

# **Sparta Area School District Academic and Career Planning**

Wisconsin s.s. 121.02/PI-26



**Sparta Area School District**

*Good people, great schools.*

July 1, 2017 - June 30, 2022

Approved by the School Board on

**Sparta Area School District**

## **Academic and Career Local Plan**

The Sparta Area School District is required by the Wisconsin Department of Public Instruction to have a five-year Academic and Career Plan (ACP). The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five year span that will meet the requirements of the plan.

### **I. District Education for Employment and Academic and Career Goal**

By 2022, all Sparta High School graduates will be community ready and will meet either of the requirements to be college or career ready as measured by the standards below.

#### **Community Ready:**

Being community ready means that all students who graduate high school possess the perseverance and grit necessary to achieve their goals and thrive in today's society. Our high school provides social and emotional support to equip all students with these life skills. This standard will be measured by:

- 40 hours of Service Learning (prorated for transfer students)
- Leadership in a co-curricular activity
- Participant in a community club, sport, volunteer organization

#### **College Ready:**

Students are college ready if they meet either the academic indicators or standardized testing benchmarks listed below:

##### **Academic Indicators:**

GPA of at least 2.8 out of 4.0 and **one or more** of the following indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College Course (A, B, or C)
- Algebra II (A, B, or C)
- Completion of the highest level of a World Language (A, B, or C)

##### **Standardized Testing Benchmarks:**

Minimum score on ACT:

English: 18 Reading: 22 Science: 23 Math: 22

*Additional factors that contribute to success:*

FAFSA completion

Participation in academic and career advising.

**Career Ready:** Students are career ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students interested in pursuing the military earn a passing score on the ASVAB and meet with military recruiters to discuss enlistment options.

**Career Cluster identified and two or more benchmarks:**

- 90% attendance
- Youth Apprenticeship
- Workplace experience/ job shadow
- Two or more Co-curricular activities
- Transcribed Career Pathway Course
- CTE Concentrator
- WorkKey Certificate (Bronze level or above)

## **II. Analysis of Regional Needs**

In reviewing the document, Monroe County 2015 Workforce and Economic Profile (Brockmiller, 2016), the following employment trends will impact students graduating in the next five years from the Sparta Area School District:

- Wisconsin faces a quantity challenge and, as a consequence, a skills challenge.
- Fort McCoy's continued growth impacts population growth in the district and in the Tomah Area District.
- Monroe County's industry sectors need to diversify to be more protected from major job losses.
- The majority of Monroe County's jobs are in the super sector of trade, transportation and utilities (23%) and in the education and health super sector (20%).
- The greatest growth in employment will be in Construction, Professional and Business Services, Education and Health Services, and Leisure and Hospitality.
- Declining employment opportunities will occur in Natural Resources and Manufacturing.
- There will still be opportunity in manufacturing for young workers, despite this decline, as retirements will outpace declines in growth hiring.
- Wages continue to be lower than the state and national average at \$36,074 per capita personal income. Monroe County ranked 58/72 in Wisconsin counties.
- Monroe County is slowly gaining ground on the state and national average per capita personal income (PCPI).

For a more thorough analysis of Monroe County employment data and projections, access this report:

[http://worknet.wisconsin.gov/worknet\\_info/Downloads/CP/monroe\\_profile.pdf](http://worknet.wisconsin.gov/worknet_info/Downloads/CP/monroe_profile.pdf)

The Sparta Area School District works collaboratively with other Seven Rivers Region public schools to provide career learning opportunities through the course options and youth options enrollments. Districts offer specialized certificates and academy programs in manufacturing, health care, transportation. Districts work with CESA 4 to provide professional learning and support for teachers in the CTE areas and for teachers who will be assisting in Academic and Career Planning. Regional partnerships with institutions of higher education (Western Technical College, University of Wisconsin—Richland Center, University of Wisconsin—LaCrosse, Viterbo) collaborate to bring post-secondary courses into the high school setting. Relationships are also established with Department of Vocational Rehabilitation to support students with disabilities. Several districts in the region have received grants to implement new programs and partnerships which provide students opportunities to leave high school prepared to enter a specific sector.

### **III. The Academic and Career Planning Process**

#### **Parent Involvement in the ACP Process:**

Parent involvement is essential to the academic and career process. The ACP is shared with parents in both electronic and hard copy formats. It will be highlighted throughout the school year in school newsletters and during the registration process.

