement in their academic and career plans.</p> <p>Counselors and staff will assist students in developing an increased knowledge of short vs long term SMART goals, using inventory results to formulate those goals, and increase ability to articulate goals to others. Create a schedule of frequent doses of career development at each grade level.</p>
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		<ul style="list-style-type: none"> • Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs. • Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan. <p>FINANCIAL KNOWLEDGE</p> <p>Middle School Students</p> <ul style="list-style-type: none"> • Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts • Create a mock budget for using income from a career of interest that addresses cost of living. <p>High School Students</p> <ul style="list-style-type: none"> • Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts, including components of Personal Financial Literacy such as: relating income to education, money management, credit and debt management, planning, saving, investing, becoming a critical consumer, commercial and financial responsibility, risk management; “Return on Investment” • Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices. 		<p>Financial Literacy is not currently delivered to ALL students 6-12, only Bus Ed 8 and Personal Finance - both elective courses. The GSD will determine how in-depth the high school students need to go regarding financial concepts/financial topics/cost of postsecondary ed/return on investment.</p>
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		<ul style="list-style-type: none"> Summarize how financial concepts relate to personal goals and vision for the future. <p>Financial Literacy is being delivered to many students</p> <ul style="list-style-type: none"> - use of Junior Achievement at middle school level - use of MATC and MQT university reps to discuss FAFSA at the high school <p>Personal Finance course is an elective at the high school level and AP Economics is available to high school students.</p> <p>6th grade financial literacy unit is being developed.</p> <p>8th graders who take Business Communications are exposed during Reality Store.</p> <p>CAREER EXPLORATION</p> <p>Middle School Students</p> <ul style="list-style-type: none"> Describe how careers are categorized by career clusters and pathways. Take age-appropriate inventories and assessments for career exploration to identify related career clusters and pathways. Locate information on clusters based on their interests and self-awareness. Examine career information for career exploration. Are exposed to activities based on a wide variety of career clusters and pathways. Research in-depth two or more pathways of interest. 		<p>GSD will increase students understanding of connections between any extra-curricular activities and career choices...more connection to community resources/businesses to provide additional opportunities (job shadow, Etc.</p>
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		<ul style="list-style-type: none">• Are encouraged to engage in a variety of extracurricular activities <p>High School Students</p> <ul style="list-style-type: none">• Take age-appropriate inventories and assessments for career exploration and reflect on the results• Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.• Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.• Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest. <p>ACADEMIC AND CAREER PREPARATION</p> <p>Middle School Students</p> <ul style="list-style-type: none">• Have opportunities to learn study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills• Explicit instruction in study skills is integrated throughout the curriculum.• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.		<p>GSD will collect data to determine where each of these skills are being taught in the curriculum and determine where additional explicit instruction is needed for study skills.</p>
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		<ul style="list-style-type: none">● Self-directed and group inquiry-based and problem solving activities are integrated throughout the curriculum.● Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. <p>High School Students</p> <ul style="list-style-type: none">● Receive instruction in study skills such as research processes, advanced time management, reflection on performance, and targeted skill building.● Receive instruction in effective collaboration, communication and leadership skills, including giving and receiving constructive feedback, inclusion, and conflict resolution.● Have opportunities to engage in student-determined self-directed and group-inquiry-based and problem solving activities.● Receive instruction in crafting appropriate communications with different purposes/audiences. <p>POST-SECONDARY EDUCATION AND TRAINING EXPLORATION</p> <p>Middle School Students</p> <ul style="list-style-type: none">● Understand how middle school course-taking options can affect high school options.		<p>GSD will investigate how ACP conferencing can be accomplished at the middle school level and get all staff involved in academic and</p>
