



EAGLE PRIDE

WHITLEY COUNTY
CONSOLIDATED SCHOOLS

MASTER PLAN
2023

Table of CONTENTS

	Letter from the Superintendent.....	3
	Executive Summary.....	4
	Introduction.....	8
	The Journey.....	16
	WCCS Schools/Eagle Pride.....	26
	Implementation Structure.....	42
	Assessment.....	155
		
		

Letter from the Superintendent

September 28, 2023

Dear Members of the Ford Next Generation Learning Committee,

On behalf of Whitley County Consolidated Schools, I am delighted to reach out to you and present our district's master plan, which highlights our commitment to Small Town Values and World Class Results.

At WCCS, we firmly believe in the power of instilling strong core values while providing our students with educational excellence that rivals the best in the world. As such, our motto of Small Town Values, World Class Results truly embodies our approach to education and serves as the push behind our desire to partner with Ford Next Generation Learning. We prioritize character development and a sense of community alongside high academic expectations. We understand that students are not just future professionals, but also future leaders who will guide our society towards a brighter future.

Providing students numerous, timely workplace experiences and deep opportunities to build upon their interests throughout their K-12 school career is a cornerstone of our district's success. The heart of this success lies in the continued development of robust community partnerships. With over 300 ongoing alliances that span various sectors, including local businesses, non-profit organizations, higher education institutions, and government agencies, we have fostered collaborations which enable our students to experience real-world learning through their work in the career and interest themed high school academies.

The work with Ford NGL gave us the time to expand and deepen our community relationships while involving over one hundred business and community leaders; WCCS staff, students, and parents; and post-secondary partners. We detailed our strategic vision; revisited and revised our Portrait of a Graduate; and ultimately, generated the Eagle Pride platform. We believe that our vision and ongoing work aligns well with the goals of your respected organization and we anticipate greater benefits for our students and community from our continued collaboration.


In pushing forward with our Academies of Columbia City, our students will benefit from small learning communities; project-based learning experiences; academies centered around college and career exploration; intentional career-connected study trips, internships, and capstone courses; renewed options for student choice and voice.

We are grateful to all who participated in this journey and to everyone who will join us in the years to come. By working together, we can amplify our impact and empower the next generation of leaders to achieve their highest potential.

Sincerely,

Dr. Laura McDermott

Executive Summary



“What do you want to be when you grow up?” Children are asked this question from an early age. It can be exciting to dream big and imagine many possibilities for the future. As children get older, this question can bring along with it levels of pressure and insecurity. Before young adults can be expected to make such decisions, we must provide them with abundant opportunities to explore where their interests lie, investigate future options, and equip them with the skills necessary to guide their own path. By working together with our community, we can provide support to help coach students through this process. We want our students to graduate high school with a plan, equipped for post-secondary success.

In the Spring of 2022, Whitley County Consolidated Schools (WCCS) joined a consortium of seven Indiana school districts and, with the support of the Central Indiana Education Service Center (CEISC) and the Indiana Department of Education, began the journey along the Ford NGL Roadmap.



Guided by our dedicated Ford NGL coaching team and the leadership team from CEISC, we have navigated the beginning phases of the Ford NGL framework. This work has allowed us to continue and enhance our WCCS focus on strong academic programs, a community-wide focus on professional employability skills, and career exploration. Together we convened a team of over 100 business and community leaders, post-secondary partners, students, parents, and educators to help guide the enhancement of our schools to better prepare students for the ever-changing, rapidly advancing world of tomorrow.

This work directly aligns with the Indiana Graduates Prepared to Succeed (GPS) characteristics:

- Academic Mastery
- Career and Postsecondary Readiness: Credentials & Experiences
- Communication and Collaboration
- Work Ethic
- Civic, Financial and Digital Literacy.

As we prepare Indiana graduates to succeed, our goal is for WCCS graduates to leave our schools with the knowledge, skills, and abilities to pursue the postsecondary opportunity of their choosing, whether that be employment, enrollment in continuing education, or enlistment leading to service. The Indiana GPS states,

“As the global economy changes and technology advances, we must work together to ensure every student develops knowledge and skills throughout the K-12 years and forges connections to college and career pathways so they are prepared for life beyond high school.”

Working through the Ford NGL framework has positioned WCCS to do exactly this. Our work has led us to recognize and acknowledge the amazing experiences available to our students, and also allowed us to expand and create new opportunities aligned to our regional workforce.

While our direct work with Ford NGL coaches began in 2022, our study and implementation of Ford NGL principles began over 6 years ago. Through site visits, academic research, and community collaboration we have incorporated many experiences and structures into our schools. Officially working together with Ford NGL coaches has allowed us to re-examine many aspects of our system and make adjustments and improvements where necessary, striving to create the necessary vertical alignment. This master planning process has reinvigorated our community as well as our students, teachers, staff, administrators, school board, and parents to work together and collaborate time, talents, and resources to create opportunities that are equitable for all students. Culminating from this work is the creation of **Eagle PRIDE**.

Eagle PRIDE encompasses the Indiana GPS characteristics in guiding learners that are ambitious, connected, knowledgeable, and prepared.

Eagle PRIDE is rooted in creating opportunities for an engaged and prosperous future for all. This master plan is a collaborative, living document that will serve as an implementation guide to our **Eagle PRIDE** platform.



Led by our coaches from Ford NGL, our initial “Exploration Phase” began in November of 2022. This work continued over the next several months as our stakeholders moved through the “Envision” and “Planning” phases of the Roadmap. During our master planning sessions, 4 tactic teams collaborated to develop written plans for their specific tactic including strategies, action steps, timelines, responsibilities, and deliverables.

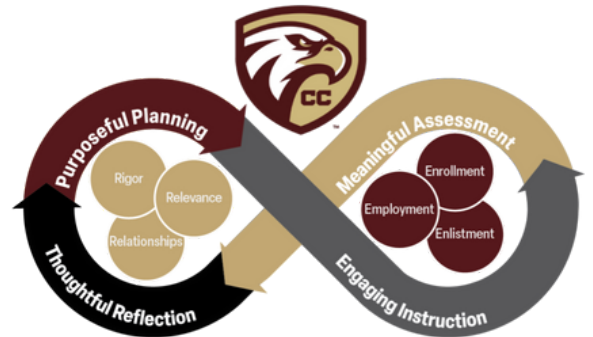
This master planning work has created a continuum of Essential Experiences for our students K-12 which reinforce our dedication to strong academics, as well as intentional connections to career exploration opportunities. We have reinvigorated the PRIDE work ethic program K-12, culminating in the Governor’s Work Ethic Certificate upon graduation. With the 2024-2025 school year we will be launching a badging and micro credentialing program K-12 built around the PRIDE work ethic framework and Indiana Employability Standards.



Career exploration experiences K-8 will lead to intentional academy selection prior to transitioning to the Academies of Columbia City High School. Academies at CCHS will be restructured beginning with the 2024-2025 school year, to best fit our community and to allow purity with core academy teachers.

The Academies of CCHS will include:

- Service Academy
- Innovation Academy
- Eagle Tech Academy



Creating these small learning communities is key to academy success. Academies allow us to organize teams of teachers, counselors, administrators, industry partners, and postsecondary institutions around smaller groups of students with similar interests and ambitions for life after graduation.

Our academies will incorporate best practices, including shared academy planning time for teachers; workforce aligned, intentionally integrated industry and post-secondary partnerships; dedicated Freshman Academies centered around college and career exploration; and globalized classes that remain available to students across all academies. High school students will continue to have access to career pathways that will afford them opportunities to participate in job shadows, intentional career-connected study trips, work-based learning internships, and capstone courses. Students will also continue to have opportunities to earn industry-recognized certifications and college dual credits in related coursework.

As a community and as a district, we know there is always work to do and enhancements to make as we prepare our students for post-secondary success. **Eagle PRIDE** provides an opportunity to do just that, and this Master Plan is our commitment to a continuous cycle of improvement as we work to equip our students with the lessons, relationships, and experiences they need to find success in a future of their choosing.

Introduction

Whitley County Consolidated Schools is located in Columbia City, Indiana, the county seat of Whitley County. Columbia City is a small community in northeast Indiana, covering an area of 5.21 square miles. Located in the heart of Northeastern Indiana, Whitley County is situated between the orthopedic capital of the world Warsaw, and the second-largest city in the state of Fort Wayne.



As of 2023, Columbia City's population is 10,064 with a growing rate of 0.37% annually. The population of Columbia City has increased by 1.12% since the most recent census of 9,953 which was recorded in 2020. Whitley County has a population of 34,461 with a growth rate of 0.26% in the past year according to census data. The county's growth rate has been consistent for the past 10 years.

Whitley County Consolidated Schools are comprised of 4 elementary schools, incorporating a developmental preschool and a Montessori program, 1 middle school, and 1 high school, including a New Tech Academy and an alternative program for students in grades 6-12. Our schools are committed to providing nearly 3,700 students with an exemplary education aimed at equipping every student with the instruction, resources, and support needed to achieve their goals in life.



Our Whitley County Consolidated School district has something for everyone, including world-class academics, competitive, character-building athletic teams, award winning arts programs, real-world work experiences with community partners, and countless clubs and activities for students in elementary through high school.

2022-2023 WCCS Enrollment and Indicators

Indicator	District
Total Number of Students	3,538
Number of Schools	6
Number of High School Students	1,082
Number of Middle School Students	868
Number of Pre-K-5th grade Students	1,588
Asian	0.5%
Black	0.7%
Hispanic	4.5%
Multi-Racial	3.2%
Native American	0.4%
White/Caucasian	90.6%

Students in Whitley County are surrounded by a community of caring adults, invested in providing opportunities for our leaders of tomorrow. As the vision of the Whitley County Comprehensive Plan states,



“With careful planning, strong partnerships, and cooperation, residents of Whitley County will enjoy a high quality of life with local employment opportunities, a strong and advanced agricultural industry, rural character, and environmental assets.”

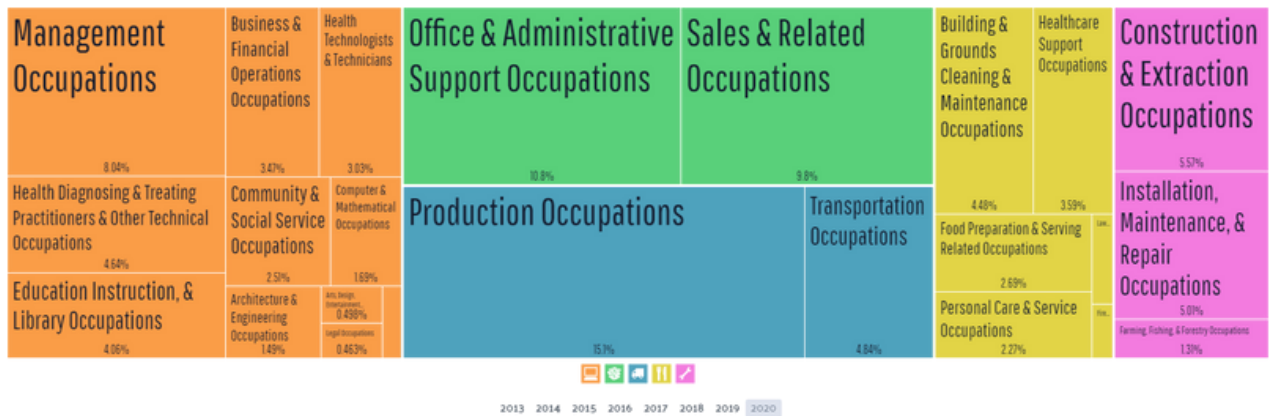
Whitley County Consolidated Schools and the Whitley County Community understand the importance of having students graduate from our schools prepared to be the next generation of entrepreneurs, business leaders, educators, government officials, and responsible citizens. Working toward these goals, intentional partnerships and collaborative structures will serve as the foundation for our **Eagle PRIDE** work, where students will engage in work that is rigorous, relevant, and based on relationships with our community.

