District Plan and District Team

**Last Revised: 2022 Fall, 2023 April to fit new template**

District School]: \_\_\_\_\_\_\_Woodbury Central\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Approved Career Information System: MAP + others explained below under Essential Components\_\_\_\_\_\_\_\_

Annual Review of Board of Directors (School Board) June\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## District Team Members

List the current Career and Academic Planning team members. Required team members are marked with an \* and bolded.

| **Role** | **Names of Stakeholders** | **School/Organization/Company** | **Email/Contact Information** |
| --- | --- | --- | --- |
| **Secondary principal/administrator(s)\*:** | Dan Bormann | Woodbury Central | dbormann@wcwildcats.org |
| **Secondary career and academic school counselor(s)\*:** | Mary Kay Kramer |  | mkramer@wcwilcats.org |
| **Secondary CTE teachers\*:** | Corey Meister |  | cmeister@wcwildcats.org |
| **Secondary teachers\*:** | Corey Meister |  | cmeister@wcwildcats.org |
| **Work-based Learning Coordinator/Intermediary\*:** | Corey Meister |  | cmeister@wcwildcats.org |
| Secondary instructional support staff/ paraprofessional: | Mary Schultz |  | mschultz@wcwildcats.org |
| Postsecondary CTE faculty: | Corey MeisterMary TrudeauMathew BensonKelsey Schramm |  | cmeister@wcwildcats.orgmtrudeau@wcwildcats.orgmbenson@wcwildcats.orgkschramm@wcwildcats.org |
| Postsecondary administrators: | Laura Tabbert – WIT | Western Iowa Tech Community College | Laura.tabbert@witcc.edu |
| Local business and industry representatives: | Varies each year, attendance at Fall Career Fair held at Woodbury Central |  |  |
| Parents and students | Varies each year, attendance at September school improvement meeting |  |  |
| Local business and industry representatives: | Varies each year with School-to-work placements |  |  |

**8th Grade: Creation of 4-year plan of coursework that meets graduation requirements & supports**

**student’s current postsecondary plan**

| **8th Grade** | **Activity/Experience to Support students 4-year plan portion of ICAP** | **Timeline** | **Staff Members included** | **Resources used including CIS** |
| --- | --- | --- | --- | --- |
| 4-year plan is completed | Discussion of resources handed out | February | Mary Kay Kramer8th grade classroom teacher – Miss Steffen | WC Course Planning Book: [2023CoursePlanning.pdf](file:///T%3A%5CScheduling%20and%20Registration%5C2023CoursePlanning.pdf)4-Year Plan hand out: see belowMAP Spreadsheet:See belowFall registration form |
| Advisement of coursework supporting graduation | yes | Continuous | Mary Kay KramerClassroom teachers | WC Course Planning BookTranscripts discussed each semester |
| Advisement of coursework to support postsecondary goals | yes | Continuous | Mary Kay KramerClassroom teachers | College program searches with students, download of college 4-year plans |
| Parent or Guardian signs acknowledgement of plan | yes |  |  |  |

4 Year Plan:

**Four-Year High School Plan Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class of 2027**

**Career Option(s) to Be Pursued:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade 9 Courses** **Grade 10 Courses**

English I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED English II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED

Earth/Physical Science\_\_\_\_\_REQUIRED Biology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED

Math \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIREDMath\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED

U S History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED SStudies (Elective)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle one below, please: Circle one below please:

PE Weights Early Bird\_ Contract\_ PE Weights \_Early Bird\_\_\_Contract\_

**Grade 11 Courses** **Grade 12 Courses**

English III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED English(Elective)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED

Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED English (Elective)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED

Math\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED Social Problems \_\_\_\_\_\_\_\_REQUIRED

Government\_\_\_\_\_\_\_\_\_\_\_\_\_\_REQUIRED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Circle one, please: Circle one, please:

PE Weights \_Early Bird\_\_\_Contract PE Weights \_Early Bird\_\_\_Contract

**Each semester, you must be enrolled in six core courses (Band, Choir and PE/Wgts are not core classes.)**

**A full year of Microsoft Office, two semesters of in-class PE and one semester of a financial literacy**

**course (3 course choices) are required for all students.**

**CORE Graduation requirements: 46 credits including 8 English, 6 Math, 6 Science & 6 Social Studies.**

**Parent /Guardian Approval: I have reviewed and approve of the above 4-year plan of coursework.**

**Yearly adjustments may be made to this plan as needed.**

 **Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MAP Spreadsheet:**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Graduation Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 8th | 9th | 10th | 11th | 12th |
| WORKVALUES | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| INTERESTTYPES | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| CAREER CLUSTER |  |  |  |  |  |
| CAREER PATHWAY |  |  |  |  |  |
| CAREERS |  |  |  |  |  |
| FUTUREPLANS |  |  |  |  |  |

