

**School District of River Falls**  
**Educational Program Committee meeting**

Monday, February 1, 2021 - 6:00 PM

Renaissance Charter Academy, 1107 S Wasson Lane, River Falls, WI 54022

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at <https://meetings.boardbook.org/Public/Organization/1447>

**1. CALL TO ORDER - 6:00 p.m. at the Renaissance Charter Academy**

**2. MANNER OF PUBLIC NOTIFICATION OF MEETING**

**3. HEARING OF VISITORS OR DELEGATIONS**

**4. Virtual/e-School programming update**

**2**

**Description:** Jennifer Peterson, Director of Academic Services, will provide committee members with a Virtual/e-School programming update. Information provided will include current school year information as well as action steps taking place in preparation for next year.

**Recommended Action:** None, informational only.

**5. Review and discussion of District plan to revise our hybrid learning environment to increase in-school instruction time for students in grades 7-12**

**Description:** Administration will share the District plan to revise the hybrid learning environment for grades 7-12 with the goal of increasing in-school instruction time for students. (Link to Staff & Parent Survey Results presentation)

**Recommended Action:** None, informational only.

**6. Recognition of February as Career and Technical Education (CTE) Month**

**10**

**Description:** Jennifer Peterson, Director of Academic Services, will present the 2021 Career and Technical Education (CTE) Month Proclamations to committee members and recognize River Falls School District staff for their dedication in supporting CTE through coursework, programs, co-curricular activities and work-based experiences.

**Recommended Action:** None, informational only.

**7. Renaissance Charter Academy programming update and building tour**

**14**

**Description:** Chris Silver, Renaissance Charter Academy Director, will provide committee members with an update on programming and services provided at the Renaissance Charter Academy as well as provide board members with the opportunity to tour site facilities.

**Recommended Action:** None, informational only.

**8. Proposed/suggested items for the next regular and future Board meeting agenda(s)**

**Description:** Board members will be given the opportunity to suggest items for future Board member agendas.

**Recommended Action:** As needed.

**9. Schedule next Board/Committee meetings**

**Description:** Upcoming committee meeting dates, times, and locations will be reviewed.

**Recommended Action:** Set meeting schedule as follows:

Educational Program Committee meeting, Monday, April 5, 2021, 6:00 p.m.

*Meeting will be held at River Falls Public Montessori Elementary, 421 W Maple Street.*

**10. ADJOURN**

# Virtual/e-School Update



Program Planning for the 2021-22 School Year

Education Programs Meeting  
February 1, 2021

## River Falls Virtual/e-School Vision



**Short-Range Vision:** To provide students with a safe virtual school/learning community that is aligned to the District's core values and beliefs, led by passionate and responsive educators, for students who are unable to participate in an in-person learning environment during the COVID-19 Pandemic.

**Long-Range Vision:** An innovative and inclusive virtual school, led by passionate and responsive educators, that inspires driven students to meet personal, academic, and social-emotional goals in a self-paced, teacher-guided environment.

# River Falls Virtual/e-School Program Updates



## Program Updates & Next Steps:

- Secondary Transition - Week of January 18, 2021
- Finalize Elementary transition - Students to return March 4, 2021
- Parent Survey to Identify Potential Student Enrollment Numbers (2021-22)
- Online Learning Platforms Review for Future Years  
(*Teacher, Student, Parent Feedback*)
- Future Programming Considerations (*Discussion and Feedback*)

# River Falls Virtual/e-School Transitions



## **Secondary Semester 2 Transitions:**

- **Meyer MS Data**  
Transferring In (9)  
Transferring Out (3)
- **River Falls High School Data**  
Transferring In (6)  
Transferring Out (8)

## **Elementary Trimester 3 Transitions:**

- **Trimester 3 Transition - March 4th Return**
  - Requests to Return to In-Person Learning (27)
  - Some early due to family circumstances.
  - Desire to finish out the year in-person