As Columbia City, Whitley County, and Northeast Indiana continue a period of tremendous growth and transformation, WCCS commits to working alongside our partners to empower all students to reach their potential through equitable and relevant community-connected experiences. According to a recent Target Industry Study completed by the Northeast Regional Partnership and Greater Fort Wayne, Inc., the current target industries in Northeast Indiana are as follows:

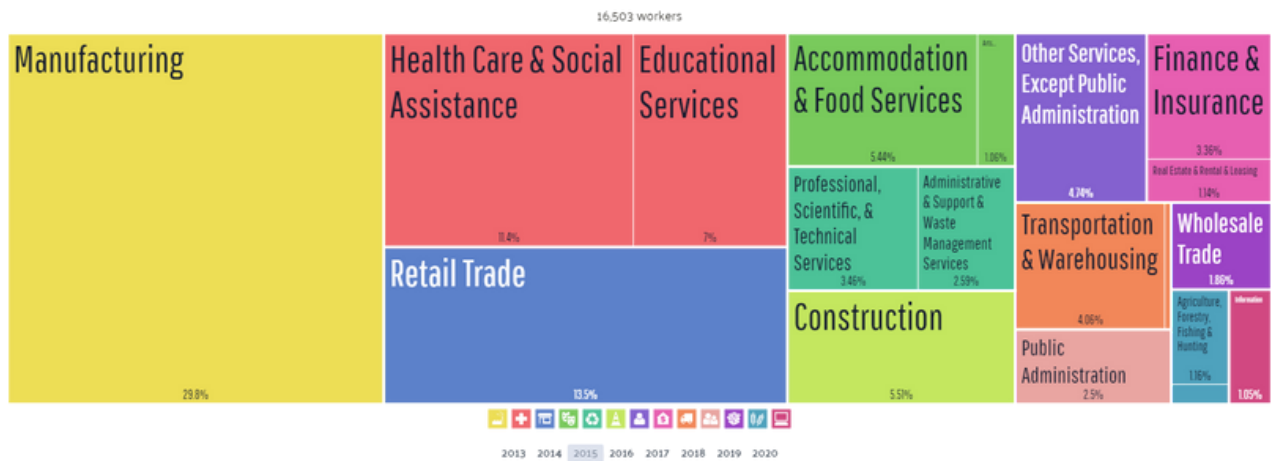


The most recent [Target Industry Study](#) for Northeast Indiana from 2016.

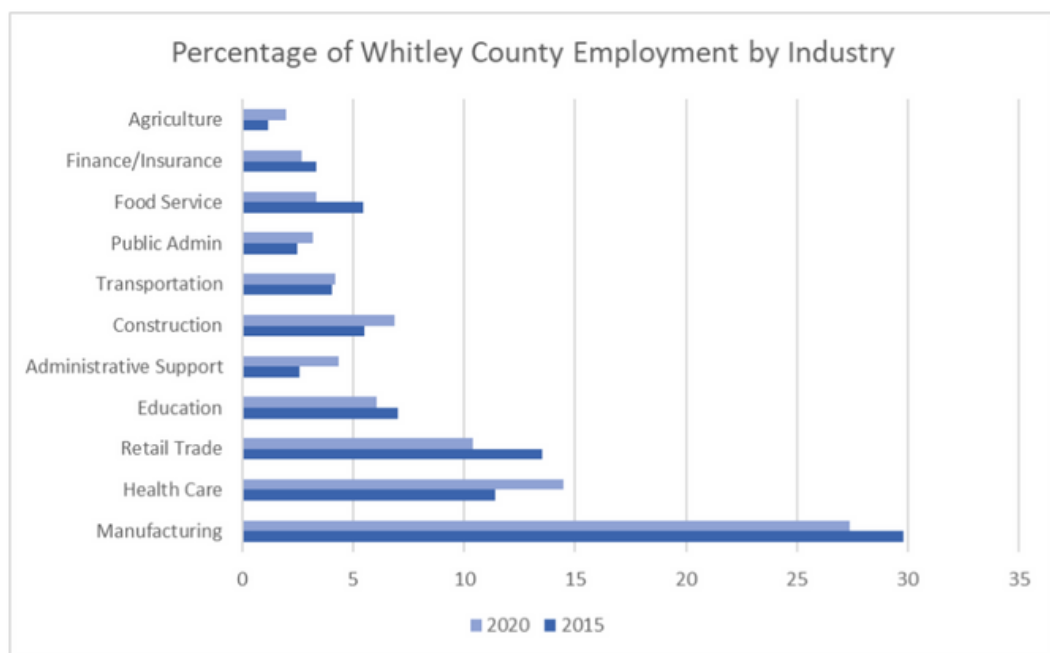
According to data from [US Census Bureau](#) and the [Bureau of Labor Statistics](#), 2020 employment data for Whitley County reflected the following career paths:



When evaluating this data according to Employer industries, the data shows:



Changes from 2015 to 2020 in Whitley County Employment percentages are reflected below:



According to the Northeast Regional Partnership, we can look at both the largest jobs by occupation and the top industries by job to gain a better understanding of the current climate of the county workforce.

The graph on the previous page shows the greatest increase in Whitley County in the industries of Health Care, Construction, Administrative Support, and Agriculture. Enhancements to our local CTE program offerings reflect these increases, with recent additions including:

- Precision Agriculture
- Heavy Equipment/Civil Construction
- Certified Clinical Medical Assistant

In addition to expanding these pathways, we have also expanded for our greatest industry of Manufacturing through the creation of a Precision Machining pathway.

The academies and pathways for Columbia City High School are created and expanded factoring in data and trends in our local and regional labor markets.

Data provided from the Whitley Economic Development Corporation, in partnership with the Indiana Department of Workforce lists the average annual wage and employment by industry for 2020 as follows:

Whitley County Average Annual Wage and Employment by Industry, 2020			
Industry	Avg. Annual Wage	Employment	% Employment
Total	\$46,133	12,748	
Agriculture	\$25,822	94	0.7%
Construction	\$54,647	587	4.6%
Manufacturing	\$58,588	5,328	41.8%
Transportation & Warehousing	\$55,430	57	0.4%
Information	\$37,539	108	0.8%
Financial Activities	\$57,198	202	1.6%
Professional & Business Services	\$43,870	194	1.5%
Educational Services	\$38,049	803	6.3%
Healthcare & Social Services	\$34,453	992	7.8%
Other Services	\$25,377	509	4%

2021 Whitley County Major Employers	
Company	Major Product
Steel Dynamics	Structural Steel
C&A Tool Engineering, INC.	Tool and Die
80/20	T-slotted Aluminum Frames
Ultra-USSI	Sonobuoys for the Military
Lear Corporation	Motor Vehicle Parts Manufacturing
BRC Rubber Group	Rubber Product Manufacturing
Micropulse	Medical Devices for Cardiovascular & Orthopedic Applications
Parkview Whitley	General Medical & Surgical Hospital
SKF Reelcraft	Reels
Warner Electric	Safety Devices for Lawn Equipment

*Data provided by [Whitley County Economic Development Corporation](#)

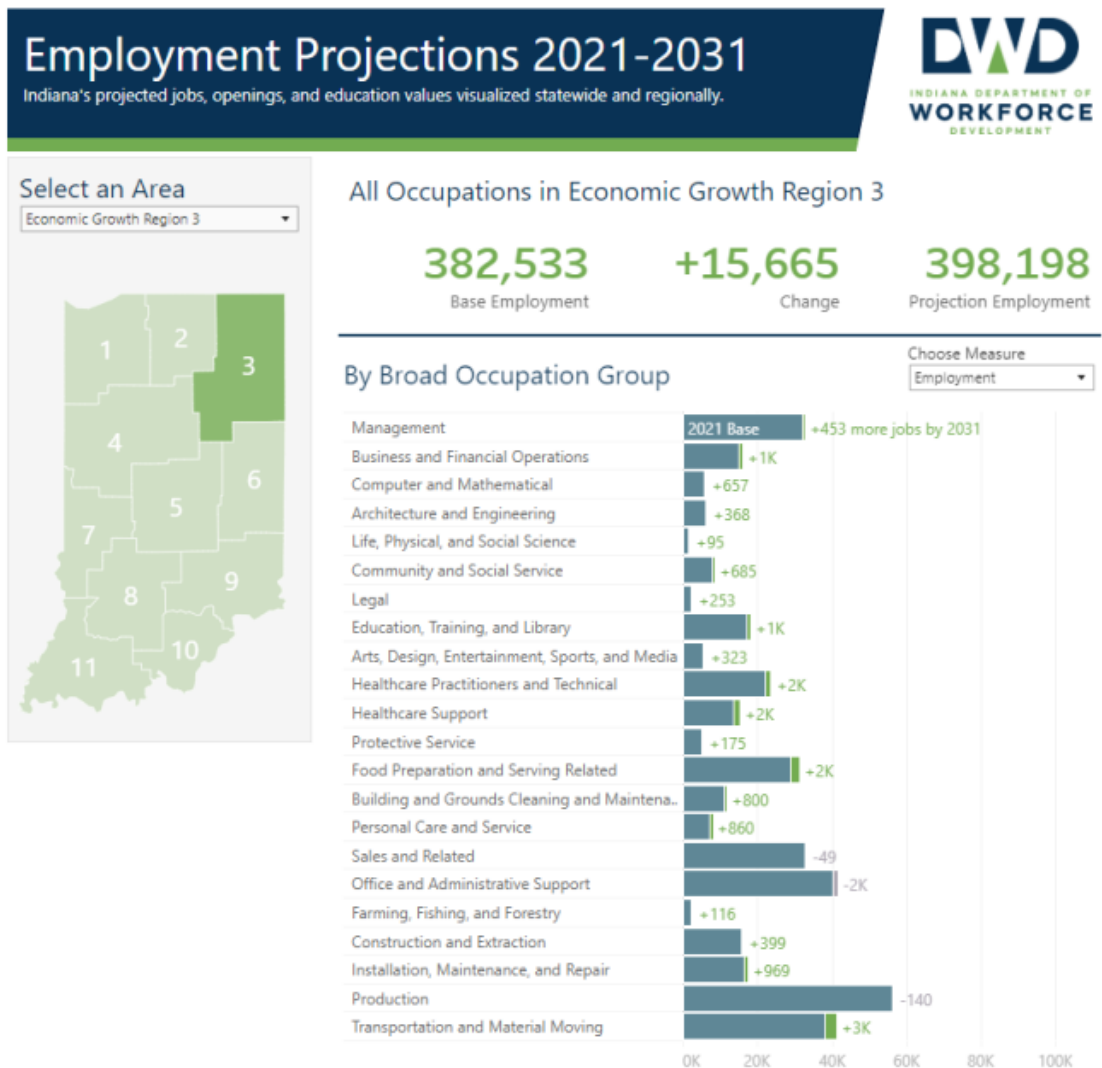
One look at our county’s employment data reveals the unique range of opportunities available right here in our own community. It also provides us with insight into the future workforce needs.

The Indiana Department of Workforce Development’s [INDemand](#) jobs database provides valuable insight into what occupations are considered high-demand and high-wage based on future growth projections. The following occupations are considered “HotJobs” for Whitley County with the highest ranking of 5 flames:

- Accountants and Auditors
- Electricians
- Financial Managers
- General and Operations Managers
- Health Specialties Teachers, Postsecondary
- Health Technologists and Technicians
- Industrial Engineers
- Management Analysts
- Market Research Analysts and Marketing Specialists
- Medical and Health Service Managers
- Medical Assistants
- Medical Dosimetrists
- Medical Records Specialists
- Nurse Practitioners
- Physical Therapists
- Registered Nurses
- Sales Representatives

In evaluating regional employment data, we can better tailor our educational opportunities to fit the needs of our community and surrounding communities and determine where potential partnerships can be built. According to the Target Study completed by the Northeast Regional Partnership, overall our region has added 31,129 jobs over a 5-year period. Strongest gains were registered within manufacturing, healthcare, accommodation and food services, and retail trade. The growth within our regional counties was 1.5 times that of the nation at 13 percent. Nearly 60% of jobs created were in manufacturing. This data shows the increased needs within our community, and provides opportunities for our schools to partner with the community to build the workforce of tomorrow.

The Department of Workforce Development has also created employment projections for our economic region across various industries between 2020-2030.



It is clear that this data is in alignment with local projections, which in turn guides our partnerships for educational opportunities. As these shifts in workforce needs transpire, WCCS is committed to working with our business and industry partners, post-secondary institutions, and our community as a whole to ensure students are prepared to meet the needs of our community.