**Grades 9-12: Student reviews plan each year for graduation progress and alignment to postsecondary goal(s);**

**parent/guardian are included and advised in the yearly review.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Activity/Experience to support review and update of 4-year plan portion of ICAP** | **Timeline** | **Staff Members Included** | **Resources used including CIS** |
| 9th | One on one and small group presentations and discussion of all resources --------------------------🡪 | Continuous | Mary Kay KramerClassroom teachers | Transcripts discussed and sent home each semesterWC Course Planning Book: [2023CoursePlanning.pdf](file:///T%3A%5CScheduling%20and%20Registration%5C2023CoursePlanning.pdf)4-Year Plan updateMAP Spreadsheet updateFall registration formMany other activities – see ESSENTIAL COMPONENTS #1 - #5 BELOW |
| 10th | same | Same | same | same |
| 11th | same | Same | same | same |
| 12th | same | Same | same | same |

## Work-Based Learning Incorporated into the student’s ICAP

Work-based learning (WBL) experiences and reflection are included in the student ICAP process. For detailed information on WBL including

implementation, activity clarification, integration strategies and ICAP connection, please refer to the

[Iowa Department of Education’s Work-Based Learning Guide](https://educateiowa.gov/adult-career-comm-college/career-and-technical-education/iowa-quality-cte/work-based-learning).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Description and reflection of Work-Based Learning Experience(s)** | **Timeline** | **Staff Members Included** | **Resources used including CIS** |
| 9th | Refer to the many activities - ESSENTIAL COMPONENTS #2 - #4  | Continuous | Mary Kay KramerClassroom teachers | Refer to - ESSENTIAL COMPONENTS #2 - #4 |
| 10th | same | Same | same | same |
| 11th | same | Same | same | same |
| 12th | same | Same | same | same |

## Essential Components

**Essential Component #1: Self-Understanding (assessments, inventories, reflections)**

Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work,

and engage in meaningful reflective activities about the results.

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| Essential Component #1 – Self-Understanding**Required Practice:** Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results.  |
| Grade  | Activity | Where/Who | Outcome Data | Date  |
| 6th | Self Esteem & Self Identity Lesson | Counselor – small group | Worksheet completed, discussed | Sept |
| 7th | RIASEC Interest InventoryThoughts, Feelings, Actions Lesson | Counselor – classroomCounselor – small groups | Career Cluster matches – discussionReflection, discussion | Feb |
| 8th  | MAP INTEREST and WORK VALUES Inventories 4-Year Plan; High School courses | Counselor – classroomCounselor - classroom  | MAP Results graphed and matched with careers, recorded on spreadsheet/folderAwareness of possible course choices | Feb |
| 9th | Education Planner.org - self assessmentsResume Writing | Counselor – one-on-one9th grade English Teacher | Compare results to previous MAP resultsElectronic copy of Resume | Oct |
| 10th | PreACT Interest InventoryUpdate Resume | Counselor – test room10th grade English Teacher | PreACT report to students, discussionElectronic copy of Resume | Oct |
| 11th | Career Cluster Interest Survey Virtual Job Shadow, WIT WIN program onlineUpdate Resume | Counselor – classroomCounselor, WIT Representative - Classroom11th English Teacher | Minnesota CAREERwise- record 3 matching career clusters & pathway most interested inVirtual Job Shadow career matches, videosElectronic copy of Resume | Jan |
| 12th | Virtual Job Shadow, WIT WIN Senior interviewsUpdate Resume | Counselor, WIT representative ClassroomCounselor – one-on-oneStudent independently | Electronic Career Exploration DataList of future options to be explored, compared, decidedElectronic copy of Resume | Feb |

**Essential Components #2 Career Information - Understanding the World of Work**

**(state and national wage, earning, employment outlook)**

Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

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| Essential Component #2 – Career Information**Required Practice:** Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings. |
| Grade | Activity | Where/Who | Outcome Data | Date |
| 6th | Career Game | Counselor – classroom | Worksheet completed for chosen careers | Feb |
| 7th | Input RIASEC results into onetonlineSchedule rotation; Health Science, AG, Computer Science, Art | Counselor – classroomWC teachers | Onetonline career matches, investigateExperience in CTE courses | FebAug-May |
| 8th  | MAP Career Clusters and Career DescriptionsSchedule rotation; FACS, AG, Computer Science, Art | Counselor WC teachers | Record choices on students’ spreadsheet and folderExperience in CTE courses | FebAug-May |
| 9th | MAP – add 4-year plan coursesEducation Planner.org – what careers match your skills | Counselor – one-on-oneCounselor - classroom | Updated 4-year planWorksheet, discussion | FebOct |
| 10th | MAP – update, adjust 4-yr planRUReady.ND.gov career clusters, pathways, videos | Counselor – individuallyCounselor - classroom | Scheduling/Career conversationsWorksheet, discussion | FebJan |
| 11th | MAP – redo inventoriesRoad Trip nation | Counselor - IndividuallyCounselor – 5 online lessons | Scheduling/Career conversationsLesson activities and reflections | Oct |
| 12th | Occupational Outlook Handbook | Counselor – one-on-one | Scheduling/Career matches/job outlooks | Sept |

**Essential Component #3: Career Exploration Experiences**

Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage

in meaningful reflection.

