

Education for Employment: PI 26 Plan for NOSD

DPI Guiding Areas (Wisconsin Department of Public Instruction, 2016)	Applicable Section Law	Description of Outcomes/Activities/Information
<p>Labor Market Information and Student Preparation</p> <p>What does that mean for the preparation of our students?</p>	<p>PI 26.01 PI 26.03.1.a PI 26.03.1.c.2</p>	<ul style="list-style-type: none"> ● Labor market information is reviewed utilizing WI DWD information. http://worknet.wisconsin.gov/worknet_info_downloads/CP/ozaukee_profile.pdf ● Businesses within our area are struggling to fill open positions with highly-skilled and qualified employees. ● Education, health services, and professional and business services sector are most in demand within Ozaukee County as projected through 2022. ● Labor market trends provide direct guidance regarding course offerings and opportunities. ● Area employers have expressed concerns about a lack of interest in manufacturing careers. ● Students are introduced to labor market trends in middle school and enhance their understanding of how their career interests connect with in-demand careers within the grades 9 - 11 ACP advisory course programming. ● Area employers have shared that there is a skills gap as related to required skills in the manufacturing industry. Soft skill information is introduced at the middle school level and developed at the high school within the grades 9-11 ACP advisory lessons and reinforced in our Economics and Financial Literacy courses. ● The ACP Leadership Committee reviews labor market information annually and suggests appropriate adjustments to curriculum, co-curricular activities, and parent/community partnerships.
<p>Informing and Involving Families</p> <p>How will you inform and involve families throughout students’</p>	<p>PI 26.03.1.b</p>	<p><i>An Ozaukee High School graduate will possess and practice skills for lifetime success:</i></p> <ul style="list-style-type: none"> ● A lifetime of learning aimed at the appreciation of global diversity, the enhancement of common understanding, the practice of patient persistence, and the development of creative expression. ● A lifetime of thoughtful reflection that fosters personal and social growth

<p>academic and career planning processes?</p>		<ul style="list-style-type: none"> ● A lifetime of purposeful action focused on the continual improvement of our own lives and the lives of others ● A lifetime of courage capable of overcoming a multitude of personal and societal challenges ● Creation of an ACP/School Counseling calendar of events that clearly outlines activities and dates for each grade 6-12 student. ● Students will be given various ACP activities that require them to utilize a critical reflection process with their parent(s). ● ACP Leadership Committee, Inspire Sheboygan community, Carl Perkins Advisory Partners, CESA 1 ACP Network, and Technical College liaisons will all provide support and guidance to the district. ● Connect students/parents with ACP partners that correlate with their chosen career cluster in a variety of ACP activities ● Provide information focused on the essential attitudes and skills that maximize success within a work environment. Lessons will be incorporated into ACP programming.
<p>Community Engagement and Partnerships</p> <p>How will you engage and partner with your community?</p>	<p>PI 26.03(1)c PI 26.03(1)d</p>	<ul style="list-style-type: none"> ● Tie ACP activities and resources to the specific career cluster that students are required to identify by the end of grade 9. ● In grade 10, students are placed within ACP academies based on their selected career cluster. These academies will focus the students' information and experiences and connect them with the appropriate community/business partners, thereby fostering increased engagement and motivation. ● Offer a school/industry workforce partnership breakfast that opens communication and establishes relationships between our district and local/regional industry partners ● Our ACP Leadership team includes district staff, students, and business representatives. This group will add a post-secondary representative as well. ● This ACP Leadership Team will review and improve our outreach and partnership procedures ● ACP Leadership Committee, Inspire Sheboygan community, Carl Perkins Advisory Partners, Ozaukee County Economic Development Council, Fredonia Chamber of Commerce, WOW Workforce Development Board will be supportive partners. ● The ACP Leadership Committee reviews labor market information annually and suggests appropriate adjustments to curriculum, co-curricular activities, and parent/community partnerships. ● Our business partners provide feedback on workforce demands, requirements, student performance within a job setting, and potential partnership opportunities. ● Local employers benefit from the strong partnership that exists with the district. Employers

		<p>regularly look to the NOSD as a resource to fill open positions. We provide opportunities for local manufacturers to talk to students about careers in their fields.. The district is an active participant in the local business community. We maintain a close relationship with the local Chamber of Commerce and offer facility space for community meetings, clubs and events. Employers express satisfaction with the strong work ethic and attitude of our graduates.</p> <ul style="list-style-type: none"> • Starting Point, Inc, Big Brothers/Big Sisters, COPE Services, Fredonia Lions, Ozaukee Family Services, NACEL Open Door, AFS, ASSE are all organizations that work with NOSD to provide student experiences. • Partnership elements are reviewed minimally once per year to evaluate effectiveness and relevance. Evaluations and surveys are typically used to monitor effectiveness and suggest improvements. • Connections with area technical colleges that help us to offer transcribed credit courses and with UW-Oshkosh to offer CAPP course options. Technical college staff also serve as advisors regarding high school course planning. • Students and parents are provided information on the various course options that offer potential dual credit for students within the course programming guide. This guide is highlighted each year prior to the next year scheduling process.
<p>Supporting and Connecting Students</p> <p>How will you support ALL students individually to complete and review academic and career plan documents?</p> <p>How will you connect students with staff to do this?</p>	<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"> • Staff receives inservice on the shared reflection and decision making process that all of our grade 6-12 students will utilize when engaging in ACP activities. Staff will revisit this process throughout the year whenever they have their students engage in ACP related activities. • Student utilization of the reflection and decision making process will be ongoing throughout the school year. Students will evaluate the quality and effectiveness of their reflection process by assessing their ability to identify a relevant career cluster by the end of grade 9 that remains relevant throughout their high school career and beyond. • Beginning with our current freshman class, students will engage in weekly small group ACP lessons with a staff advisor. • This same freshman class will be the first class to produce an ACP electronic portfolio as a graduation requirement. • In grade 10, students will enter career cluster oriented academies. These academies will foster connections with staff advisers and community partners that will help the students feel fully supported in their college/career readiness journey. • The ACP Leadership Team will annually review the labor market information for our region and assess the capacity of our district's academic and career programming to address student readiness. • The revisions suggested as a result of the ACP Leadership Team review will translate into curricular, club and organization, and ACP activity changes that will enhance student college