In order to provide necessary training and support for specific careers, we rely on post-secondary partners for dual credit and credentialing opportunities. Columbia City High School currently offers dual credit affiliated with the following Universities:



Additional post-secondary institutions in our area include:

Major Educational Institutions

Name	Type	City
Purdue University Fort Wayne	Four-year	Fort Wayne
Ivy Tech - Northeast	Two-year	Fort Wayne
Concordia Theological Seminary	Independent	Fort Wayne
Huntington University	Independent	Huntington
Indiana Institute of Technology	Independent	Fort Wayne
Indiana Wesleyan University	Independent	Marion
Manchester University	Independent	North Manchester
Taylor University	Independent	Upland
Trine University	Independent	Angola
University of Saint Francis - Fort Wayne	Independent	Fort Wayne

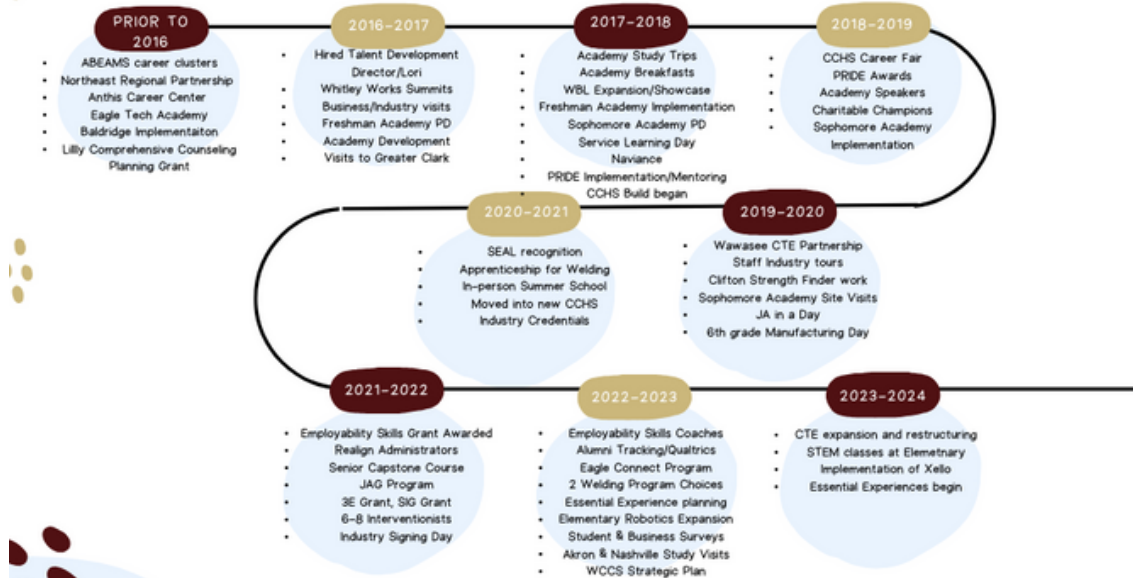
Source: Indiana Commission for Higher Education

The JOURNEY


In the fall of 2022, Whitley County Consolidated Schools officially began working with Ford Next Generation Learning (Ford NGL) to explore how the work underway at WCCS could formally be aligned and enhanced through the Ford NGL Model for Community-Connected Learning. For more than 6 years previously, teams from WCCS had been learning from other Ford NGL communities and schools through site visits, academic research, and collaboration. To understand how we came to request official affiliation with Ford NGL, it is important to see how far we have come.

WCCS IMPLEMENTATION TIMELINE

Rooted in creating opportunities for an engaged and prosperous future for all



After visiting Ford NGL schools throughout our area and completing our own academic research, implementation of a Freshman Academy began with the **2016-2017** school year through professional development opportunities. Career academy development also began during that school year. The following school year, **2017-2018**, brought implementation of the Freshman Academy at CCHS, and planning for a sophomore academy. That was a big year for WCCS, as we also started the construction project for our new CCHS, built specifically for the academy model.




Additional career exploration opportunities were introduced for students at CCHS, including academy study trips, a service learning day, and implementation of the Naviance program. This year was also the beginning of our Academy partnership breakfast meetings with our community and business leaders. These events allow us to build additional student opportunities, and continue each quarter. For all students, K-12, the PRIDE program was implemented. This work ethic based platform was integrated into all schools, and culminates in the Governor's Work Ethic Certificate at the 12th grade.

The **2018-2019** school year added an opportunity for students to learn from the CCHS Career fair. We also added experiences for Academy guest speakers, a result of our ongoing Academy partnership meetings. The PRIDE program was expanded K-12 to include awards and incentives for work ethic qualities. At Indian Springs Middle School, a large project-based learning unit called "Charitable Champions" was started with local nonprofits in our community. At CCHS, the Sophomore Academy was implemented, creating a smaller learning community for our 10th grade students.

During the **2019-2020** school year, WCCS joined the Wawasee CTE Pathway Partnership, allowing additional CTE opportunities for our 11/12 students. WCCS staff members were able to participate in industry tours to get better connected with community partners. The Sophomore Academy was expanded to include additional tailored career exploration activities, leading to the planned career academies for grades 11/12. Also this year our involvement with Junior Achievement increased, as well as an addition of Manufacturing Day tours for our sixth grade students.

The **2020-2021** school year was a celebration year, as CCHS received State Earn and Learn (SEAL) Certifications for six of our career pathway programs. Our partnership with Local 166 Plumbers & Steamfitters allowed us to create a pre-apprenticeship program for our welding students. Moving into our new building allowed us to begin academy implementation for our 11/12, however due to the pandemic this was at an extremely basic level. Our students also benefited from additional industry credentials associated with many of our CTE programs, such as advanced manufacturing, EMT, Fire & Rescue, CNA, and welding.



2021-2022 was the year of grants for WCCS. We were fortunate to apply for and receive three major grants that could continue our work. Having a sense of direction, and re-energized to continue the work, we were able to pursue opportunities to continue to grow. This was also the school year when we held our first Industry Signing Day, celebrating students who were committing to employment after high school. We also added the JAG program which helps students acquire a solid foundation of employability skills.

The **2022-2023** school year was the implementation year for these grants. The Employability Skills Innovation and Implementation grant from the state of Indiana allowed us to assemble a team of teachers, “Employability Skills Coaches,” to begin creating a continuum of essential career exploration experiences for our WCCS students, grades K-12. These coaches also worked to reinvigorate and expand the PRIDE Work Ethic program to include accessibility for all to earn badges/credentials. We began a system of alumni tracking to help collect data from WCCS graduates to continue further intentional development. This was the year we officially began our journey on the Ford NGL Roadmap.

It was our time to officially work to become part of the network through our involvement in the Indiana Career Collaborative. In November of 2022, the exploration visit and survey conducted by the Ford NGL team assessed the community and district’s readiness and willingness to transform our schools, utilizing Ford NGL’s three strands of:

- Transforming Teaching & Learning
- Transforming the Culture, Systems & Structures of School
- Transforming Partnerships between Schools and the Community

This Explore visit provided us with valuable information to help guide the district through the Ford NGL Roadmap that leads us to transformation.

Key findings and recommendations were published in the Ford NGL Phase 1 Explore Report in November 2022 included:



STRENGTHS OF WCCS
<ul style="list-style-type: none"> • Enthusiastic and visionary District and School Leadership dedicated to meeting the needs of their students and committed to finding creative and innovative ways to provide students with learning opportunities needed for overall success • District Strategic Plan goals support alignment and demonstrate commitment to Ford NGL model • Opportunities for students to be both academically and career ready upon graduation with Career and Technical Education as a priority • WCCS School Board is committed and steadfast in their support of the administration and their efforts to create a transformational approach to the educational experience • School culture is inclusive, inviting and a positive environment with many opportunities outside of academic classes for students engagement • Community embraces the schools and is vested in a partnership preparing students for life after high school • Teachers understand the need for change and preparation required for their role • Teachers help foster a positive culture and strong relationships with students • Students have many options for Advanced Placement courses, dual credit, dual enrollment, and industry certifications • High School facility design is focused on implementing a wall to wall academy model • Great desire and commitment from business and community partners to help students understand opportunities and have authentic learning experiences
CHALLENGES FACING WCCS
<ul style="list-style-type: none"> • Current number of academies is challenging in order to achieve the benefits of the structure, impacting purity of the academy for both students and teachers • Coursework culminating in certifications may cause exclusion of students with disabilities or diverse learning profiles • School experiences are not available for ALL students. Not all students pursue a course sequence that has a career focus • School structure with main campus and Eagle Tech courses separate leads to exclusion of some students • Lack of college and career readiness plan K-12. Need for more options K-8 • Need for professional development to lead transformation with fidelity • Lack of formal structure to provide students K-12 with community-connected learning opportunities • Need for additional community resources to support social and emotional learning for students.
RECOMMENDATIONS FOR WCCS
<ul style="list-style-type: none"> • Design a process to analyze and make adjustments to current academy structure for optimal environment • Develop a plan for students with disabilities and diverse learning profiles to be successful in career pathway courses • Provide professional development to non-traditional teaching staff in the area of diverse learners and accommodations • Assess systems and structures to assure every student has the support needed to be successful in the learning environment of their choice to provide opportunities for ALL students • Align courses and high school structure to allow equal resources between academies • Create a vertically aligned College and Career Readiness plan K-12 • Develop a professional development plan to incorporate career-development activities into their curriculum without sacrificing current requirements and to implement wall-to-wall academies • Review existing business partner engagement with the schools in a K-12 asset map, utilizing the Ford NGL Powerful Partnership Model • Complete an asset map of community resources to support social and emotional development, and appoint a single point of contact for such community organizations to coordinate resources

Ford Next Generation Learning Framework

Ford Next Generation Learning is an international network of communities, all dedicated to transforming schools, districts, cities, and communities. This is accomplished by leveraging a collaborative, community-driven approach to transforming schools with the intent of increasing prosperity, strengthening talent pipelines, increasing equity, and authentically preparing young people for colleges, careers, lifelong learning, and leadership.

The Ford NGL Framework consists of three distinct, but interconnected strands designed to mobilize educators, employers, and community leaders to transform schools. Implemented in tandem, these three strands—**transforming teaching and learning; transforming the culture, systems, and structures of schools; and transforming partnerships between schools and communities**—serve as the foundation upon which the Ford NGL change model is built.

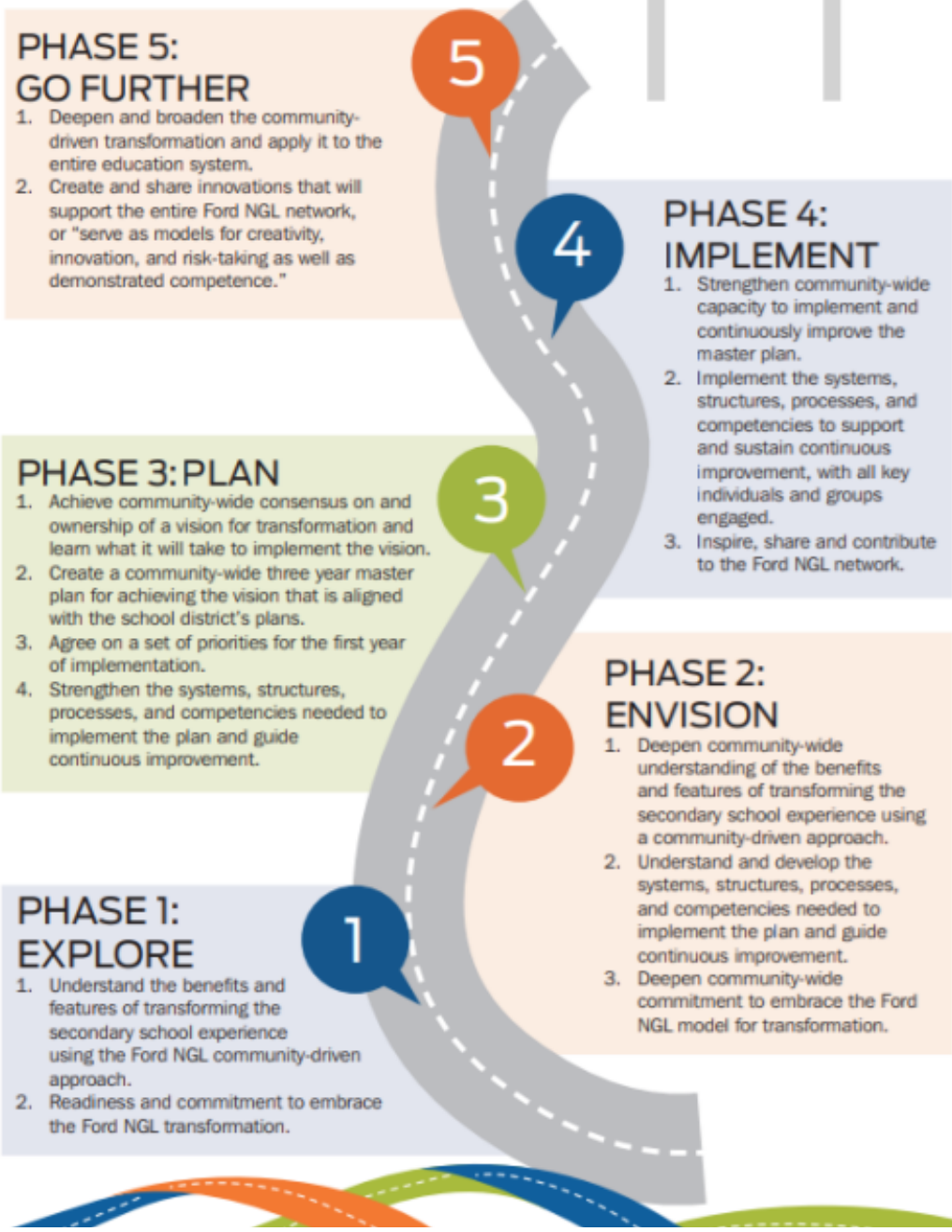


Leveraging each of these strands, the Ford NGL Roadmap is a critical tool that guides communities through the process of envisioning, planning for, and implementing change.