# Other River Falls Virtual/e-School Programming Considerations



- Parent Survey to Identify potential student enrollment numbers ([LINK](#))
- Reviewing online learning platforms for future use.
- Future Program Planning (Discussion and Feedback)
  - Use of Staff Inservice Days
  - February 15 and April 2
- Summer Curriculum and Planning
- Writing Charter School Application (**DUE:** January 31, 2022)

## Online Platform Review Team (Dec-March)



### 4K-2 Grade Teachers

Michelle Smith, K-2 Rocky Branch ES  
Kari LaPoint, K-2 Greenwood ES  
Erin Kost, K-2 Westside ES  
Abby Akkerman, 4K-K RFPME  
Markell Lockwood, 1-3 RFPME

### 3-5/6 Grade Teachers

Rachel Young, 3-5 Rocky Branch ES  
Erin Cramer, 3-5 Greenwood ES  
Jeanne Kinney, 3-5 Westside ES  
Connie Roetzer, 3-5 Westside ES  
Katie Purington, 4-6 RFPME

# Online Platform Review Team

(Dec - March)



## 6-8 Grade Teachers

Brianne Gaard, Meyer MS  
Carlie Melstrom, Meyer MS  
Katie Bennett, Meyer MS

## 9-12 Grade Teachers

Peggy Gantt, River Falls High School  
Molly Caughlin, River Falls High School  
Ken Carlson, River Falls High School  
Mary Miller, River Falls High School

# Online Platform Review Team

(Dec - March)



## Parent & Student Involvement

Program Review Sessions (1 hour) & Opportunity for Feedback

February 2

2:00 p.m.

4:00 p.m.

6:00 p.m.

February 9

2:00 p.m.

4:00 p.m.

February 4 & February 5

11:30 - 12:30 p.m.

# APEX Learning (Grades 6-12 only)

## Limits on Freedom

The freedoms guaranteed in the Bill of Rights are important, but they are not **absolute** — in other words, they do have limits. Consider the First Amendment right to **freedom of speech**, for example. If someone plays a prank by shouting "Fire!" in a crowded building, his words could cause injuries or even deaths as people rush to escape.



Shouting "Fire!" in a crowded building could cause panic — so limiting our freedom of speech in this instance protects the public interest.

As this example shows, one clear reason for limiting individual freedom is the **public interest**.

Sometimes, the needs of the community outweigh the rights of a small group. Limits also apply when one person's exercise of freedom hurts someone else. Over the years, many questions about how to interpret the First Amendment have involved the balance between individual liberty and the needs of others.

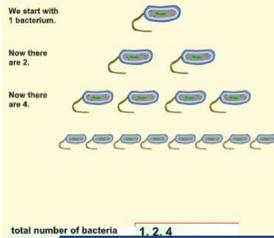
In 25 words or fewer, explain why you think the freedoms listed in the Bill of Rights are limited in some cases.

Type answer here...

U.S. Government & Politics

The animation here shows how this works. Notice how the sequence formed on the bottom is geometric.

Click the "Start" button to see the animation.



Here are four examples of exponential functions.

$$f(x) = 2 \cdot 3^x \quad f(x) = -4 \cdot 5^x$$

$$f(x) = \left(\frac{1}{2}\right)^x \quad f(x) = \frac{2}{3} \cdot (0.1)^x$$

Algebra 1

In 10 words or fewer, describe what you notice about the variable in the four examples of exponential functions.

Type answer here...

## Prairie Dog Population Density



All of the prairie dogs shown here make up one population. The population density of this prairie dog town is equal to the number of prairie dogs per unit of area.

If the area is 100 square meters, what is the population density of this prairie dog town?

0.29 prairie dogs per square meter

2.9 prairie dogs per square meter

prairie dogs per square meter

prairie dogs per square meter

**Feedback**

Incorrect: Remember to divide the number of prairie dogs by the area.

Environmental Science

# Edmentum (Grades 6-12 only)

## Treasure Hunt

Go on a treasure hunt: "X" marks the spot!



Today, you are going to be a pirate, and you have to bury your treasure. You need to be able to dig up your treasure later, so you'll need to create a map.

Follow these steps to make your map!

