



School District of Manawa
Academic and Career Planning
Handbook-- Grades 6-12
2019-2020

Preparing ALL Students for the Future

Approved by the Manawa Board of Education on 9/16/19

School District of Manawa

800 Beech Street

Manawa, WI 54949

(920) 596-2525

www.manawaschools.org

School District of Manawa

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

Wisconsin statute 115.28 (59) (a) requires every school board to provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.

Contact Person:

School Counselor

Janine Connolly

Little Wolf Jr./Sr. High School

(920) 596-5802

jconnolly@manawaschools.org

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Introduction

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



What is ACP?

An **ongoing process** to actively engage students to:

- * Develop an understanding of his or her self
- * Create a vision of his or her future

- * Develop individual goals
- * Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students’:

- * coursework, learning and assessment results
- * post-secondary plans aligned to career goals & financial reality
- * record of college and career readiness skills.

Why ACP?

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education and training as it leads to careers. It is part of DPI's overall vision for every student to graduate high school college and career ready. That means students must be competent both socially and emotionally. We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things aren't quite going their way. When put together, it's about making them productive adults with satisfying careers.

Waupaca County Workforce Profile

The School District of Manawa is located in Waupaca County. While unemployment in Waupaca County has decreased, the workforce continues to have difficulty with employing quality, skilled workers. The complete 2017 Waupaca County Workforce Profile can be found here:

https://jobcenterofwisconsin.com/wisconomy/wits_info/downloads/CP/waupaca_profile.pdf

This profile is updated every other year and 2019 data will be available in 2020.

School District of Manawa Information

The School District of Manawa consists of approximately 117 square miles of Waupaca County. The School District of Manawa is centrally located in Waupaca County and is used as a meeting place for the county due to its central location. The District is comprised of the City of Manawa, and the Township of Little Wolf, portions of the Townships of Union, St. Lawrence, Bear Creek, Lebanon, Royalton, Mukwa, Helvetia and the Village of Ogdensburg.

Roles Throughout the ACP Process:

ACP and Xello:

The School District of Manawa will be utilizing Xello in grades 6-12 to help students gain awareness of self, explore postsecondary and career options, document their academic and career plans, and review and revise their plans, as needed. Students are able to sign into Xello through their launchpad once they sign into their Google accounts. All students own their own Xello account beginning in grade six through grade twelve and beyond. Xello allows students to travel through the four stages of academic and career planning while documenting and saving important aspects of their journey.

Student's Role:

Student's own and control the direction of their ACP process. Students are ultimately responsible for completing the portfolio requirements within their ACP, and following through with the goals and directions they establish within their plan, all with the support from parents, educators, and mentors along the way.

Educator's Role:

Educators will help bring a student's ACP to life through expanding and opening the doors of the classroom to the community and exposing students to careers and opportunities that enhance student learning across all content areas. Educators also play an advisory role in collaborating with students on their ACP progress annually.

Parent's Role:

Parents play an important and ongoing role in supporting students throughout his/her ACP journey. Parents have the opportunity to support their child in diving deeper into each of the four stages of ACP (Know-Explore-Plan-Go). Parents can participate in the ACP process through ongoing conversations with their children regarding their Xello portfolio activities and ACP progress, and participating in their child's ACP conference in grades 9 and 11.

Business/Community Role:

Business and community partners play an important role in collaborating with each other, with schools, and with students to ensure that all students have access to opportunities K-12 within the community, which support and enhance students ACPs. Businesses also plays a role in building awareness of the opportunities available within their organizations and supporting and growing the pathways that will help students gain the employability skills necessary to be successful in the workforce.

KNOW



This stage of Academic and Career Planning is about students developing an awareness of self. Through collaborative conversations with parents, educators, and the community, students will have multiple opportunities to develop an understanding of their personal interests, skills, preferences, and aspirations so they can explore opportunities right for them.

Self Awareness (KNOW)

Students will engage in:

- Periodic self-assessment of interests and strengths
- Reflection and goal-setting
- Financial knowledge and understanding of resources
- Academic courses and skill preparation
- Behavioral and employability skill preparation

Students will engage in interests inventories and self assessments each year through Xello's interactive lesson plans. Each year has different lessons and allows students to self-reflect on their progress. Their personalized results will help them better understand how their interests align to various career pathways. Xello also provides students with the information needed to do in-depth exploration and research on career clusters/careers of interest.

