School District of Holmen
Academic and Career Plan

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Board Approval

Committee Members

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Last Presented to School Board: August 24, 2026

Developed by (see PI26.03.(1)):

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School District of Holmen

Academic and Career Plan

The School District of Holmen is required by the Wisconsin Department of Public Instruction to have a five-year ACP Plan. 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.

Academic and Career Plan Coordinator

➢ **Co-coordinator of the district ACP program:**

- Executive Director of Instructional Services and Director of Safety and Student Services

➢ **Job description of the coordinators:**

- Create a college-going and career readiness culture
- Leverage relationships with local business and community leaders
- Coordinate family engagement opportunities with school leaders
- Ensure that all secondary students (grade 6-12) have the means, opportunity, and preparation to succeed in postsecondary education ranging from two or four year colleges, apprenticeships, certification programs, military, etc to be successful in the workplace.

District Education for Employment & Academic and Career Goals

District Vision: Educating every student to achieve global success

E4E & ACP Mission: Empower ALL students to travel the road TO adulthood through education and training for careers.

E4E & ACP Vision: Reimagining K-12 education to equip students with meaningful and supportive adult relationships and the ability to adapt to opportunities and challenges on their personalized journeys to successful lives.

➢ **Community Profile**

PI 26.03 (1) An education for employment long range plan shall be developed by the board….The plan shall include all of the following: (a) An analysis of local, regional and state labor market needs and the education and training requirements for occupations which will fill those needs. The District's E4E Plan displays these components.

➢ **The goals and objectives that have been established as priorities in implementing an E4E and ACP program:**

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.

Know: Students will develop self-awareness and financial knowledge.

- Self-Awareness
    - Middle School Students
        - Interpret inventory results and an articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences.
        - Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.
        - Revisit and revise personal, academic and career planning SMART goals information at least annually, to facilitate their transition to new schools and/or programs.
    - High School Students
        - Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age- appropriate inventories then link them to selection of careers.
        - Identify evidence as expressed in activities, experiences and success that related to the information identified in the age- appropriate inventories.
        - Applies their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP.
        - Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.
        - Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.
- Financial Knowledge
    - Middle School Students
        - Create a mock budget for using income from a career of interest that addresses cost of living.
    - High School Students
        - Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of

financial choices.
        - Summarize how financial concepts relate to personal goals and vision for the future.

Explore: The students will identify, explore, and interpret different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.

- Career Exploration
    - Middle School Students
        - Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.
        - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
        - Describe how careers of interest relate to their assessment information and interests.
        - Make connections between skills acquired in and out of school and how they apply to careers of interest
        - Engage in a variety of extracurricular activities.
    - High School Students
        - Take age-appropriate inventories and assessments for career exploration and reflect on the results
        - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
        - Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.
        - Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
        - Engage in job shadowing, informational interviewing, part- time work, and other career exploration.
- World of Work & Labor Market
    - Middle School Students
        - Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.
        - Identify and exhibit positive social skills consistent with employability.
        - Participate in a service learning or volunteer activity.

- High School Students
  - Learn which different "soft skills" are needed for different pathways, and which are most crucial.
  - Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.
  - Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers.
  - Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals.
  - Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills..
  - Explore postsecondary opportunities for gaining technical skills, such as apprenticeships and certifications.
  - Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.
- Post-Secondary Education & Training Options
  - Middle School Students
    - Understand how middle school course-taking can affect high school options.
    - Create a tentative 4 Year Plan using Xello after receiving in-depth instruction on all the many options they have through HHS. Have a sample plan for freshman year of high school
    - Know general pre-requisites for multiple postsecondary education & training options
  - High School Students
    - Access multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid
    - Identify and compare multiple and different types of postsecondary options related to their career clusters, pathways and careers of interest.
    - Document at least two career pathway routes to achieve the same personal ACP goals.
    - Research multiple different postsecondary options against personal criteria for selection by attending post-secondary visit days, speaking with admissions officers, interviewing students or other staff/faculty, utilizing online career and post-secondary sites and their comparison search engines.

- Evaluate postsecondary options with parents and supportive adults.

Plan: Throughout their Middle School and High School experience, students will learn the process of creating and revising a comprehensive Academic and Career Plan. They will implement their plan, and adjust periodically.

- Planning Skills
    - Middle School Students
        - Connect self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities.
        - Understand the role of personal choices in creating opportunities and barriers.
    - High School Students
        - Identify and seek out ongoing learning experiences both in and out of school to support ACP goals.
        - Understand how and why to maintain personal networks.
        - Identify existing personal and financial resources needed to succeed in their plan.
        - Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.
        - Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.
- The Plan - Middle School
    - Include updated and current information including: assessments and career connections based on work values, personality type, learning styles, career cluster inventory, description of past and present interests as they relate to the selection of careers, personal strengths, career interests, 2-3 career clusters of interest and their respective pathways.
    - Students, teachers, counselors, and families have access to ACP information.
    - Use plan as tool to consider choices, plan high school course selection and transition to high school and beyond.
- The Plan - High School
    - Include updated and current information including: courses taken, updated assessments, career and postsecondary research, personality type, learning styles, work values, and description of past and present interests as they relate to the selection of career and other postsecondary plans.
    - Include current short- and long- term academic, personal, and career goals.

        - Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.
        - Include information on relevant extracurricular, volunteer, and leadership activities and awards.
        - Include letters of recommendation from teachers and community members.
        - Students, teachers, counselors, and families have access to ACP information.
        - Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals.
        - Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, , and requirements for entrance into careers of interest.

Go: Students will review and update their academic and career plan at least quarterly to make progress each year toward their career goals.

- Execution of Plan
    - Middle School Students
        - Participate in two or more ACP, career-related activities.
        - Lead a student-parent-teacher conference
    - High School Students
        - Participate in multiple ACP, career-related activities.
        - Access ACP services regularly to learn more about career interests.
        - Lead a student-parent-teacher conference
        - Seek out new opportunities to better define career or postsecondary options.
- Plan Review & Revision
    - Middle School Students
        - Explore different career options within career clusters of interest, areas of strengths and interest.
        - Update plan regularly with academic and career-related activities
        - Add information to plan as researched.
    - High School Students
        - Review and revise academic, career, and personal goals at least monthly to incorporate new insights from the Academic and Career Planning Process.
        - Update plan regularly with academic and career-related activities
        - Seek out, and document activities completed in pursuit of goals.

- ACP Conferencing
    - Middle School Students
        - Meet at least yearly with supportive adults/mentors to explore options and plan for opportunities to meet goals.
        - Seek out and lead conversations periodically throughout the year to discuss evolving exploration information.
    - High School Students
        - Actively update, revise and refine goals, plans, and options at least monthly on own and/or with supportive adults/mentors.
        - Present progress against previous goals and plans for next steps in an annual review.
        - Increase progress reviews as graduation nears.
        - Continuously evaluate opportunities as they pertain to current goals for knowing, exploring, and planning for post high school plans.
        - Identify, document and seek out activities as desired to complete plan
- Transitions
    - Middle School Students
        - Attend high school and/or postsecondary information events
        - HMS staff provide in-depth instruction on the variety of options students have at HHS
    - High School Students
        - Leverage their experience, knowledge, and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest.
        - Complete the FAFSA and know where to access other financial aid and scholarship information.
        - Understand the value of persistence, practicality, and patience in gaining admission/employment.
        - Use personal or school networks to gather leads, connections, and letters of recommendation

The incremental steps toward sustaining the goals of the plan:

KNOW (Middle School/High School):
Goal: Identify and explore personal strengths and needs related to academic and career goals.

- Self-awareness:
    - Explain how the students' goals fit with their personal skills and attributes, current activities, and postsecondary plan after utilizing personal inventories.
- Financial Knowledge:

- Summarize how financial concepts relate to personal goals and vision for the future.

EXPLORE (Middle School):
Goal: Identify and explore different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.

- **Self/Career Exploration:**
  - Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.
  - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
  - Describe how careers of interest relate to their assessment information and interests.
  - Make connections between skills acquired in and out of school and how they apply to careers of interest
  - Engage in a variety of extracurricular activities.

EXPLORE (High School):
Goal: Review/Refine different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.

- Self/Career Exploration:
  - Take age-appropriate inventories and assessments for career exploration and reflect on the results
  - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
  - Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.
  - Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
  - Engage in job shadowing, informational interviewing, part-time work, and other career exploration.

PLAN:
Goal: Throughout their Middle School and High School experience, students will learn the process of creating and revising a comprehensive Academic and Career Plan. They will implement their plan, and adjust periodically.

Middle School

- Planning Skills
    - Create a personalized plan to transition to high school and postsecondary options, understanding the role of personal choices in creating opportunities and barriers
    - Use plan as tool to consider choices, plan high school course selection and transition to high school and beyond.
    - Students, teachers, counselors, and families have access to ACP information

High School

- Planning Skills
    - Identify and seek out ongoing learning experiences both in and out of school to support ACP goals.
    - Understand how and why to maintain personal networks.
    - Identify existing personal and financial resources needed to succeed in their plan.
    - Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.
    - Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.
    - Include current short- and longterm academic, personal, and career goals.
    - Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.
    - Include information on relevant extracurricular, volunteer, and leadership activities and awards.
    - Include letters of recommendation from teachers and community members.
    - Students, teachers, counselors, and families have access to ACP information.
    - Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals.
    - Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, and requirements for entrance into careers of interest.
    - Students, teachers, counselors, and families have access to ACP information

GO (Middle School/High School):
Goal: Students will review and update their academic and career plan at least quarterly to make progress each year toward their career goals.

- Review and update plan at least annually quarterly
- Review and update sequence of courses
- Review and update personal goals
- Review and update career goals
- Conference with a supportive adult/mentor