- Bury an object in your back yard (to represent the "treasure").
- Create a map of steps:
  - On a sheet of paper, draw a map of your back yard.
  - Draw an "X" on your map where your treasure is buried.
  - Draw a directional compass on your map.
  - Create clues to the "treasure" from your back door, using the four directions (e.g., go 2 steps to the north, then 5 steps south, etc.).
- After you finish your directional clues, color your map.

How did you do? Now, see if a friend or family member can find your treasure by following your map!



1st Grade  
Cardinal  
Directions

## The Mighty Oak

How does this tree change throughout the year?

Follow along as you watch and listen to the story.



Use the audio player to listen to a reading of the story.

"The Mighty Oak" by Julie Curless Voss

1st Grade  
Classifying  
Leaves

## Classifying Leaves Assignment

- Collect many objects you find out in nature. Separate the different objects you have collected by color, size, or shape. In the box below, list your results.
- Then draw a picture of your leaves and label the tree that the leaf comes from.

Leaves	Acorns
Size: _____	Size: _____
Shape: _____	Shape: _____
Number: _____	Number: _____
Color: _____	Color: _____
Pine cones	Rocks
Size: _____	Size: _____
Shape: _____	Shape: _____
Number: _____	Number: _____
Color: _____	Color: _____



2nd Grade  
Ancient Chinese  
Folklore  
Dragon Masks

# Edgenuity (Grades K-12 only)

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Classifying  
Leaves

### Classifying Leaves Assignment

- Cut out many objects you find out in nature. Separate the different objects you have collected on piles by color, size, or shape. In the box below, list your results.
- Then draw a picture of your leaves and label the tree that the leaf comes from.

Name: \_\_\_\_\_

<b>Leaves</b>  Size: _____ Shape: _____ Number: _____ Color: _____	<b>Acorns</b>  Size: _____ Shape: _____ Number: _____ Color: _____
<b>Pine cones</b>  Size: _____ Shape: _____ Number: _____ Color: _____	<b>Rocks</b>  Size: _____ Shape: _____ Number: _____ Color: _____

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2nd Grade  
Ancient Chinese  
Folklore  
Dragon Masks

# Wisconsin Virtual School (WVS) (Grades K-12 only)

## Treasure Hunt

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Cardinal  
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2nd Grade  
Ancient Chinese  
Folklore  
Dragon Masks

# Extended Programming – Pilot Electives (Semester 2)



\*\*\*Courses will be offered via Schoology with a current teacher serving as a LEG. Feedback and input will be used for future course offerings to students.

## Elementary Grades

- Art (Grades K-2 and 3-5)

## Middle School Grades

- Art

## High School Grades

- Computer Applications
- PE/Health

# Enrollment Insights



## Parent Survey - Intent to return for the 2021-22 School Year

- Late February/Early March

## Staffing Considerations

- Draft Staffing Scenarios 50 students, 100 students, 200 students
- Hire ES Program Coordinator for 2021-22
- Finalizing Staffing Needs

# Questions & Comments

# STATE of WISCONSIN



## OFFICE of the GOVERNOR

# Proclamation

*WHEREAS*; career and technical education improves academic performance, increases graduation rates, and prepares high school students across Wisconsin for postsecondary education and career success; and

*WHEREAS*; by providing students with core skills and meaningful experiences, career and technical education improves the quality of education in schools, engages students, and provides them with leadership opportunities in their fields and in their communities; and

*WHEREAS*; career and technical education programs offer Wisconsin students a school-to-career connection, and serve as the backbone of our state's strong and highly educated workforce; and

*WHEREAS*; while profound economic and technological changes in our society have been rapidly reflected in the structure and nature of work, career and technical education in Wisconsin and across the United States continues to foster the spirit of productivity, innovation, and entrepreneurship that has maintained our leadership in the global marketplace; and

*WHEREAS*; on this occasion, we recognize our career and technical educators for their cooperative efforts with business and industry to stimulate the growth and vitality of our local economies, meet the challenges of new and additional responsibilities on our educational systems, and prepare graduates for career fields that are expected to see major growth in the next decade; and

*WHEREAS*; this month, the state of Wisconsin joins all Wisconsinites in celebrating our state's proud history as leaders in career and technical education, and in reflecting on the importance of career and technical education to our collective future;

*NOW, THEREFORE*, I, Tony Evers, Governor of the State of Wisconsin,  
do hereby proclaim February 2021 as

## CAREER AND TECHNICAL EDUCATION MONTH

throughout the State of Wisconsin and I commend this observance  
to all our state's residents.