EXPLORE



This stage is about students discovering and learning about the many academic and career opportunities available based on a foundational awareness and understanding of interests, skills, and strengths. This exploration stage will help students narrow down the options to further explore pathways that fit them best, so that they may begin planning a course of action.

Career Exploration (EXPLORE)

- Middle school career exploration activities and opportunities
- High school career exploration activities and opportunities
- World of work and labor market needs
- Understanding and comparing different postsecondary education and training

Students will discover and refine pathway and career matches each year through different activities.

All students will have the opportunity to participate in career-based events in middle and high school. It is important for students to have opportunities to explore careers in various pathways.

Students also have opportunities to choose pathways within the District that allow them to gain relevant work-experience.

Our Workforce and Labor Market

It is important to have an understanding of the jobs available within our state and community in order to develop a realistic postsecondary plan. However, the labor market is constantly changing and it can be difficult to get an up-to-date snapshot of current and future employment projections. Through Xello, all students have access to labor market information from the Bureau of Labor Statistics and other local data sources, as well as projections from across the 16 career clusters that will help inform their ACP journey.

PLAN



The planning stage is all about connecting the dots from student's short and long-term goals to what they need to know and do in order to successfully navigate after high school. The plan will help students take the appropriate courses, extracurriculars, and experiences that will enhance each student's plan. Throughout this stage, students will utilize Xello as well as other

school-designated resources/tools to help them develop and document their academic and career plans.

Career Planning (PLAN)

All students in grades 9 and 11, along with their parents (strongly encouraged to participate) will complete an Academic and Career Planning conference. These conferences are designed to help students and parents make connections between the student's plan and their educational and career goals.

Students take an Employability and Financial literacy course in grade 12, where they will plan the final steps of their goals.

Students in grades 6-12 will create short and long-term goals annually related to their ACP. These goals will be documented within the Xello student accounts.

GO



Remember, there is no wrong pathway to success, and through ACP we will ensure that all students travel the road to adulthood equipped with the knowledge, skills and dispositions to be successful in tomorrow's workforce.

Career Management (GO)

As students gain experience, knowledge, and skills, they can reassess and change their plans for the future.

Implementation Plan

Academic and Career Planning will continue during the 2019-20 academic year. Since the Xello program is new this year, the seniors will have more components to complete. The other classes continue to update their requirements each year as follows:

Graduation Year	Portfolio Requirements
<i>Class of 2020 (Seniors)</i>	All Xello Lesson Plan components for grades 9-12 Mock interview in Employability Skills Class Reflection Paper One or more EXPLORE components Portfolio Review with Counselor
<i>Class of 2021 (Juniors)</i>	All Xello Lesson Plan components for grades 9-11 ACP Conference (Preferably with parent) One or more EXPLORE components Portfolio review with Counselor
<i>Class of 2022 (Sophomores)</i>	All Xello Lesson Plan components for grades 9-10 Portfolio review with Counselor
<i>Class of 2023 (Freshmen)</i>	All Xello Lesson Plan components for grade 9 ACP Conference (Preferably with parent) Portfolio review with Counselor
<i>Class of 2024-2025 (7th-8th grade)</i>	All Xello Lesson Plan components for grades 7-8
<i>Class of 2026 (6th grade)</i>	All Xello Lesson Plan components for grade 6

New Students

We understand that the student portfolio is an ongoing process that occurs over the course of a student’s four years in high school. As such, students new to the district will meet the requirements noted, dependent on the year they enter our district.

Reflection Paper

Upon completion of the final portfolio presentation process, senior students will be required to write a reflection paper. The purpose of this paper is to reflect on both academic and co-curricular experiences throughout high school and make relevant connections to future endeavors. Additional guidance and direction about the reflection paper will be provided their senior year during their dedicated ACP conference time with the counselor.