Communication about the process and associated events will be shared with parents throughout the school year, particularly opportunities for parents to be involved in activities that deepen students' understanding of the connection between school and work as well as career exploration in specific sectors of the local and state economy. At the high school level, individual counseling sessions with students and parents occur at grades 9, 11 and 12. Parents can continue to request meetings with school counselors to discuss career and academic planning.

#### **ACP Framework:**

The Sparta Area School District views Academic and Career Planning as the responsibility of all staff. While the Pupil Services department in general and school counselors specifically have carried the majority of career planning responsibility in the

past, this plan shares career planning efforts among all employees who have influence over the future planning of students.

The school district has developed a framework and curricula for academic and career planning that will be delivered through an advisory period in grades 6-12. The school counselors are responsible providing the content for this advisory period and for training adults in the basic methods of career advising. In particular, students will be guided as they explore the career pathways, to set career and academic goals that will lead to future employment. Furthermore, career and technical educational opportunities will be highlighted so that all students know what options exist for exploring work (job shadows, youth apprenticeships) and for connecting academic courses to the preparation for post-secondary education and career.

An ACP Site team will train high school staff on an annual basis to ensure that all faculty members are up to date with the requirements for the ACP at the given grade levels. The site team will stress the importance of each student having an ACP. Additionally, course registration will be formally planned and connected to career interests.

*Career Counseling Framework:*

1. Career Awareness at the elementary grade levels (K-5)
  - Why people work
    - i. Identifying individual strengths, interests and abilities and how they relate to jobs and careers
  - The kinds of conditions under which people work
  - The levels of training and education needed for work
    - i. Multiple Intelligence Inventory
  - Common expectations for employees in the workplace
    - i. Important traits in a successful employee
  - How expectations at school are related to expectations in the world of work
    - i. Learner Resume
2. Career Exploration at the middle school grade levels (6-8)
  - Developing and understanding of the continuum of careers across work environments, duties, and responsibilities
  - How a student's personal interests and skills are related to careers
  - Potential work-based learning experiences
  - Career research identifying personal preferences in relation to occupations and careers students may pursue
3. Career Planning and preparation at the high school grade level (9-12)

- Conducting career research to identify personal preferences in relation to specific occupations
  - i. Freshman Resource
- School supervised work-based learning experiences
  - i. Youth Apprenticeship, Work-Based Cooperative, Employability Skills
- Instruction in career decision making
- Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy
  - i. Economics and Personal Finance courses
  - ii. Welding and CNC programs
- Student access to career and technical educational programs
  - i. SHS is open access to CTE program
- Student access to accurate national, regional, and state labor market information, including labor market supply and demand
  - i. Economics, Freshman Resource
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment
  - i. Career Fair, Mock Interviews, Career Speakers
- Reality store, Service Learning graduation requirement, Service Learning/Job Shadow Day

### **Program Access**

1. Each pupil shall receive individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan
  - Formal conferences in grades 9 and 11, Course registration with all high school faculty
2. If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team, if appropriate, should take the pupil's academic and career plan into account when developing the pupils transition services under s.115.787(2)(g).
3. Each pupil shall have access to a career planning software tool that allows pupils to engage in career exploration and career planning and preparation.
  - All students and staff will have access to Career Cruising grades 6-12. We will work on providing family access to Career Cruising accounts.

4. Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.
  - We will create a chart of staff members who are comfortable advising students within the 16 career clusters

#### **IV. General Requirements for School Boards**

- Ensure a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for post-secondary credit, and, if applicable, a course's participating post-secondary institution.
- Schedule yearly reports on the district's ACP process and progress toward meeting the goals and objectives of the ACP plan as articulated.
- Publish the ACP on the school district's website.
- School board approval for the plan occurs yearly.

#### **V. Evaluation**

Year-end evaluation of the ACP will be conducted by site teams. The district will measure percentage of students who graduate from Sparta Area School District community, college and career ready. The 2017-18 school year will serve as the baseline for evaluation. The district will also evaluate the effectiveness of the ACP framework for increasing student engagement in academic and career planning by measuring students' knowledge and satisfaction through a survey. Using this ACP data in combination with student achievement, post-secondary enrollment data, and five-year graduate analysis through the National Clearinghouse, ACP site teams will make revisions and adjustments.