IN TESTIMONY WHEREOF, I have  
hereunto set my hand and caused the  
Great Seal of the State of Wisconsin  
to be affixed. Done at the Capitol in  
the City of Madison this 27<sup>th</sup> day  
of January 2021.

  
TONY EVERS  
GOVERNOR



By the Governor:

  
DOUGLAS LA FOLLETTE  
Secretary of State

STATE *of* WISCONSIN  
DEPARTMENT *of* PUBLIC INSTRUCTION

*Proclamation*

*Whereas*, the Association for Career and Technical Education has designated February 1-28, 2021, as Career and Technical Education Month; and

*Whereas*, career and technical education increases graduation rates and improves academic performance through meaningful experiences, thus improving the quality of education, engaging students, preparing them for careers and post-secondary education, and giving all students leadership opportunities in their fields and in their communities; and

*Whereas*, career and technical education programs provide Americans with a school-to-careers connection and are the backbone of a strong, well-educated workforce, which fosters productivity, innovation, and entrepreneurship, in business and industry and contributes to America's leadership in the global marketplace; and

*Whereas*, profound economic and technological changes in our society are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

*Whereas*, the ever-increasing cooperative efforts of career and technical educators with business and industry stimulate the growth and vitality of our local economy and the entire nation by preparing graduates for career fields forecasted to experience the largest and fastest growth in the next decade;

*Therefore*, be it resolved that, I, Carolyn Stanford Taylor, State Superintendent of Public Instruction, do hereby proclaim in the state of Wisconsin February Career and Technical Education Month to celebrate and promote the valuable training opportunities for Wisconsin students — our future workforce.

**Career and Technical Education Month**

February 1-28, 2021

STATE *of* WISCONSIN  
DEPARTMENT *of* PUBLIC INSTRUCTION

*Proclamation*

*Whereas*, the National FFA Organization has designated February 20-27, 2021, as FFA Week;  
and

*Whereas*, FFA and agriculture education provide a strong foundation for the youth of America and the future of the food, fiber, and natural resources systems; and

*Whereas*, FFA promotes premier leadership, personal growth, and career success among its members; and

*Whereas*, FFA and agricultural education ensure a steady supply of young professionals to meet the growing demands in the science, business, and technology of agriculture; and

*Whereas*, the FFA motto, “learning to do, doing to learn, earning to live, living to serve,” gives direction of purpose to these students who take an active role in succeeding in agricultural education; and

*Whereas*, FFA promotes citizenship, volunteerism, patriotism, and cooperation; and

*Whereas*, members, advisors, state officers, alumni, sponsors and staff of the Wisconsin Association of FFA be commended for their dedication to developing leaders for the future of the agriculture industry;

*Therefore*, be it resolved that, I, Carolyn Stanford Taylor, State Superintendent of Public Instruction, do hereby proclaim in the state of Wisconsin, February 20-27, 2021, FFA Week.

**FFA Week**

February 20-27, 2021



A handwritten signature in cursive script that reads "Carolyn S. Taylor".

Carolyn Stanford Taylor, State Superintendent

STATE *of* WISCONSIN  
DEPARTMENT *of* PUBLIC INSTRUCTION

# *Proclamation*

*Whereas*, Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) is a nonprofit education association representing the largest business career student organization in the world with a quarter million students preparing for careers in business and business-related fields; and

*Whereas*, FBLA-PBL functions as an integral part of the instructional program of the business education curriculum in secondary schools to help students develop the skills and knowledge necessary for college and career success through career and technical education, which fosters productivity in business and industry contributing to our leadership in the national and international marketplace; and