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| Essential Component #3 – Career Exploration Experiences**Required Practice** includes students engaging in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection. |
| Grade | Activity | Where/Who | Outcome Data | Date |
| 7/8th  | Career Fair | WC – Counselor | Information from presenters | April |
| 9th | Career Videos – College Board | Counselor – classroom | Information from career videos | Mar |
| 10th | College Career Day | WIT, Iowa Central, Sheldon, Morningside, Briar Cliff, BV | Information from presenters | Vary |
| 11th | Job ShadowCareer Fair  | WIT WIN programWoodbury Central gym | Information from shadow experienceInformation from presenters | JanOct |
| 12th | Job ShadowCareer Fair | WIT WIN presentationWoodbury Central gym | Same as aboveInformation from presenters | JanOct |

**Essential Component #4: Postsecondary Exploration**

Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in

meaningful reflection on the exploration experience.

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| Essential Component #4 – Post-Secondary Exploration **Required Practice** Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience. |
| Grade | Activity | Where/Who | Outcome Data | Date |
| 9th | College Board – Big Future/College Options/Cost of College/Virtual College Visits | Counselor – classroom | College options and costs | Mar |
| 10th | PreAct Interest InventoryCollege websites – search programs | Counselor – one-on-oneCounselor - classroom | Careers connected to interestsCollege info, program offerings, courses | Oct |
| 11th | College Reps/Military at WCCollege Campus VisitsLeMars College Fair | Woodbury CentralStudents plan independentlyLeMars High School | College info given, questions answeredCollege Campus ExperienceCollege information | VaryOct |
| 12th | Same as aboveSchool-to-Work class available | Same as aboveSchedule w/STW coordinator | Same as aboveExperience in chosen field | Aug-May |

**Essential Component #5: Career and Postsecondary Decision**

Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention and

engage in meaningful reflection on the exploration experience.

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| Essential Component #5 – Career and Post-Secondary Decision **Required Practice** Students shall complete relevant activities to meet their postsecondary goals consistent with the Individual Career and Academic Plan (ICAP) and stated postsecondary intention. |
| Grade | Activity | Where/Who | Outcome Data | Date |
| 9th | 4-year plan update | Counselor – one-on-one | 4-year plan/folder updated | Feb |
| 10th | MAP exploration | Counselor – classroom | Career descriptions | Feb |
| 11th | ICAN College Planning presentationCourse To College bookletWIT courses | ICAN virtuallyCounselor - classroomSchedule with Counselor | College information from presenterCompare collegesSubject exploration | OctAug-May |
| 12th | ICAN Financial Aid presentationSchool-to-work Scholarship applicationsWIT coursesSenior/parent meetings | ICAN virtuallyCounselor/STW coordinatorCounselorSchedule/discuss withCounselorSpring/Summer/Fall with Counselor | Financial Aid information from presenterExperience in chosen fieldFinancial assistanceSubject explorationDiscussion and questions answered | MarAug-MayNov-MayAug-MayVary |

## FAFSA Advisement: Prior to graduation, all students must be advised on how to successfully

## complete the Free Application For Federal Student Aid (FAFSA)

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| --- |
| Essential Component #6 – FAFSA advisement**Required Practice** Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA) |
| 10th FAFSA, Scholarships, Loans Counselor – classroom Discussion |
| 11th Course to College booklet page 22-24 Counselor – one-on-one Discuss information/FAFSA site opens Oct 1 12th grade |
| 12th Log on with students studentaid.gov Counselor – one-on-one Apply after Oct 1, reminder emails to parents/seniors monthly Discuss **handouts**: FAFSA Filing Tips & Helpful Hints?  Ready to File the FAFSA? FSA ID Do You Need Money for College?  Paper copy of the current FAFSA application  |

## District plan integration

Describe how other functions of the school which may include the district’s counseling plan, national best practices and/or prior DCAP reflection will

be integrated into the implementation of the district plan.

Consider the following:

* How will the district implement current best practices for working with students on their career plans in grades 8-12, K-12 and how does the
* district team stay current with such best practices?

Yearly AEA training, Professional Conferences

* What is the current comprehensive plan for career implementation and connection to District Portrait of a Learner and/or the State Of Iowa’s
* definition of College and Career Readiness?

District ICAP

* How does the district team research and keep current on local, regional, state and national occupational outlook data?

AEA training, Professional Organization Memberships, Administrative Leadership, Staff development

* Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student’s ICAP?

Continually adjusting activities and resources as researched each year

* What prior year data was included to address gaps in implementation of the ICAP requirements?

FAFSA Completion Report, Graduation Rate