Ford NGL Roadmap

The Ford NGL ongoing journey consists of five phases:



4

Implementation Team

Established to guide the Whitley County community through this transformation process, the “Implementation Team” consisted of representatives from Whitley County Consolidated Schools, the Whitley Collaborative. Together this team convened our Envision and Master Planning sessions under the guidance of our Ford NGL coaching team, including Kimberly Fifer and Terri Jackley. Our initial implementation team consisted of the following members:

Name	Title
Dr. Laura McDermott	Superintendent
Lori Heuer	Talent Development Director
Jennifer Reiff	Director of Innovation & Technology (CTE)
Braden Mullett	Principal, Columbia City High School
Kelly Renier	Director, Eagle Tech Academy
Wesley Mullett	Principal, Indian Springs Middle School
Lori Shipman *Community Convenor	WCCS Collaborative

Master Planning Process

Between November 2022 and February 2023, the Implementation Team gathered over 100 business and community leaders, post-secondary institutions, parents, students and educators across the WCCS district to begin the first steps of the transformation process. This work was intended to continue the world class education for all WCCS K-12 students while also equipping them with the necessary skills in preparation for the needs of our area workforce, community, and ever-changing world. Our schedule for the first 3 phases of the Ford NGL Roadmap is below:

Session	Date	Location
Explore Visits	November 14-17, 2022	WCCS schools
Visioning: Portrait of a Graduate Work	December 13, 2022	Marshall Community Building
Master Planning 1	December 13, 2022	Marshall Community Building
Master Planning 2	January 23, 2023	Marshall Community Building
Master Planning 3	February 15, 2023	Marshall Community Building

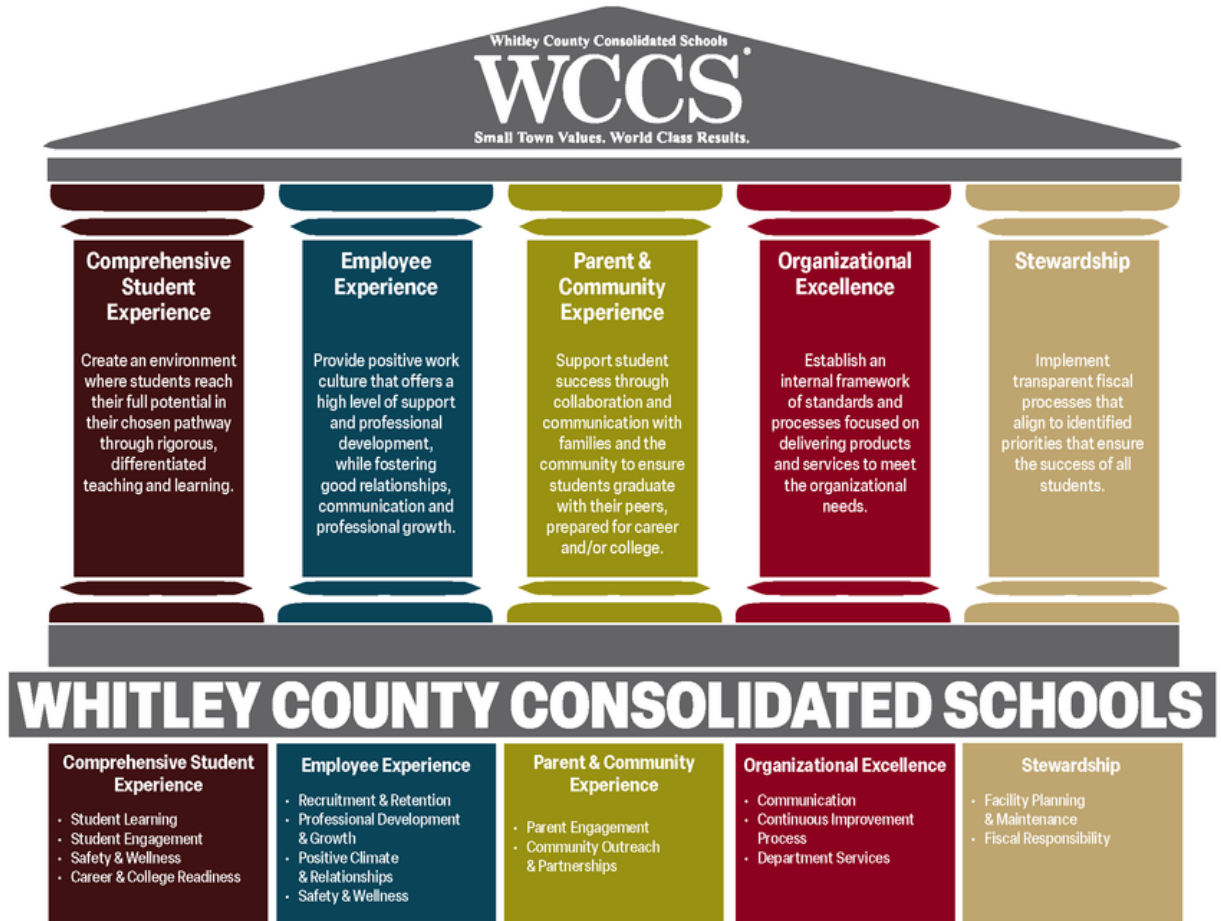
Tactical Teams

During our first master planning session, our Ford NGL coaches introduced participants to the four tactical teams that our transformational work would be focused around. Each of these tactical teams were co-chaired by a Whitley County Consolidated Schools representative, as well as a community partner representative. Over one-hundred participants were introduced to the different teams by their co-chairs, and were asked to select the tactic team to join where they could make meaningful contributions.

These four tactical teams met over the course of the following two master planning sessions to create and draft a plan to implement the work required of their chosen tactic. Each of these tactics focused on a specific aspect of the K-12 transformational process. Tactics and their co-chairs are listed in the table below:

	Tactical Team	WCCS Co-Chair(s)	Community Co-Chair
1	Experiential Teaching and Student Learning <ul style="list-style-type: none"> • 1.2 Work-based Learning • 1.3 Learning and work pathways • 1.4 Credit opportunities • 2.4 Systems and structures to support experiential learning • 3.3 Align workforce demand and district programs 	Lori Heuer , <i>Talent Development Director</i> Jennifer Reiff , <i>Director of Innovation & Technology</i>	Dale Buuck , <i>Whitley County Economic Development Corporation</i>
2	School Structures and Culture <ul style="list-style-type: none"> • 1.1 Career-focused academics • 1.5 Student voice and leadership • 2.1 Teacher teams • 2.2 Professional development • 2.5 Supportive policies and practices 	Brady Mullett , <i>CCHS Principal</i> Kelly Renier , <i>Eagle Tech Director</i>	Lisa Smith , <i>Ivy Tech Community College</i>
3	Governance Structures and Shared Accountability <ul style="list-style-type: none"> • 2.6 Data systems • 3.1 Governance systems and structures • 3.4 Shared ownership and accountability 	Laura McDermott , <i>Superintendent</i> Dave Smith , <i>WCCS School Board President</i>	Shawn Ellis , <i>Mission 25 Executive Director</i>
4	Communications, Community Outreach and Family Engagement <ul style="list-style-type: none"> • 2.3 Family Engagement • 3.2 Community Learning Resources • 3.5 Communications and Marketing 	Wes Mullett , <i>ISMS Principal</i> Kennedy Saggars , <i>WCCS Communications Director</i>	September McConnell , <i>Whitley County Community Foundation</i>

Once our tactical teams met and began their planning, it was critical that we linked this work to our District Strategic Plan to show how this work directly aligns with the pillars of our district plan.



The work of our tactical teams directly aligns under the pillars and corresponds to the following Strategic Plan Action Steps:

Tactic #1 aligns to Comprehensive Student Experience

- 1.1 Work-Based Learning
- 1.3 Learning & Work Pathways
- 1.4 Credit Opportunities
- 2.4 Systems & Structures to support WBL
- 3.3 Align workforce demand & District programs

Tactic #2 aligns to Student Experience and Employee Experience

- 1.1 Career-Focused Academies
- 1.5 Student Voice and Leadership
- 2.1 Teacher Teams
- 2.2 Professional Development
- 2.5 Supportive Policies & Practices

Tactic #3 aligns to Organizational Excellence

- 2.6 Data Systems
- 3.1 Governance Systems & Structures
- 3.4 Shared Ownership & Accountability

Tactic #4 aligns to Parent & Community Experience

- 2.3 Family Engagement
- 3.2 Community Learning Resources
- 3.5 Communication & Marketing

Our teams then took a deeper dive into this alignment and outlined specific tasks and action steps that would accomplish our goals:

- Comprehensive Student Experience: Create an environment where students reach their full potential in their chosen pathway through rigorous, differentiated teaching and learning
 - Develop appropriate K-12 Career Development program that provides appropriate training and tools
 - Elementary level: Develop a continuum of career awareness experiences for each and every students aligned to high school academy options
 - Middle School/High School levels: Develop a continuum of career exploration experiences for each and every student that are rich in service learning and aligned to high school career academy/pathway options
 - Continue to monitor CTE programs to ensure match based on community/region/state job markets, student interest, and state requirements for graduation
- Parent & Community Engagement: Support student success through collaboration and communication with families and the community to ensure students graduate with their peers, prepared for career and/or college.
 - Develop a plan for family engagement around career exploration that is aligned with the K-12 district plan. Ensure common language and branding is utilized.
 - Academy events to educate all stakeholders
 - Establish advisory board for each CCHS academy
 - Develop a plan for recognizing and celebrating community partnerships

Eagle PRIDE

Eagle PRIDE is the collective name for the K-12 Community Connected Learning for students in Whitley County Consolidated Schools, including career exploration K-12 and career-focused academies in grades 9-12.

This includes emphasizing employability skills as we guide students to navigate community-connected experiences in career awareness and career exploration in order to help them make educated decisions about their own future.

To begin our work along the Ford NGL Roadmap, one of the first tasks of our Ford NGL community convening was to create our “Why” statement. This provided WCCS with an opportunity to work together with students, staff, teachers, building administrators, district administrators, WCCS School Board members, business and community partners, and parents to explore our purpose for this work. The collective group went through several exercises to narrow the focus and capture the main ideas.



Our Why: **“Rooted in creating opportunities for an engaged and prosperous future for all”**

Our next task was creating our “North Star” or our Portrait of a Graduate to guide our further work. Again the group collaborated to determine the characteristics that each WCCS student should obtain at the elementary, middle school, and high school levels. Over 100 members gathered to engage in critical conversations focused on these specific areas, determining what qualities we deemed as essential to our students. The four characteristics which rose to to the top for all WCCS students were:

- Ambitious
- Connected
- Knowledgeable
- Prepared



Our first draft of our Portrait of a Graduate depicted a tree, growing from a sapling to a mature tree, symbolizing the growth of our students through elementary, middle, and high school. When this draft was presented to our students, questions were raised. They wanted to know what a tree had to do with WCCS. “We are the Eagles!” This feedback caused us to reconsider our graphic layout, and led us to our updated version, with the eagle image.

Whitley County Consolidated Schools educates all students to high standards, enabling them to become productive, responsible citizens. The next six pages reflect the printed visuals that represent our message to internal and external stakeholders to communicate the skills and attributes deemed essential for our students at all levels: Elementary Learner, Middle School Learner, and High School Graduate.



EAGLE PRIDE

WCCS Portrait of an Elementary School Learner



AMBITIOUS



CONNECTED



KNOWLEDGEABLE



PREPARED



ROOTED IN CREATING OPPORTUNITIES
for an engaged and prosperous future for all



WCCS ELEMENTARY SCHOOL PORTRAIT OF A LEARNER



AMBITIOUS

- ▶ Listens to understand
- ▶ Expresses new ideas
- ▶ Uses class time to focus on given task/activity independently following instruction
- ▶ Completes assignments and tasks on time



CONNECTED

- ▶ Recognizes feelings and the impact on others
- ▶ Treat people right. Do the right thing.
- ▶ Gets along with adults and peers
- ▶ Shows kindness and respect to all
- ▶ Be a contributing member of a team
- ▶ Helps other in classroom and community



KNOWLEDGEABLE

- ▶ Engages in learning
- ▶ Use time management skills to complete tasks
- ▶ Performs personal best to master grade level standards
- ▶ Uses technology appropriately
- ▶ Learn how to problem solve



PREPARED

- ▶ Explores careers in their families and community
- ▶ Participates in essential career exploration activities
- ▶ Shows leadership in the classroom and school
- ▶ Perseveres through challenges
- ▶ Students practice flexibility and willingness to change plans
- ▶ Asks questions to learn
- ▶ Displays work ethic through perseverance, respectfulness, initiative, dependability and efficiency (P.R.I.D.E.)
- ▶ Understand post high school opportunities

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EAGLE PRIDE

WCCS Portrait of a Middle School Learner



AMBITIOUS

CONNECTED



KNOWLEDGEABLE




PREPARED



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INDIAN SPRINGS MIDDLE SCHOOL PORTRAIT OF A LEARNER



AMBITIOUS

- ▶ Listen to Understand
- ▶ Expresses new ideas and considers ideas of others
- ▶ Independently manages a schedule and prioritizes tasks
- ▶ Develops a high standard for attendance, behavior and grades



CONNECTED

- ▶ Manages emotions effectively and productively in the classroom/school.
- ▶ Shows independence in making choices and how actions affect others
- ▶ Builds positive relationships with adults and peers
- ▶ Understands the impact of their choices on others
- ▶ Contribute as a member of a team and respect the value of others
- ▶ Understand and acknowledge the needs of others in the school and community