*Whereas*, FBLA-PBL members, advisers, state officers, alumni, and sponsors be commended for their dedication to developing leaders for the future by preparing students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences; and

*Whereas*, the FBLA-PBL theme of *Aspire* for the 2020-2021 school year celebrates the integral role this career and technical student organization provides to middle level, high school and collegiate students, and the opportunities for communities to embrace the motto *Service, Education, and Progress* in their daily lives by making connections between school and careers while understanding the realities of the contemporary business world;

*Therefore*, be it resolved that, I, Carolyn Stanford Taylor, State Superintendent of Public Instruction, do hereby proclaim the week of February 14-21, 2021, FBLA-PBL Week a time to honor those inspiring and preparing Wisconsin's next generation to be community-minded business leaders.

**FBLA-PBL Week**  
*"Aspire"*

February 14-21, 2021

# Renaissance Charter Academy Support, Growth Achievement



# Welcome to the Renaissance

Students at the Renaissance received personalized instruction and the support necessary to reach high levels of academic achievement and career planning. The Renaissance offers a wide variety of core academic and career based electives that align with state and national standards.

Our program is designed to support the social and emotional needs of students while providing a pathway that supports both graduation and future goals. We are a family of educators working to create innovative and relevant courses with equity and inclusion as the focal point of all that we do.

## Renaissance Staff

Program Coordinator  
Mr. Chris Silver  
[chris.silver@rfsd.k12.wi.us](mailto:chris.silver@rfsd.k12.wi.us)  
(715) 425-7687 ex. 2225

Teacher  
Ms. Tess Ender  
[tessa.ender@rfsd.k12.wi.us](mailto:tessa.ender@rfsd.k12.wi.us)

Teacher  
Ms. Jenny Jerry  
[jenny.jerry@rfsd.k12.wi.us](mailto:jenny.jerry@rfsd.k12.wi.us)

Teacher  
Mr. Kyle Stapleton  
[kyle.stapleton@rfsd.k12.wi.us](mailto:kyle.stapleton@rfsd.k12.wi.us)

Teacher  
Ms. Peggy Webb  
[peggy.skogen@rfsd.k12.wi.us](mailto:peggy.skogen@rfsd.k12.wi.us)

## Student Services

Guidance Counselor  
Ms. Molly Scanlon  
[molly.scanlon@rfsd.k12.wi.us](mailto:molly.scanlon@rfsd.k12.wi.us)

School Social Work  
Ms. Jacquie Graham  
[Jacqueline.graham@rfsd.k12.wi.us](mailto:Jacqueline.graham@rfsd.k12.wi.us)

Administrative Support  
Jill Dexhiemer  
[Jill.dexhiemer@rfsd.k12.wi.us](mailto:Jill.dexhiemer@rfsd.k12.wi.us)

## Renaissance Graduation Checklist

Student Name: \_\_\_\_\_ Grad Year: \_\_\_\_\_

Civics Test Date Passed: \_\_\_\_\_ Updated: \_\_\_\_\_

### English (4 credits) Done

Eng 9A \_\_\_\_\_ credits \_\_\_\_\_  
 Eng 9B \_\_\_\_\_ credits \_\_\_\_\_  
 Eng 10A \_\_\_\_\_ credits \_\_\_\_\_  
 Eng 10B \_\_\_\_\_ credits \_\_\_\_\_  
 Lit A \_\_\_\_\_ credits \_\_\_\_\_  
 Lit B \_\_\_\_\_ credits \_\_\_\_\_  
 Speech \_\_\_\_\_ credits \_\_\_\_\_  
 Elec \_\_\_\_\_ credits \_\_\_\_\_

### Science (3 credits) Done

Gen Sci I \_\_\_\_\_ credits \_\_\_\_\_  
 Gen Sci II \_\_\_\_\_ credits \_\_\_\_\_  
 Bio I \_\_\_\_\_ credits \_\_\_\_\_  
 Bio II \_\_\_\_\_ credits \_\_\_\_\_  
 Elec \_\_\_\_\_ credits \_\_\_\_\_  
 Elec \_\_\_\_\_ credits \_\_\_\_\_