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		<ul style="list-style-type: none"> ● Have access to information about programs of study and courses available at the local high school ● Identify multiple postsecondary education and training options. <p>High School Students</p> <ul style="list-style-type: none"> ● Know multiple sources for information on postsecondary programs, institutions and scholarships/financial aid ● Identify the education and/or training requirements to pursue careers in their career cluster and pathway of interest. ● Identify the variety of educational opportunities and transferability of postsecondary education options within their cluster and pathway of interest. ● Compare postsecondary options with their families. ● Develop and use personal criteria for selecting a post-secondary institution when visiting 2 and 4 year colleges, training programs or other educational institutions. <p>PLANNING SKILLS</p> <p>Middle School Students</p> <ul style="list-style-type: none"> ● Connect self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities. ● Understand the role of personal choices in creating opportunities and barriers. 		<p>career planning at the high school level in order to equalize opportunity so all students have meaningful choices for life after high school. GSD will encourage student engagement by ensuring that every student has at least one adult, at school who knows and cares about him or her.</p> <p>GSD will look at linking the middle school academic experience to high school (relevance). We will work with staff on how to educate our students on importance of networking and the role of personal networking in career planning. Ongoing support is needed to help</p>
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		<p>High School Students</p> <ul style="list-style-type: none"> • Are aware of opportunities to support ACP goals. • Understand the role of community and relationships in creating opportunities. • Have a plan for how they will attain the education and training they need. • Can explain how current course taking and other activities are relevant to their personal goals. • Have a financial plan for reaching their personal goals. <p>The Individual Student Plan</p> <p>Middle School Students</p> <ul style="list-style-type: none"> • Include updated and current information including: assessments and career connections based on work values, personality type, learning styles, career cluster inventory, description of past and present interests as they relate to the selection of careers, personal strengths, career interests, 2-3 career clusters of interest and their respective pathways. • Students, teachers, counselors, and families have access to ACP information. • Use plan as tool to consider choices, plan high school course selection and transition to high school. <p>High School Students</p> <ul style="list-style-type: none"> • Include updated and current information including: course taking, updated assessments, career and postsecondary 		<p>students understand the purpose of academic and career plans and the steps they need to take in order to reach their career goals.</p> <p>GSD will improve access for parents and teachers; assigning specific “programs” by grade level.</p>
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		<p>research, personality type, learning styles, work values, and description of past and present interests as they relate to the selection of careers, and other postsecondary plans.</p> <ul style="list-style-type: none">● Include current short- and long-term academic, personal and career goals.● Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.● Include information on relevant extracurricular, volunteer, and leadership activities and awards.● Include letters of recommendation from teachers and community members.● Students, teachers, counselors and families have access to ACP information.● Develop a financial and educational plan to align with post-secondary education or training costs that connects to personal career and postsecondary ACP goals. Use plan for transition to postsecondary education correlated to academic goals including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, and requirements for entrance into careers of interest. <p>EXECUTING THE PLAN</p> <p>Middle School Students</p>		<p>GSD will increase teacher involvement in conferencing and incorporate ACP</p>
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		<ul style="list-style-type: none">• Participate in at least one hands-on ACP, career-related activity. <p>High School Students</p> <ul style="list-style-type: none">• Participate in multiple ACP, career-related activities.• Access ACP services regularly to learn more about career interests.• Lead a student-parent-teacher conference• Seek out new opportunities to better define career of postsecondary options. <p>REVIEW AND REVISION OF THE PLAN</p> <p>Middle School Students</p> <ul style="list-style-type: none">• Explore different career options within career clusters of interest, areas of strengths and interest. <p>High School Students</p> <ul style="list-style-type: none">• Review and revise academic, career and personal goals each semester to incorporate new insights from the Academic and Career Planning Process.• Update plan regularly with academic and career-related activities• Identify and list activities completed in plan. <p>TRANSITIONS</p> <p>Middle School Students</p> <ul style="list-style-type: none">• Attend high school and/or postsecondary information events		<p>activities into curricular areas.</p> <p>GSD will develop a schedule to check in on ACP progress more frequently in order to assist students in adjusting plans according to career goals.</p>
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		<p>High School Students</p> <ul style="list-style-type: none"> ● Leverage their experience, knowledge and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest. ● Complete the FAFSA and know where to access other financial aid and scholarship information. ● Understand the value of persistence, practicality and patience in gaining admission/employment. ● Use personal or school networks to gather leads, connections and letters of recommendation. 		