Xello Lessons By Grade (KNOW Component)

Grade Level	Lessons
Grade 12	<ul style="list-style-type: none"> ● Defining Success Lesson ● Career Backup Plan Lesson ● Job Interviews Lesson
Grade 11	<ul style="list-style-type: none"> ● Choosing a College or University Lesson ● Career Demand Lesson ● Entrepreneurial Skills Lesson
Grade 10	<ul style="list-style-type: none"> ● Work Values Lesson ● Careers and Lifestyle Costs Lesson ● Workplace Skills and Attitudes Lesson
Grade 9	<ul style="list-style-type: none"> ● Personality Styles Lesson ● Exploring Career Factors Lesson ● Getting Experience Lesson
Grade 8	<ul style="list-style-type: none"> ● Skills Lesson ● Explore Career Matches Lesson ● Transition to High School Lesson
Grade 7	<ul style="list-style-type: none"> ● Explore Learning Styles Lesson ● Discover Learning Pathways Lesson ● Biases and Career Choices Lesson
Grade 6	<ul style="list-style-type: none"> ● Interests Lesson ● School Subjects at Work Lesson ● Decision Making Lesson

Career Exploration (EXPLORE Component)

Class/Opportunity	Possible Artifact
Industry Visits	<ul style="list-style-type: none"> ● Brochure from business visited ● Photo of industry visit

Post-Secondary Visits	<ul style="list-style-type: none"> ● College promotional materials ● Photo of college visit
College or Military Recruiter Visits	<ul style="list-style-type: none"> ● Promotional materials ● Photo with representative
Youth Apprenticeship/Work Study (If Applicable)	<ul style="list-style-type: none"> ● Module Checklists ● Certificate of Completion

Career Ready (PLAN and GO Components)

Opportunity	Possible Artifact
Mock Interview	<ul style="list-style-type: none"> ● Rubric (<i>required</i>)
Portfolio Review	<ul style="list-style-type: none"> ● Feedback forms (<i>required</i>)
Final Reflection Paper	<ul style="list-style-type: none"> ● Digital copy of paper (<i>required</i>)

Optional Achievements to include in plan:

*This portfolio component is *not* required for graduation

Class/Opportunity	Possible Artifact
Awards	<ul style="list-style-type: none"> ● Photos ● Digital copy of award ● Newspaper or newsletter clipping
Certificate of Participation/Achievement	<ul style="list-style-type: none"> ● Photos ● Digital copy of award ● Newspaper or newsletter clipping
Honor Roll	<ul style="list-style-type: none"> ● Copies of Honor Roll Certificates
Community Service Beyond Required	<ul style="list-style-type: none"> ● Community service hours log
Athletic	<ul style="list-style-type: none"> ● Pictures of participation ● Newspaper clippings ● Picture of Awards ● Team roster ● Team picture
Forensics	<ul style="list-style-type: none"> ● Newspaper clippings ● Certificate of participation ● Picture of awards ● Team picture

National Honor Society	<ul style="list-style-type: none"> ● Picture of volunteer activities ● Copy of NHS membership certificate ● Banquet program
Quiz Bowl	<ul style="list-style-type: none"> ● Certificate of participation ● Newspaper clippings ● Picture of awards ● Team picture
Student Council	<ul style="list-style-type: none"> ● Certificate of participation ● Picture of participating in activities ● Council picture
Committees (Ex, Homecoming Committee, Prom Committee)	<ul style="list-style-type: none"> ● Certificate of participation ● Picture of participating in activities ● Club picture

APPENDIX
Appendix I
Portfolio Checklist

Name: _____

As part of the Little Wolf Jr./Sr. High School portfolio graduation requirements, each student must have a portfolio review with counselor annually.

Xello Lessons (KNOW Component)

Name of Lesson	Date Approved	Counselor Signature
1.		
2.		
3.		

Career Exploration (GO Component)

Name of Artifacts	Date Approved	Counselor Signature
1.		
2.		
3.		

Career Ready (EXPLORE and GO Components)

Name of Artifact	Date Approved	Counselor Signature
Mock Interview		
Portfolio Review		
Final Reflection Paper		

Optional Achievements

-This portfolio component is *not* required for graduation

Name of Artifact	Date Approved	Counselor Signature

Comments:

Appendix II

Reflection Paper Guidelines and Rubric

- Paper must be a minimum of 2 pages, 12-point font, double-spaced
- Students must write a reflection on each piece of their ACP: **Know, Explore, Plan, and Go**. Students will reflect on the ways each category has impacted their goals as they transitioned through high school.
- Finally, students will summarize the overall impact the portfolio process has made on their academic and career planning goals.
- The Reflection Paper must be uploaded into the electronic student portfolio
- The Reflection Paper is a capstone of the student portfolio process and must be deemed acceptable by the ACP coordinator