### Global Citizen (1 credit) Done

\_\_\_\_\_ credits \_\_\_\_\_  
 \_\_\_\_\_ credits \_\_\_\_\_

### Careers (1 credit) Done

Ind. Liv \_\_\_\_\_ credits \_\_\_\_\_  
 Careers \_\_\_\_\_ credits \_\_\_\_\_

### Social Studies (3.5 credits) Done

Geo \_\_\_\_\_ credits \_\_\_\_\_  
 Civics \_\_\_\_\_ credits \_\_\_\_\_  
 World I \_\_\_\_\_ credits \_\_\_\_\_  
 World II \_\_\_\_\_ credits \_\_\_\_\_  
 Amer I \_\_\_\_\_ credits \_\_\_\_\_  
 Amer II \_\_\_\_\_ credits \_\_\_\_\_  
 Econ \_\_\_\_\_ credits \_\_\_\_\_

### Math (3 credits) Done

\_\_\_\_\_ credits \_\_\_\_\_  
 \_\_\_\_\_ credits \_\_\_\_\_

### Phy. Ed/Health (2 credits) Done

PE 9 \_\_\_\_\_ credits \_\_\_\_\_  
 PE 10 \_\_\_\_\_ credits \_\_\_\_\_  
 PE 11 \_\_\_\_\_ credits \_\_\_\_\_  
 Health \_\_\_\_\_ credits \_\_\_\_\_

### Technology (1.5 credits) Done

\_\_\_\_\_ credits \_\_\_\_\_  
 \_\_\_\_\_ credits \_\_\_\_\_  
 \_\_\_\_\_ credits \_\_\_\_\_

### Electives (11 credits) Done

\_\_\_\_\_ credits \_\_\_\_\_  
 \_\_\_\_\_ credits \_\_\_\_\_

## **College and Career Components**

- Digital Manufacturing Pathway
- CNC Lab and Equipment
- Transcribed Credit Courses offered in Business and Science
- Academic and Career Planning
- FAFSA Support
- University and Technical College Visits
- Youth Apprenticeship
- Work Based Experience
- Employability and Independent Living Skills
- Mock Interviews
- Job Shadowing
- College Application Assistance
- ACT Preparation

## **Equity and Inclusion**

- Themes are woven into every class at the renaissance
- Specific curriculum designed around equity
  - Social Justice
  - Race and Culture
- Close ties to families through parent nights, bi-weekly newsletter and frequent communication

## **Mastery of Content and Skills with Flexibility and Responsiveness**

- Project Based Learning
- WYN – What You Need, Reading Intervention and Support
- Alternative Assessment
- Portfolio Development
- Community Engagement

## **Celebrating Success**

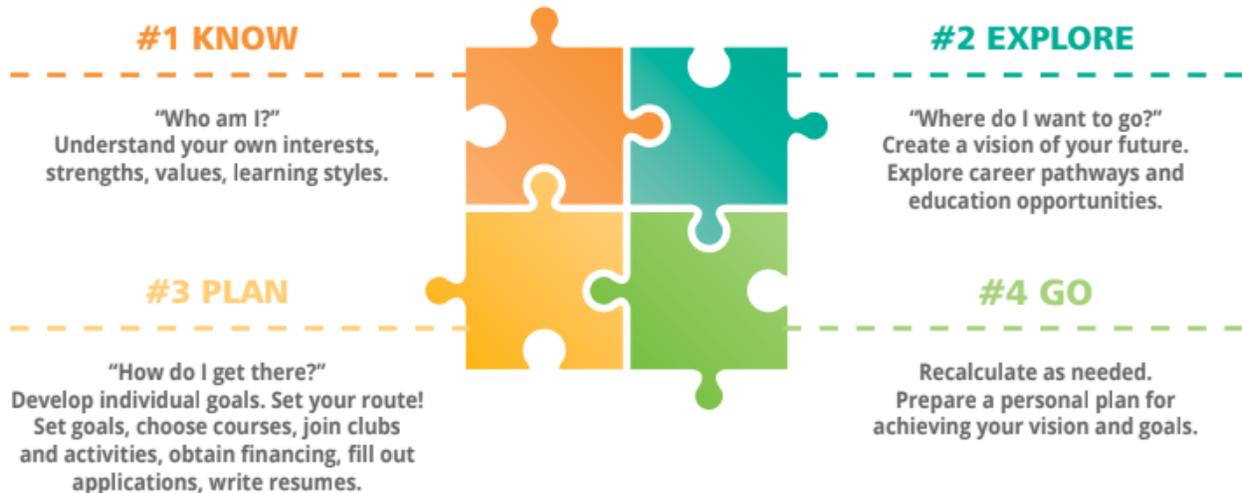
- End of the term celebrations
- Student of the Week
- Morning Meeting
- End of the year senior celebration