<p>If a student has a disability, his or her academic and career plan will be used by the student's IEP team to identify transition elements for inclusion</p>	<p>Counselors, IEP case managers, and families of students with IEP's will collaborate to use students' individual ACP information in the Post-Secondary Transition Plan.</p>	<p>All students have access to a career decision-making software tool with appropriate accommodations and participate in creating a Post-Secondary Transition Plan using their interests, strengths, and additional information from the career software tool. GSD believes in equal opportunity and equal access for all students. All students have the guidance and support from staff and counselors in order to help students realize they have meaningful choices for life after high school including guardianship, living arrangements and supports, employment, and postsecondary educational options. GSD encourages families to be involved with the Division of Vocational Rehabilitation and provides Post-Secondary Education Transition skills to students with disabilities according to the Workforce Innovation Opportunity Act to prepare them for meaningful employment after high school.</p>	<p>All students will graduate with a college, career and life plan.</p>	<p>IEP managers and counselors will work collaboratively with each other and with students and families to create meaningful Post-Secondary Transition Plans.</p>

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Academic and Career Planning software tool	Students in grades 6-12 will understand how to use the Academic and Career Planning tool to guide the career decision-making process.	GSD is using the Naviance career software tool to support student exploration and planning of career, college, and life goals.	All students will graduate with a college, career and life plan.	Continue to develop depth of student involvement in the Naviance academic and career plans. Develop additional staff training in Naviance to allow for increased integration of Naviance data into curricula. What is taught in the classroom will be relevant to the student's ACP goals.
Access to a formal process for connecting students to teachers and other school staff for purposes of development of academic and career planning	GSD will expand student and staff opportunities and connections across the grade levels 6-12 to explore college, career, and life readiness through the ACP process.	<p>7th graders are provided with a ACP unit through their Business and Computer applications course. All 7th graders are required to take this course.</p> <p>At this time, the academic and career planning at the high school level is a formal process conducted through the counseling department utilizing the Naviance career software program.</p> <p>We are collecting the data from other districts in our region to determine the amount of time and frequency of ACP faculty contact with students at the middle and high school levels.</p>	Results of ACP surveys and analysis of data collected regarding student participation in the ACP individual conferences.	<p>Train teachers in Naviance in order to implement grade level ACP units within their courses.</p> <p>Study the feasibility of advisory time at the high school level to conduct ACP lessons by all faculty.</p>
WI PI-26.04 Requirement				
Annually review and update long-range plan and education for employment	GSD will review the plan annually and provide updates on the plan	The ACP team has been assembled at the district level to collaborate across departments and across buildings to gain understanding of the PI-26 requirements and the responsibilities of the district in implementing ACP. The ACP District Leadership	The ACP District Team will monitor the progression of ACP services	The District ACP team understands the requirements of PI-26 and will meet regularly during the school year to explore

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<p>program</p>		<p>team will address the following questions to prepare for and continually analyze the state of the district program:</p> <ul style="list-style-type: none"> ● Do school staff and administrative leadership see student college and career readiness as a critical outcome for every student? ● As a school leader can you identify the student outcomes as a result of ACP services at each grade level in your building? How do you communicate this information to your staff? ● Do student enrollment in rigorous courses and dual credit courses reflect the ethnic and income diversity of the school? ● Does your school currently have the resources to help every student develop an informed, thoughtful plan for their future? ● Do you believe that staff members, other than school counselors, could play a role in helping students plan for their future? ● Would you be willing to replace your current parent/teacher conferences with student-led conferences at which students present their accomplishments and plan to their families? ● Would staff support an initiative designed to strengthen family engagement in the education of students? ● Is our program fully integrated to complete a meaningful Academic and Career Plan, starting in middle school, with each student over time each year? 	<p>and update the long-range plan to reflect progress.</p>	<p>ways to further our understanding of ACP Components and Services to promote positive student outcomes.</p> <p>The District ACP Leadership Team will continue to use the ACP Self-Assessment Infrastructure Rubric to assess levels of implementation across the district.</p>
<p>Publish the long-term plan,</p>	<p>GSD will publish the</p>	<p>GSD has a plan to communicate our ACP services to the community on the district web site.</p>		

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report on district web site, and present the plan to be approved by the GSD Board of Education	board-approved plan along with ACP components on its district website by September 1, 2017			
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The School District of Grafton is committed to an equal educational opportunity for all students in the district.

It is the policy of the District, pursuant to state and federal laws and regulations, that no person may be denied admission to any school in this District or be denied participation in, be denied the benefits of, or be discriminated against in admission, disciplinary action, or any curricular, extracurricular, student services, recreational, or other programs or activities, or in the acceptance or administration of gifts, bequests, scholarships, aid, benefits or services to pupils from private persons or entities, or in any methods, practices and materials used for testing, evaluating or counseling students, on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. This policy also prohibits discrimination under related federal laws, including Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (ADA)(disability). *Board of Education policy 411*