KNOWLEDGEABLE

- ▶ Focuses on learning to improve problem solving, personal growth, and high level thinking
- ▶ Learns to manage a schedule and prioritize tasks
- ▶ Performs personal best to master grade level standards
- ▶ Uses technology appropriately and in responsible ways
- ▶ Applies problem solving strategies to challenging concepts



PREPARED

- ▶ Explores careers with community partners
- ▶ Participates in essential career exploration activities
- ▶ Shows leadership in the classroom, school, and community
- ▶ Perseveres through challenges
- ▶ Students demonstrate flexibility and willingness to adapt
- ▶ Makes connections between subject areas and school/community issues /challenges
- ▶ Displays work ethic through perseverance, respectfulness, initiative, dependability and efficiency (P.R.I.D.E.)
- ▶ Explores post secondary opportunities: Enrollment, Enlistment, Employment

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EAGLE PRIDE

WCCS Portrait of a High School Graduate



AMBITIOUS




CONNECTED




KNOWLEDGEABLE



PREPARED


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COLUMBIA CITY HIGH SCHOOL PORTRAIT OF A GRADUATE



AMBITIOUS

- ▶ Seeks to understand and communicate ideas through verbal, written, visual, and digital formats
- ▶ Generates and presents new ideas for creative problem solving while respecting the input of others
- ▶ Demonstrates independence for multi-tasking and effective task management
- ▶ Uses high standards to exemplify attendance, discipline, and task completion both in school and the community



CONNECTED

- ▶ Manages emotions and understands how they affect relationships in school and beyond the classroom
- ▶ Takes responsibility for actions and keeps commitments
- ▶ Models healthy relationships in school and community
- ▶ Exhibits trustworthiness and dependability
- ▶ Contributes skills and abilities to teamwork situations while respecting the contributions of others
- ▶ Recognize the needs of others and provide assistance



KNOWLEDGEABLE


- ▶ Focuses on personal growth and globally-minded learning
- ▶ Applies skills to complete tasks, multi-task and adhere to time management
- ▶ Performs personal best to master grade level standards
- ▶ Understands the evolving role of technology in industry and society
- ▶ Use problem solving strategies to overcome challenges and obstacles



PREPARED

- ▶ Engages in career preparation opportunities to build professional skills
- ▶ Participates in essential career exploration activities
- ▶ Demonstrates leadership in school, work, and community settings
- ▶ Perseveres through challenges
- ▶ Students understand the need to be flexible and can create alternate plans
- ▶ Engages in learning that requires application of classroom knowledge to solve today's and tomorrow's challenges
- ▶ Displays work ethic through perseverance, respectfulness, initiative, dependability and efficiency (P.R.I.D.E.)
- ▶ Aligns post-secondary plans: Enrollment, Enlistment, Employment

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Eagle PRIDE at all of our schools includes career exploration through Essential Experiences, as well as intentional work ethic and employability skills instruction through the PRIDE program and the Xello program.

These experiences follow the Ford NGL Framework:

1. **Elementary** – Increase high quality career AWARENESS
Continuum of guaranteed and viable experiences that (help students become AWARE of careers)
 - i. Partner with a business from the creation through the end of the experience
 - ii. Create career awareness by titles of job
 - iii. Business and careers chosen by the direct correlation to the curriculum in that grade
 - iv. Help students understand what the role does (with a hands-on activity)
 - v. How I could hold that job one day if I like it.
 - vi. Begin instilling the POG skills, attributes and knowledge by teaching, modeling and practicing (transferable skills)

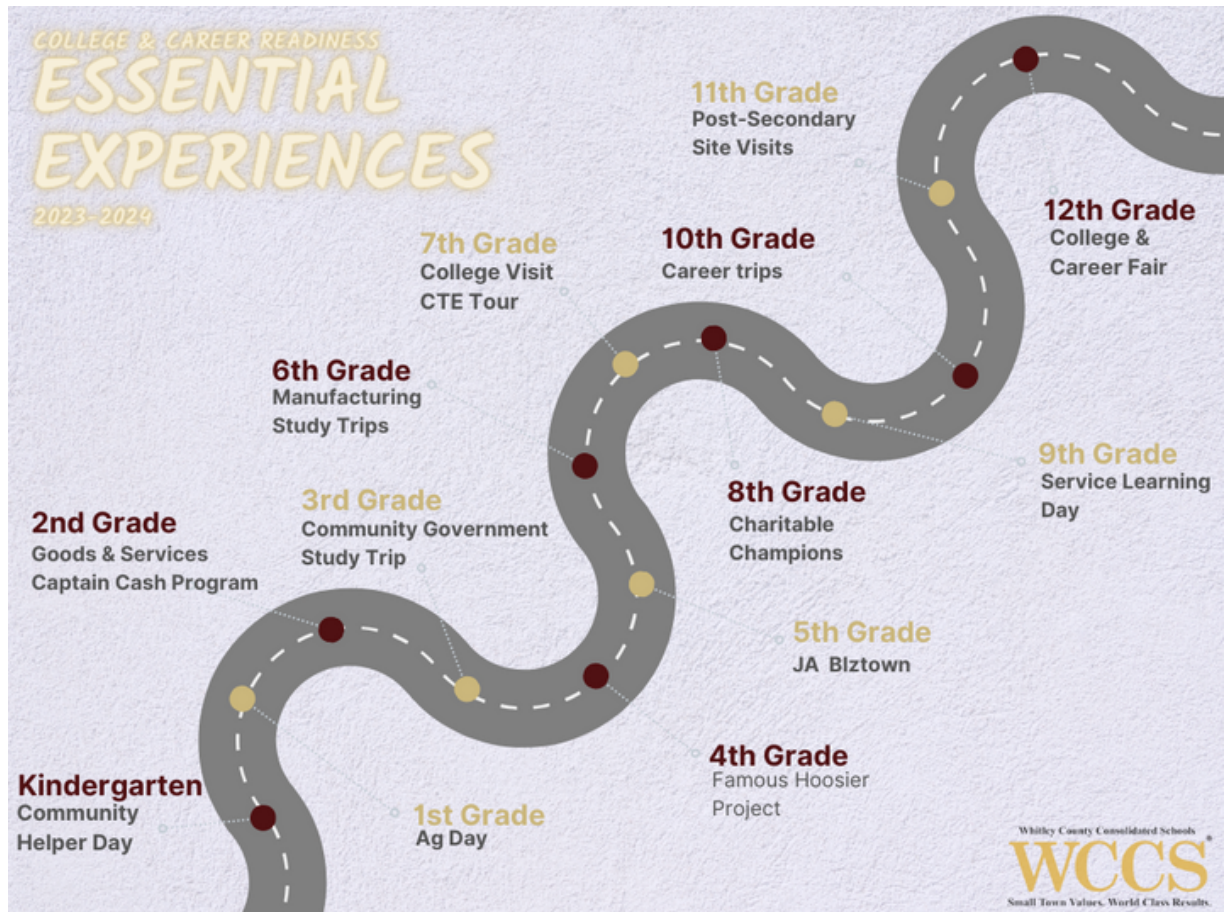
2. **Middle School** – Increase high quality career EXPLORATION
Continuum of guaranteed and viable experiences that (help students EXPLORE careers through not-for-profits by using their POG skills and attributes to give back to their community)
 - i. Partner with a not-for-profit from the creation through the end of the experience
 - ii. Understand the importance of giving back to the community
 - iii. Practicing their POG skills and attributes through service-learning experiences,
 - iv. Expand their understanding of careers through service-learning, and how I could earn that role in the future if I like it.

3. **High School** – Increase high quality career EXPERIENCES
Continuum of guaranteed and viable experiences in grades 9 and 10 that culminate with work-based learning, capstones, and apprenticeships during grades 11 and 12.
 - i. Partner with for-profit industry partners to build PBL's, serve as academy advisory members, and provide experiences outside the school.
 - ii. Continue practicing and applying their POG skills, attributes, and knowledge in career experiences both inside and outside the classroom. (transferable skills)

Elementary I learned about careers. Middle School I participate in applying POG skills by giving back to the community through service learning in career fields that are offered at the high school. In High School I learn how I can make money at the careers of interest to me through coursework, project-based learning, and external experiences designed to lead me to my next step after high school.

Our Employability Skills Coaches worked over the summer of 2023 to outline and prepare Essential Experiences for all of our students, K-12. Each Essential Experience will have an artifact documented in our students' Xello portfolios.

The Essential Experiences for the 2023-2024 school year are illustrated below:



In creating these experiences, our coaches created experience outlines. These outlines present details of the experience as well as linking to Indiana Employability standards.

- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)
- [Seventh Grade](#)
- [Eighth Grade](#)
- [Ninth Grade](#)
- [Tenth Grade](#)
- [Eleventh Grade](#)
- [Twelfth Grade](#)

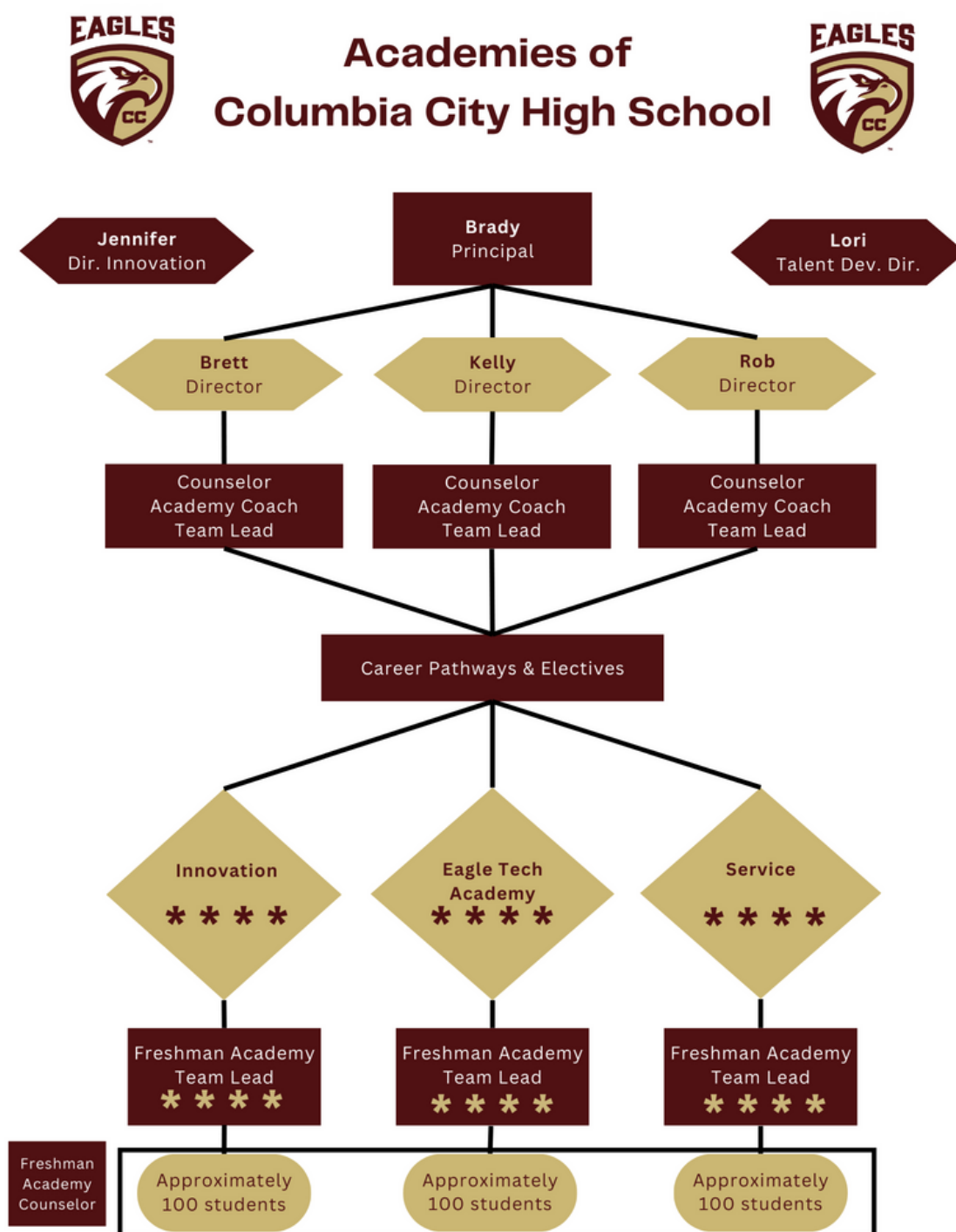
Eagle PRIDE at Columbia City High School includes career exploration, intentional work-ethic and employability skills focus in addition to 9-12 career focused academies. Students enrolled in these academies can expect to participate in Freshman Academy during their 9th grade year, which will lead directly to an academy of their choosing for their 10th through 12th grade years.

Students enrolled in Columbia City High School can expect to be supported by a consistent and dedicated, student-focused team of academy educators comprised of core content and academy content teachers as well as an academy director, school counselor and an academy coach. Every student enrolled in Columbia City High School will also have access to global, non-academy classes and a myriad of traditional extracurricular activities, including sports, clubs, and service organizations.