# Academic and Career Planning

The ACP model is based on the four components shown below.

Know-Explore-Plan-Go aligns Wisconsin ACP required components with research-based recommendations for incorporating career development throughout K12 for self-exploration, career exploration, and career planning and management.

## 4 Stages to Successful Academic and Career Planning for Students:



*ACP connects students to classrooms and communities*

6

All four components are integrated into our program through coursework, career guidance counseling, Career Cruising software, and worked based experience. The outcomes at each grade level include the following:

## Grade 9

- Identify career goals to research further
- Identify strengths, interests and learning styles based on Career Cruising assessments
- Identify and practice soft skills
- Identify adult mentors to support ACP planning

## Grade 10

- Update inventories and dig deeper into career research
- Review assessment results and how they might impact post-secondary planning
- Begin developing a resume
- Analyze high school transcript and compare to original goals
- Develop an understanding of work-based opportunities including work experience, apprenticeship, service learning, employability skills, and job shadowing

## Grade 11

- Set appropriate career-and college-ready goals with timelines that identify effective means for achieving those goals
- Review, analyze and interpret assessment results and how they might impact post-secondary planning (ASPIRE, ACT, Career Cruising)
- Evaluate post-secondary opportunities, participate in college or industry site visit
- Participate and reflect on a real-world experience within identified career focused area. This could include a job shadowing experience.
- Understand financial implications for alternative post-secondary options along with resources available (FAFSA, Student Loans, Grants, Scholarships)
- Update resume
- Examine work based opportunities including work experience, apprenticeship, service learning, employability skills, and job shadowing
- Begin to develop an employment/college portfolio

## Grade 12

- Set appropriate career-and college-ready goals with timelines that identify effective means for achieving those goals
- Continue to analyze financial implications for alternative post-secondary options along with resources available (FAFSA, Student Loans, Grants, Scholarships)
- Update resume and secure letters of recommendation
- Understand the high school transcript and submission process to colleges
- Continue to identify and practice soft skills/employability skills
- Consider participating in Work-Based Learning opportunities such as job shadow, service learning, Employability Skills, Work Experience, Co-op and Youth Apprenticeship
- Continue career research to make more informed career and post-secondary decisions
- Identify meaningful and supportive adult mentors to support ACP planning

# Post-Secondary Credit Opportunities

## Early College Credit Program

This program (formerly Youth Options) allows Wisconsin Public and private high school students to take on or more courses at an institution of higher education for high school and/or college credit.

## Start College Now

Allows WI public school students that have completed 10th grade to have the option to take courses at a technical college.

## Transcribed Credit

Transcribed courses are dual credit courses because students are earning technical college and high school credit. These courses are noted by the letters TC in the course catalog.

## CVTC High School Academies

High School Academies are a series of courses that lead into a degree program. Academies are designed to meet high school needs with broad goals of offering program exploration, a recognized industry credential or embedded technical diploma, or up to a full semester of an associate degree program. High School Academies can be offered at a CVTC campus or at the high school location. Academies may include any combination of transcribed credit. The Welding Academy leading to OSHA certification has been a popular option at the Renaissance.