		<p>and career readiness.</p> <ul style="list-style-type: none"> ● A student's program of study will be based around their identified career cluster and will be identified within the student's ACP portfolio within Xello. ● Beginning with the class of 2021, they will be the first class to produce an ACP electronic portfolio as a graduation requirement that will clearly document the student's identified career cluster and program of study. ● The electronic ACP portfolio will be a comprehensive record of the student's college and career preparation. This portfolio will be reviewed on a frequent basis as students will continually add relevant artifacts to the portfolio and will record their reflections and decision making within it. ● Xello will serve as the portfolio where students will undertake career research, career cluster selection, career focus, and selection of courses.
<p>Preparing Staff</p> <p>How will you prepare your staff to be ready to deliver ACP services and support students in their planning?</p>	<p>PI 26.03.1 PI 26.03.1.c.1 PI 26.03.2</p>	<ul style="list-style-type: none"> ● The district response to implementing the ACP process has been focused and consistent. The creation of the ACP Leadership Team has led to a successful development of planning and creating curricular, industry outreach, and staff inservicing. ● The partnership with Inspire SEWisconsin will provide our students and staff with numerous industry partners to work with. ● The NOSD Board of Education has implemented an ACP graduation requirement beginning with the class of 2021. The ACP Portfolio will provide students with a four-year commitment to developing college and career readiness at a significant level. ● The district E4E/ACP Leadership Team is comprised of the high school principal, middle school principal, pupil services director, high/middle school counselor, tech ed teacher, business teacher, career teacher, and business partner. ● Staff inservicing will be provided by members of the ACP team. ● Lesson plan creation will be done by the school counselor, the counseling assistant, and a high school teacher. ● Utilization of the employability skills and attitudes from "The Ideal Team Player" will provide all students, parents, and staff with a consistent tool to approach authentic career readiness ● Implementation of the full ACP Portfolio required for graduation beginning with the class of 2021 will begin with freshman participating in weekly advisor led ACP lessons. ● In grade 10, students are placed within ACP academies based on their selected career cluster. These academies will provide students focused information and experiences that will help them discern the most appropriate career(s), post high school educational option(s), dual credit courses, and initiate connections with appropriate community/business partners. . and initiate connect them with the, thereby fostering increased engagement and motivation. ● In grade 11, students will engage in focused experiences like job shadows, coops, and apprenticeships within the specific careers they identified in grade 10. They will also identify the most appropriate educational path and specific institutions that will foster their success.

		<p>Students will be challenged to select educational options that represent the best blend of quality and value.</p> <ul style="list-style-type: none"> ● In grade 12, students will receive specific ACP instruction through resource lessons provided by the counseling department. Lesson content will focus on portfolio completion and elements specific to seniors... ● Staff has been given instruction on the ACP process and will be trained in using the various tools (Xello, Inspire Sheboygan, ACP Lessons, Reflection model, etc) to incorporate them into classroom instruction.
<p>Students with Disabilities (ACP and Transition Planning) How will you work with your students with disabilities to help the ACP process and support the transition planning process?</p>	<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"> ● Our district transition coordinator serves on our ACP Leadership Team and plays a direct role in providing feedback to the school counseling team. ● Our SPED students will receive all aspects of our ACP programming with accommodations made to address specific needs. The career cluster focus will still be utilized to help SPED students receive services oriented around their specific college and career plans. ● The transition coordinator and ACP Team will partner with DVR, DWD, WOW Workforce Development Board (Employment Now) to identify appropriate employment opportunities during and after high school. ● Individual student needs will drive the type and level of accommodations made to the standard ACP programming that is delivered to all students. ● Collaboration with the DVR Coordinator will assist our identification of specific outcomes that would be most appropriate for our SPED students
<p>ACP Services What ACP services do you provide?</p>	<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"> ● Primary E4E/ACP information will be placed at the district level on our website with links to the School Counseling page and our specific ACP programming elements at the middle and high school levels. ● An informational brochure will be available to inform current and future stakeholders. ● The creation and publication of an ACP calendar of activities for all students grades 6-12 will occur at the beginning of each school year.