Students enrolled in the academies at Columbia City High School will be part of a learning environment serving 250-500 students and utilizes nine key characteristics as defined by Ford Next Generation Learning.

Characteristic	Description
Wall-to-Wall Commitment	Academies are not a niche experience relegated to a select group of students; every student is enrolled in an academy of their choosing.
Dedicated, Academy-Specific Teams	Dedicated Academy Teams consist of an academy-specific principal and counselor, academy-specific core content teachers (math, science, social studies, English) in addition to academy content teachers (CTE, pathway, etc.) Rather than serving specific grade bands of students, academy teachers, principals, and counselors are able to build relationships with students that span multiple years.
Co-Located Classrooms	Geographically clustering academies within the building fosters a sense of community among students and teachers. Student concerns and needs are less likely to go unnoticed when students and teachers are regularly inhabiting the same space within the building.
Shared Academy Plan Time	Academy teachers share a regular plan time to discuss student concerns and opportunities for collaboration, and to plan integrated, academy-specific lessons.
Teaching Through the Lens	Core content classes teach discipline-specific curriculum in accordance with state standards while also incorporating the thematic lens of their specific academies into lessons when relevant, thereby making material relatable and engaging to student interests.
Freshman Academy	All 9th graders are enrolled in a yearlong Freshman Academy dedicated to early college and career exposure.
Industry and Community Engagement	Industry and community partners are intentionally engaged in academies to provide meaningful industry experiences to students.
Global Classes	Critical classes such as fine arts, world languages, and some Advanced Placement are "globalized" to assure that students across various academies have access to the crucial coursework.
Robust Extracurriculars	Students have access to sports, clubs, and other enriching and engaging extracurricular programs.

The structure of The Academies of Columbia City High School will include 3 academies: Service, Innovation, and Eagle Tech (New Tech) Academy. Each 10-12 academy will have an affiliated Freshman Academy. These academies will be led by an administrator serving as Academy Director. These directors will oversee the academy, led by an Academy Counselor, Academy Instructional Coach, and Academy Teacher Team Lead. The overall structure will be under the leadership of the Columbia City High School Principal, with support from the Talent Development Director and the Director of Innovation & Technology (CTE). This structure is illustrated below:



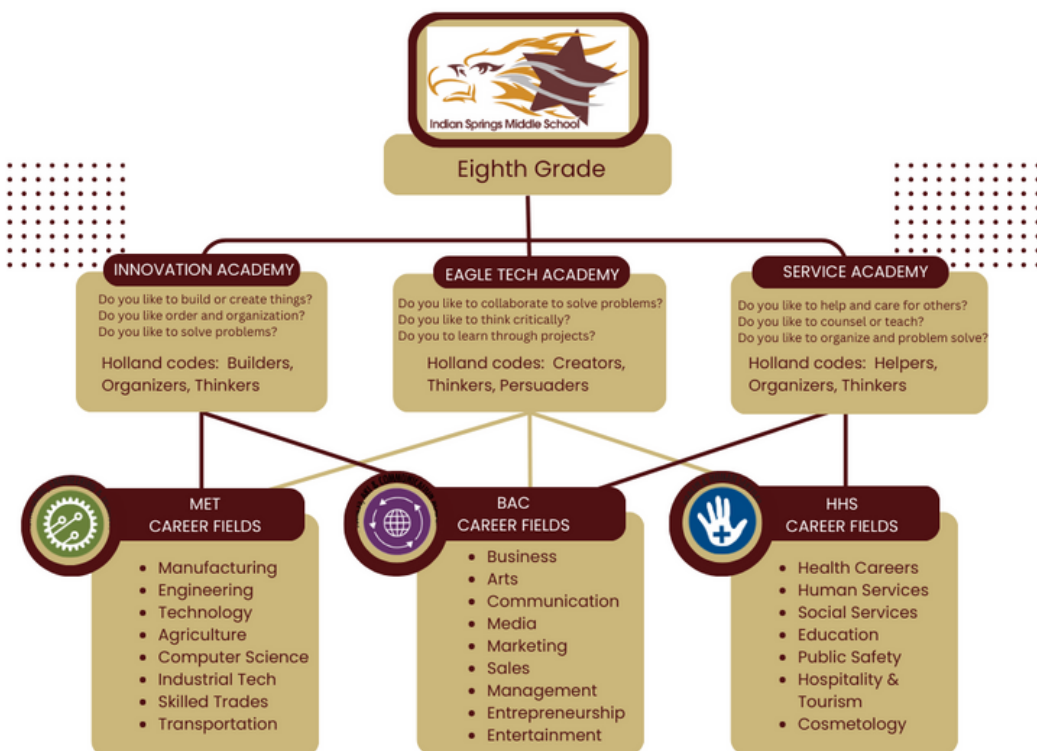
Experiences during elementary and middle school will guide students to choose their best fit for experiences at Columbia City High School. The graphic below illustrates guiding questions that can help students make essential decisions at the end of 8th, 9th, 10th, and 11th grades.

EAGLE PRIDE

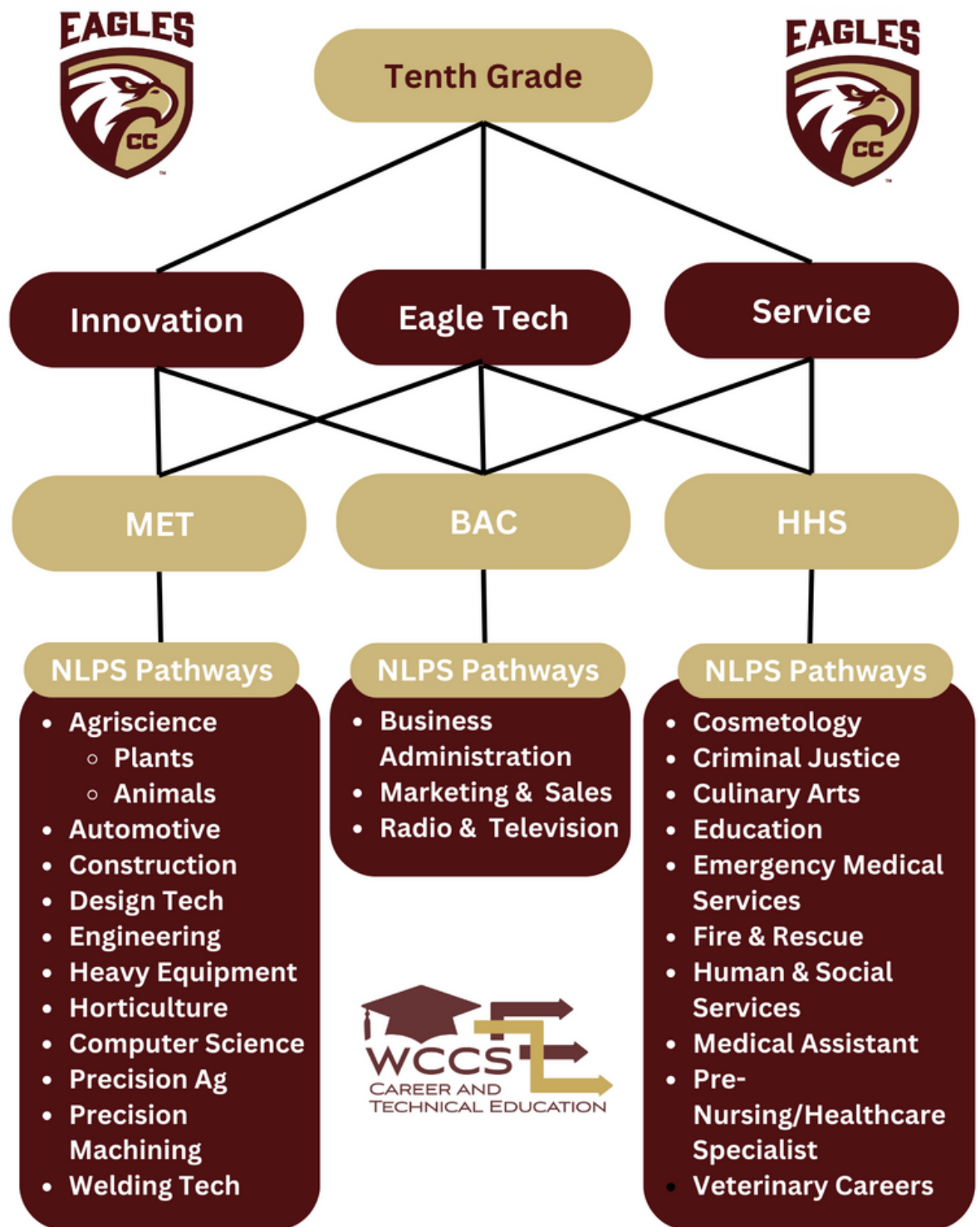
Guiding Questions



Each academy will be linked to career focuses, and Next Level Program of Study Career Pathway options. At the end of 9th grade, students will be asked to choose a Career Focus to learn more about. This will serve to reaffirm their Academy selection from their Freshman year, or may serve to realign the students to an academy that better fits their interests. The graphic below illustrates the options to consider when 8th graders are selecting their academy for their 9th grade year.

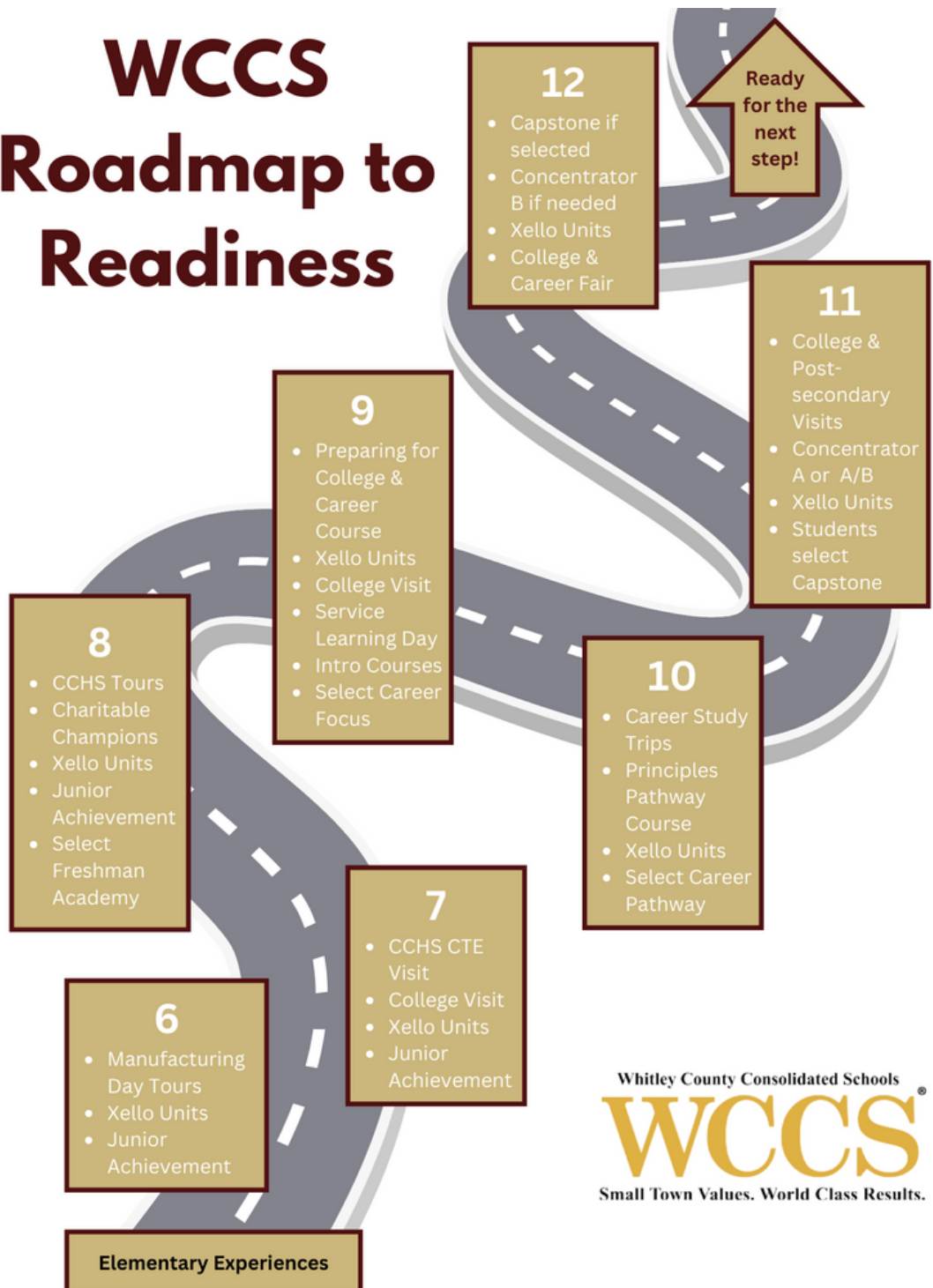


At the end of Grade 10, students will be asked to further narrow their choices for their next step when asked, "Which Career Pathway best fits your interests?" This will further guide students in course selection for one of the NLPS Career Pathways offered through the Academies of Columbia City High School.