# Work-Based Learning Opportunities

## Employability Skills (Required Course)

Learn the skills you need for every job! This course is designed to help students prepare for the work world by introducing basics of career paths, career research, building a work history, job search, job application, resume, employment interview, and employee evaluation as well as to acquaint them with the skills and work ethics employers seek in entry level employees. An employment portfolio will be developed containing materials which may be used as the student enters the job market. The course is a prerequisite for work-based learning.

## Work Experience

Put your skills to practice! This course is designed in coordination with the Wisconsin Employability Skills Certificate program. The intent of the program is to recognize a student's mastery of employability skills valued by employers, to help students explore career interests, and to provide a state credential of student mastery. Students will have coursework in addition to the workplace experience including weekly logs of work tasks and skills used.

## Youth Apprenticeship (YA)

The Youth Apprenticeship program is a rigorous one or two-year elective statewide program that combines academic and technical instruction with mentored, paid, on-the-job learning that makes a real world connection for students. Youth Apprentices work a minimum of 450 hours at their YA worksite each year of their program and take related high school or college classes to enhance their onsite experience. Students who participate will have the opportunity to apply for Registered Apprenticeship when available. The WI Department of Workforce Development (DWD) issues a certificate of Occupational Proficiency to student who successfully complete the program.

## Assessments

		Test	Time of Year	9th Grade	10th Grade	11th Grade	12th Grade
<b>ASSESSMENTS</b>	<b>STATE ASSESSMENTS</b>	<b>ACT ASPIRE</b>	<b>APRIL</b>	✓	✓		
		<b>ACT</b>	<b>LATE FEB/ MARCH</b>			✓	
		<b>FORWARD</b>	<b>EARLY APRIL</b>		✓		
	<b>OPTIONAL ONSITE</b>	<b>ACT WORKKEYS</b>	<b>MARCH</b>			✓	✓
		<b>ASVAB</b>	<b>NOV.</b>		✓	✓	✓
		<b>PSAT</b>	<b>OCT.</b>		✓		

### ACT Aspire

The ACT Aspire is part of the ACT suite of exams and maps learner progress from grades three through high school on a vertical scale, anchored in the scoring system of the ACT. There are five tests administered- reading, math, English, science and writing. The tests are administered electronically. Results share detailed information on areas for improvement and share a predicted ACT score.

### The Forward Exam

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards. Students receive a score based on their performance in each content area. Each score will fall in one of four levels: Advanced, Proficient, Basic, and Below Basic. In 10th grade, students take the Forward Social Studies exam.

### PSAT

Research shows that PSAT scores predict performance on specific AP exams more accurately than other traditionally used methods. The PSAT is a standardized test that provides first hand practice for the SAT. It offers juniors a chance to enter the National Merit scholarship programs and gain access to college and career planning tools. More information is available at [PSAT Information](#)

## **ACT**

All 11th grade students will have the opportunity to take the ACT Plus Writing and the ACT WorkKeys Assessment System as part of the Wisconsin comprehensive testing program. Each spring the ACT and the ACT WorkKeys will be scheduled during the school day and offered at no charge to juniors. Students may elect to have these scores sent to colleges of their choice for admission.

Students may decide to retake the ACT test at their own expense on one of the national ACT testing days. If taken more than once, colleges will accept the best score when determining admission and scholarships.

## **ASVAB**

The Armed Services Vocational Aptitude Battery (ASVAB) measures one's knowledge and ability in 4 areas. It is not an IQ test, but the ASVAB does help the military assess which jobs you are best suited to perform. The assessment is not limited to those interested in the military and is offered as another resource to assess one's aptitude and the relationship of skills levels to those needed in industry areas. The ASVAB assessment is available in fall of each school year.

# **Method Test Prep**

Method Test Prep is an online ACT/ SAT prep resource provided for all students. It contains twenty weeks' worth of lessons in the ACT testing areas of math, English, a variety of resources related to the ACT and SAT and two full length exams. Students can self-select lessons and create content quizzes as well as learn pacing skills with timed assessments. This resource is located on each student's Xello Homepage in the Resources section. It is strongly recommended that students work through the lessons and take time to review resources and the full length exams. For more information on Method Test Prep, please review the video found at: [Method Test Prep Information](#)