Criteria and Categories	1 Ideas not expressed or missing	2 Ideas expressed but not expanded upon, no examples	3 Ideas clearly expressed and examples used in each category	Score
KNOW				
EXPLORE				
PLAN				
GO				

Comments:

Total Score

Appendix III

Mock Interview Rubric

Criteria	1	2	3	4	Score
Appearance	<p><u>Overall appearance is unprofessional</u></p> <p>*Choice in clothing inappropriate for a job interview (torn, unclean, wrinkled)</p> <p>*Poor grooming</p>	<p><u>Appearance is somewhat untidy</u></p> <p>*Choice in clothing is inappropriate (shirt untucked, t-shirt, too much jewelry, etc.)</p> <p>*Grooming attempt is evident</p>	<p><u>Overall neat appearance</u></p> <p>*Choice in clothes is acceptable for the type of interview</p> <p>*Well groomed (ex. shirt tucked in, minimal wrinkles)</p>	<p><u>Overall appearance is very neat</u></p> <p>*Choice in clothing appropriate for any interview</p> <p>*Very well groomed (hair, makeup, clothes pressed, etc.)</p> <p>*Overall appearance is businesslike</p>	
Greeting	<p><u>Unacceptable behavior and language</u></p> <p>*Unfriendly and not courteous</p> <p>*Did not greet or shake hands</p>	<p><u>Informal behavior and language</u></p> <p>*Attempts to be courteous to all in interview setting</p>	<p><u>Acceptable behavior, well mannered, and casual behavior and language</u></p> <p>*Courteous to all involved in interview</p> <p>*Appropriate greeting but did not shake hands</p>	<p><u>Professional behavior and language (shaked hand, eye contact, appropriate greeting, "hello", "thank you", etc)</u></p> <p>*Friendly and courteous to all involved in interview</p>	
Communication	<p><u>Presentation shows lack of interest</u></p> <p>*Unable to articulate goals</p> <p>*Speaking is unclear - very difficult to understand (ex. mumbling)</p> <p>*Volume is inappropriate for interview (ex. spoke too loudly, too softly)</p>	<p><u>Showed some interest</u></p> <p>*Articulates goals but they are not specific or are unrealistic</p> <p>*Speaking is unclear - lapses in sentence structure and grammar</p> <p>*Volume is uneven (varied)</p>	<p><u>Showed interest throughout the interview</u></p> <p>*Clearly describes goals</p> <p>*Speaks clearly</p> <p>*Minimal mistakes in sentence structure and grammar</p> <p>*Volume is appropriate</p>	<p><u>Very attentive throughout the interview</u></p> <p>*Speaks is clearly</p> <p>*Appropriate use of sentence structure and grammar</p> <p>*Commitment & enthusiasm for job is conveyed</p> <p>*Volume conveys business tone</p>	
Body Language	<p><u>Fidgeted - ex. constant movement of hands and feet</u></p> <p>*Lack of eye contact</p> <p>*Slouching all the time</p>	<p><u>Fidgeted - ex. movement of hands and feet frequently</u></p> <p>*Eye contact is made intermittently</p> <p>*Occasionally slouching</p>	<p><u>Minimal fidgeting (ex.occasionally shifting)</u></p> <p>*Occasional loss of eye contact</p> <p>*Brief slouching, but quickly corrected</p>	<p><u>No fidgeting</u></p> <p>*Eye contact made</p> <p>*Sitting straight in a chair</p>	
Responding to Questions	<p><u>Inappropriate answers to questions</u></p> <p>*Did not attempt to answer questions</p> <p>* Cannot describe strengths</p>	<p><u>Gives inaccurate answers</u></p> <p>*Attempts to answer questions</p> <p>*Mentions strengths, but cannot give example</p>	<p><u>Answers are acceptable and accurate</u></p> <p>*Answers questions</p> <p>*Can give examples of strengths</p>	<p><u>Thorough answers to questions</u></p> <p>*Answers questions with detail</p> <p>*Can give several examples of strengths</p>	
Resume	<u>Major Revision</u>	<u>Needs Some Improvements</u>	<u>Acceptable</u>	<u>Excellent</u>	

Total Score:

Mock Interview Grade:

Grading Scale:

24-21 = Excellent

20-17 = Good

16-12 = Fair

11-6 = Poor

Overall Evaluation Comments:

Interviewer's Signature: _____ Date: _____