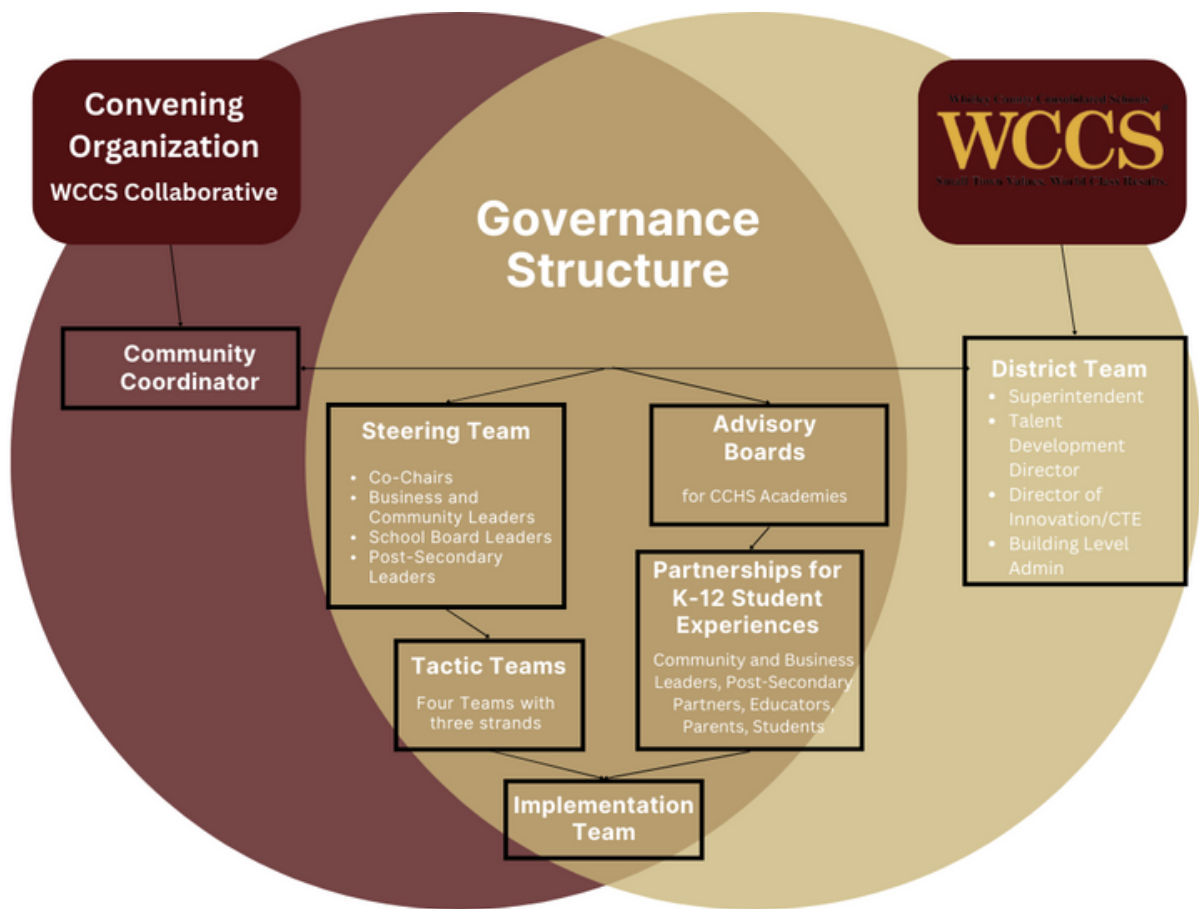
In order for our students to be prepared to answer questions to direct their path, we are responsible for providing opportunities and experiences to help them make their own decisions. The Roadmap to Readiness pictured below outlines some of the major opportunities to help students narrow their choices and determine their choices for Academies, Focuses, and Pathways.

WCCS Roadmap to Readiness



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The **Eagle PRIDE** governance structure ensures each school has the necessary supports for each student to succeed throughout their K-12 journey with WCCS and into the future. This structure includes representation from Whitley County Consolidated Schools, Whitley Collaborative (our convening organization) as well as representatives from our community.



Eagle PRIDE will have a governance structure that is multi-tiered and includes industry, business, postsecondary partners, district administration, building level administration, and community partners. This structure consists of a convening organization, community coordinator, steering team, advisory boards, tactic teams, community partnerships, implementation, and district leadership. The governance structure ensures transformation of partnerships between our schools and community. Most importantly, this structure will ensure coordination, accountability, consistent communication, and intentional collaboration with all stakeholders.

Convening Organization/Community Coordinator

The WCCS Collaborative will serve as our convening organization, providing oversight and providing connection between Whitley County Consolidated Schools and the greater Whitley County community. They support the **Eagle PRIDE** work by promoting, explaining, and championing this work to industry and community partners. Lori Shipman serves as Community Coordinator for the WCCS Collaborative.



Steering Team

Our steering team for **Eagle PRIDE** is comprised of internal and external co-chairs of our tactic teams, our community coordinator. These dedicated individuals work closely to lead the work outlined in this master plan. This group will also lead the charge of K-12 transformation, ensure the master plan's strategies are implemented with fidelity, and the deliverables outlined are evident. The Steering Team will also monitor the progress of this master plan and ensure there is a cycle of continuous improvement. The Steering Team will convene twice per year.

Tactic Teams/Implementation Teams

These teams are responsible for planning and implementing the transformational work of the **Eagle PRIDE** program. Made up of administrators, community leaders, and district leads, this group will oversee the tactic plans and ensure the action steps are being communicated and followed.

Advisory Boards/Community Partnerships

These groups are made up of business leaders, community members, parents, educators, administrators, and students. Collaboratively they will create and expand opportunities for students of WCCS. Advisory Boards for CCHS academies will meet quarterly to ensure opportunities and experiences are meeting expectations of student and community needs.

District Leadership

WCCS has appointed our Talent Development Director as the lead for this initiative. Together the district leadership team works to coordinate and communicate with our students, parents, teachers, staff, and community the amazing opportunities available to our WCCS students through this initiative, while ensuring the educational, and developmental needs of our students are being met.

Implementation Structure

The **Eagle PRIDE** Master Plan is a living document, created in collaboration with our Whitley County Community. Intended to guide and direct the first three years of implementation of the Ford NGL Framework for Whitley County Consolidated Schools. The Master Plan is scheduled to be reviewed and updated on an annual basis by the Steering Committee.

The following pages outline our specific tactic plans for our four tactic groups:

1. Experiential Teaching and Student Learning
2. School Structures and Culture
3. Governance Structures and Shared Accountability
4. Communication, Community Outreach and Family Engagement

Three year plans are summarized below to highlight main goals:

Tactic #1: Experiential Teaching and Student Learning

Year 1:

- Creating Career Experience Continuum K-12, identifying Essential Experiences and implementing one per grade level.
- Guide students in self-discovering interests, abilities, and strengths through exploration activities and Xello platform.
- Refine the academy structure at Columbia City High School to foster small learning communities and career-connected learning.

Year 2:

- Evaluate and expand Career Experience Continuum K-12.
- Monitor and expand student exploration and Xello use.
- Continue to monitor and adjust communication of career academies to foster shared understanding of academy structure and purpose.

Year 3:

- Evaluate and expand Career Experience Continuum to include up to 3 essential experiences per grade level.
- Monitor and expand Xello utilization for K-12, fostering career awareness and exploration.
- Continue academy monitoring and pathway analysis for alignment to community and student needs.

Tactic #2: School Structures and Culture

Year 1:

- Identify Staff, Schedule, and Course needs in each Academy
- Develop and launch programs that provide student voice and leadership opportunities (ex. Student ambassadors, student leadership, etc).
- Create and conduct a professional Development Needs Assessment.

Year 2:

- Implement Academy specific staff, courses, and necessary schedule
- Evaluate & refine programs that provide student voice and leadership opportunities (ex. Student ambassadors, student leadership, etc).
- Develop a Comprehensive Professional Development Plan.

Year 3:

- Evaluate Academy programmatic and staff needs and make necessary adjustments.
- Evaluate & refine programs that provide student voice and leadership opportunities (ex. Student ambassadors, student leadership, etc).
- Monitor and Evaluate the implemented PD plan and results.

Tactic #3: Governance Structures and Shared Accountability

Year 1:

- Identify key metrics, collection strategies and reporting structures that will guide the work.
- Establish WCCS Collaborative (501c3) and authorize this organization as the convening organization for the district to guide and direct the Ford NGL work.
- Completion, submission, publication, and celebration of the district's Master Plan.

Year 2:

- Compile and maintain data and reporting processes and timelines.
- WCCS Collaborative utilizes Master Plan and review of ongoing data collection in a continuous improvement cycle.
- Establish organizational chart, logic flow, processes for two-way communication with the convening organization, district and school level leaders, and community members to create a culture of internal and external mutual accountability.

Year 3:

- Building upon the structures created during the first two years, maintain the data collection process, reviewing on a regular basis for any necessary changes.
- Build structure for recruiting and building community partnerships to carry work from implementation phase into sustaining phase.
- Maintain culture of annual retreats to review and update the master plan, while celebrating the outcomes.

Tactic #4: Communication, Community Outreach and Family Engagement

Year 1:

- Research internal and external audiences for preferred communication channels to provide a consistent and professional brand
- Develop a Strategic Communication Plan for internal and external audiences to align priorities that engage students, parents and the community
- Develop a schedule of meetings to engage families to foster good relationships

Year 2:

- Utilize the preferred communication channels for a greater reach and impression to grow relationships with the intended audiences
- Monitor and adjust the Strategic Communication Plan as progress is made to meet the organizational needs
- Host scheduled meetings to engage families at all levels

Year 3:

- Evaluate the communication channels and grow with the trends to meet the needs of WCCS
- Continue implementing the Strategic Communication Plan with internal and external audiences
- Maintain relationships with the students, families and community to support student success through collaboration

Detailed tactic plans follow:

Ford NGL

Tactic Team Master Plan

Team: #1 Experiential Teaching and Student Learning

Tactics included in team: 1.2, 1.3, 1.4, 2.4, 3.3

WCCS is rooted in creating opportunities for an engaged and prosperous future for all.

Year 1: January 2023 - June 2024				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Tactic 1.2 Create Career Experience Continuum	<u>High:</u> Identify the experiences already occurring at the high school level Identify experience gaps Identify Essential Experiences to fill gaps Analyze experience list for equity (3E - Employment, Enlistment, Enrollment) Determine how each activity aligns to HS Academies Implement Career Continuum Exploration	January 2023-March 2023 March 2023 - June 2023 March 2023 - June 2023 March 2023 - June 2023 March 2023 - June 2023 August 2023-June 2024	High School Administration & Staff WCCS Leadership Employability Coaches	List of Essential Experience(s) for each grade level with specific objectives Student participation in appropriate experiences according to their grade level annually
	<u>Middle:</u> Identify the experiences already occurring at the middle school level Identify experience gaps Identify experiences to fill gaps Analyze experience list for equity (3E also) Determine how each activity aligns to HS Academies Implement Career Continuum Exploration	January 2023-March 2023 March 2023 - June 2023 March 2023 - June 2023 March 2023 - June 2023 March 2023 - June 2023 August 2023-June 2024	Middle School Administration & Staff WCCS Leadership Employability Coaches	List of Essential Experience(s) for each grade level with specific objectives Student participation in appropriate experiences according to their grade level annually

	<p><u>Elementary:</u> Identify the experiences already occurring at the elementary school level</p> <p>Identify experience gaps</p> <p>Identify experiences to fill gaps</p> <p>Analyze experience list for equity (3E also)</p> <p>Determine how each activity aligns to HS Academies</p> <p>Implement Career Continuum Exploration</p>	<p>January 2023-March 2023</p> <p>March 2023 - June 2023</p> <p>March 2023 - June 2023</p> <p>March 2023 - June 2023</p> <p>March 2023 - June 2023</p> <p>August 2023-June 2024</p>	<p>Elementary School Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>List of Essential Experience(s) for each grade level with specific objectives</p> <p>Student participation in appropriate experiences according to their grade level annually</p>
<p>Tactic 1.2</p> <p>Work-based Learning Preparation and Supports</p> <p>Recruit & Onboard Employer Partners</p>	<p><u>High:</u> Develop a plan to prepare partners, teachers, and students for work-based learning opportunities</p>	<p>August 2023-June 2024</p>	<p>High School Administration & Staff</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Guide/toolkit is developed to outline work-based learning definitions, menu, sequence, and roles of businesses, schools and students</p> <p>Business Involvement Inventory</p>
	<p><u>Middle:</u> Develop a plan to prepare partners, teachers, and students for career exploration opportunities</p>	<p>August 2023-June 2024</p>	<p>Middle School Administration & Staff</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Develop communication plan with essential experiences for specific goals and outcomes</p> <p>Business Involvement Inventory</p>
	<p><u>Elementary:</u> Develop a plan to prepare partners, teachers, and students for career exposure opportunities</p>	<p>August 2023-June 2024</p>	<p>Elementary Administration & Staff</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Develop communication plan with essential experiences for specific goals and outcomes</p> <p>Business Involvement Inventory</p>
Tactic 1.2	<p><u>High:</u> Identify team members within the</p>	<p>January 2023-March</p>	<p>Building and Level</p>	<p>Students will create</p>

Utilize student aptitude, interest, and skills surveys to inform and support work-based learning opportunities	level to determine Xello implementation	2023	teams	and maintain a portfolio in Xello which will capture all experiences students engage in throughout their high school career
	Determine Xello implementation plan and communication plan (parents)	August-December 2023		
	Deliver implementation plan	August 2023 - June 2024		
	<u>Middle:</u> Identify team members within the level to determine Xello implementation	January 2023-March 2023	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their middle school career
	Determine Xello implementation plan and communication plan (parents)	March 2023 - August 2023		
	Deliver implementation plan	August 2023 - June 2024		
	<u>Elementary:</u> Identify team members within the level to determine Xello implementation	January 2023-March 2023	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their elementary school career
	Determine Xello implementation plan and communication plan (parents)	March 2023 - August 2023		
	Deliver implementation plan	August 2023 - June 2024		
Tactic 1.2 Continuous improvement of WBL experiences	<u>High:</u> Develop plans and tools for student, teacher, and academy partners to provide feedback on all WBL experiences	August 2023 - June 2024	Building and Level teams	Career Exploration and WBL reflection in Xello Increased number of students in WBL
	<u>Middle:</u> Develop plans and tools for student, teacher, and academy partners to provide feedback on career exploration experiences	August 2023 - June 2024	Building and Level teams	Career Exploration reflection in Xello
	<u>Elementary:</u> Develop plans and tools for student, teacher, and academy partners to provide feedback on all career awareness experiences	August 2023 - June 2024	Building and Level teams	Career Awareness reflection in Xello
Tactic 1.3 Communicate Established Academy Themes and Pathways	<u>High:</u> Review information on current career needs in our region	Ongoing	Building and Level teams	CCHS Course description guide
	Review current elective focus and CTE pathway offerings	Ongoing		Pathway guide sheets
	Assure that current elective focus and CTE pathways offer sequential courses	Ongoing		Indiana College Core information
	Compare student interest and aptitude data with local workforce demands to make decisions related to promoted	Ongoing		CTE Parent Night

	<p>academy themes and pathways and formalize process for creation/elimination of pathways</p> <p>Communicate with school and community</p>	Ongoing		<p>Video Information resources</p> <p>Xello resources</p>
	<p><u>Middle:</u> Share student interest and aptitude data with teachers to explain alignment to HS academies along with HS Diploma requirements</p> <p>7th Grade CTE visit to CCHS</p> <p>Middle School analysis of possible coursework for career exploration</p>	<p>January 2023-May 2023</p> <p>October 2023</p> <p>January 2023-May 2023</p>	Building and Level teams	<p>Xello resources</p> <p>Student & Parent meetings</p>
	<p><u>Elementary:</u> Share student interest and aptitude data with teachers to explain alignment to HS academies along with HS Diploma requirements</p> <p>Communicate to families that ALL kids can graduate (different avenues to graduation) - school is for ME!</p>	January 2023-May 2023	Building and Level teams	<p>Xello resources</p> <p>Student & Parent meetings</p>
Tactic 1.3 Academy Selection Process	<p><u>High:</u> CCHS will implement student academy/cluster selection and registration processes that consider student choice, interest, and aptitudes and program availability</p> <p>Recognize transferable skills from one career pathway to another</p> <p>Create plan to train staff on transferable skills among pathways</p>	Ongoing		<p>Course selection process</p> <p>Academy change process</p> <p>Detailed K-12 roadmap of Essential Experiences</p> <p>Transferable Skills overview</p> <p>Communication plan of roadmap of Essential Experiences</p>
	<p><u>Middle:</u> Essential Experiences detail alignment to HS Career Academies</p> <p>Xello inventories help 8th grade students select Freshman Academy</p>	<p>August 2023-June 2024</p> <p>November 2023</p>		<p>Detailed K-12 roadmap of Essential Experiences</p> <p>Freshman Academy selections</p>

				Communication plan of roadmap of Essential Experiences
	<u>Elementary:</u> Essential Experiences detail alignment to HS Career Academies	August 2023-June 2024		Detailed K-12 roadmap of Essential Experiences Activities related to HS academies Communication plan of roadmap of Essential Experiences
Tactic 1.3 Post-secondary options and community/industry partnerships	<u>High:</u> Establish district standards to ensure students have regular and equitable opportunities for postsecondary campus/industry experiences, and early postsecondary credits Assess and develop plan to align Career and Technical Service Organizations to Academies	January 2023-July 2023		List of opportunities available to students District standard of post-secondary/industry opportunities/exposure Student involvement in CTSO
	<u>Middle:</u> Establish communication plan for MS students and families Communicate post-secondary opportunities to students and parents Assess and develop plan to align Career and Technical Service Organizations to Academies	January 2023-July 2023		Communication Plan Student involvement in CTSO
	<u>Elementary:</u> Establish communication plan for elementary students and families	January 2023-July 2023		Communication Plan
Tactic 1.3 Academy Staffing	<u>High:</u> Academy coach hired for each HS Academy Make preliminary staffing plans (teacher, admin, counselor) to prepare for career (10-12) academy structure and identify short- and long-term staffing needs	March 2023 - August 2023 March 2023 - August 2023	Superintendent Building Administration and Superintendent	Staffing Budget

	<p>Maintain a 350:1 student to school counselor caseload ratio (HS)</p> <p>Assess school needs related to academy support staff to ensure access and engagement of all students</p>	<p>March 2023 - August 2023</p> <p>March 2023 - August 2023</p>	<p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p>	
	<p><u>Middle:</u> Maintain a 250:1 student to school counselor caseload ratio (MS)</p> <p>Review course offerings in alignment to HS Academies - offer activities aligned and consider different modes of learning</p> <p>Every grade has a career day stressing importance of education/attendance</p>	<p>by March 2023</p> <p>August 2023</p> <p>2023 - 2024 school year</p>	<p>Superintendent</p> <p>MS Administration</p> <p>MS Administration CTE Director Talent Development Director</p>	<p>Staffing Budget</p>
	<p><u>Elementary:</u> Maintain a 250:1 student to school counselor caseload ratio</p> <p>Full-time School Counselor in every building: evaluate</p>	<p>by March 2023</p> <p>by March 2023</p>	<p>Superintendent</p>	<p>Staffing Budget</p>
<p>Tactic 1.4</p> <p>Review and analyze current school schedules to best fit needs of district strategic plan</p>	<p><u>High School:</u></p> <p>Review current schedule, staffing, programmatic needs</p> <p>Adjust schedule as needed to fit strategic plan</p> <p>Evaluate alternative paths to graduation</p>	<p>August 2023</p> <p>2023-24 school year</p>	<p>Administration</p>	<p>Schedule to fit district strategic plan</p>
	<p><u>Middle School:</u></p> <p>Review current schedule, staffing, programmatic needs</p> <p>Adjust schedule as needed to fit strategic plan</p>	<p>August 2023</p>	<p>Administration</p>	<p>Schedule to fit district strategic plan</p>
	<p><u>Elementary:</u></p> <p>Review current schedule, staffing, programmatic needs</p> <p>Adjust schedule as needed to fit strategic plan</p>	<p>August 2023</p>	<p>Administration</p>	<p>Schedule to fit district strategic plan</p>
<p>Tactic 1.4</p> <p>Analyze current enrollment by student</p>	<p><u>High:</u> Analyze student demographics and student groups for each current pathway</p>	<p>by June 2024</p>	<p>CCHS Administration School Counselors CTE Director</p>	<p>Documented analysis of enrollment</p>

group in postsecondary credit-bearing courses or CTE courses for any inequities	<p>Identify any existing student group inequities</p> <p>Identify possible reasons for inequalities and identify any systemic causes (family educational history, barriers to access, etc.)</p> <p>Student survey regarding to identify program barriers</p> <p>Evaluate JAG enrollment/qualifications</p> <p>Consider National Honor Society participation, Student Council</p>		Talent Development Director	
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
<p>Tactic 1.4</p> <p>Develop strategic plan to address inequities in early postsecondary engagement and success.</p>	<p><u>High:</u> Establish goals for each student group area for increasing outcomes and exposure</p> <p>Further develop and implement Freshman Community Mentoring Program</p>	By August 2024	<p>CCHS Administration School Counselors CTE Director Talent Development Director</p>	<p>Decrease disparities</p> <p>Community Mentoring data</p> <p>Parity in course enrollment, including advanced academic courses (enrollment should closely mirror overall school group demographics)</p> <p>Documentation to ISMS families for sharing</p> <p>Consider an information hub (YouTube videos)</p>
	<u>Middle:</u> Investigate Community Mentoring beginning in 8th grade spring through Fall 9th grade	By June 2024	<p>CCHS Administration School Counselors CTE Director Talent Development Director</p>	Community Mentoring decision
	<u>Elementary:</u> Not applicable			

<p>Tactic 1.4</p> <p>Assess current district partnerships with post- secondary institutions</p>	<p><u>High:</u> Determine which postsecondary institutions currently have a Memorandum Of Understanding in place with WCCS</p> <p>Communicating opportunities available</p>	by April 2024	<p>School Leadership</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Increase number of credit opportunities to which a student is exposed</p>
	<p><u>Middle:</u> Not applicable</p>			
	<p><u>Elementary:</u>Not applicable</p>			
<p>Tactic 1.4</p> <p>Review current postsecondary articulation agreements for alignment to academies and pathways</p>	<p><u>High:</u> Explore pathway-specific articulation opportunities with postsecondary partners (trades unions, etc.)</p> <p>Communicating opportunities available</p>	Annually By April	<p>-Postsecondary partners</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Provide clear postsecondary opportunities for students</p> <p>Increase student understanding of necessary action steps for credit opportunities.</p>
	<p><u>Middle:</u> Not applicable</p>			
	<p><u>Elementary:</u>Not applicable</p>			
<p>Tactic 1.4</p> <p>Identify any school staffing implications for dual enrollment/dual credit courses taught on a WCCS campus.</p>	<p><u>High:</u> Identify any teacher certifications and discipline/subject area credits that may allow for dual enrollment instruction</p> <p>Identify teachers eligible to teach dual credit courses in order to plan for next school year</p> <p>Communicating opportunities available</p>	Annually by February	<p>School Leadership CTE Director</p> <p>Talent Development Director</p>	<p>Maximize use of existing staff to support expansion of early postsecondary opportunities for more students</p> <p>Communication pieces</p>
	<p><u>Middle:</u> Student inventories for course and program interests</p>	Annually by February	<p>School Leadership CTE Director</p> <p>Talent Development Director</p> <p>School Counselors</p>	<p>Student interest inventories</p> <p>Communication pieces</p>
	<p><u>Elementary:</u> Not applicable</p>			
<p>Tactic 1.4</p> <p>Analyze opportunities to build and develop</p>	<p><u>High School:</u> Determine a chosen advanced academic pathway and ensure that all courses are global</p>	Annually by February	<p>CTE Director</p> <p>Talent Development Director</p>	<p>Communication pieces</p> <p>Assessment reports</p>

<p>career pathways.</p>	<p>offerings</p> <p>Develop plan to offer options across all academies; develop plan to identify and market specific pathways to specific academies</p> <p>Identify other opportunities available to students</p> <p>Identify and develop a preparatory program that will foster the skill sets needed for student success</p> <p>Communicating opportunities available</p> <p>Annual process to review to add/remove pathways to meet current workforce demand.</p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Graduate</p>		<p>Academy Coaches</p> <p>School Leadership</p> <p>School counselors</p> <p>Employability Skills Coaches</p>	
	<p><u>Middle:</u> Student inventories for course and program interests</p> <p>Create 8th grade course to ensure exposure to make academy decision for 9th grade.</p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Learner</p>	<p>Annually by February</p>	<p>School Leadership CTE Director Talent Development Director School Counselors Employability Skills Coaches</p>	<p>Student interest inventories</p> <p>Academy selection</p> <p>Assessment reports</p>
	<p><u>Elementary:</u></p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Learner.</p>	<p>Annually by February</p>	<p>School Leadership CTE Director Talent Development Director School Counselors Employability Skills Coaches</p>	<p>Assessment reports</p>

<p>Tactic 1.4</p> <p>Assess current knowledge and provide necessary education concerning pathway options and programmatic understanding</p>	<p><u>High School:</u> Assess current understanding</p> <p>Create PD plan</p>	Annually by March	School Leadership CTE Director Talent Development Director School Counselors	District Level Counselor Agendas Implementation calendar
	<p><u>Middle School</u> Assess current understanding</p> <p>Create PD plan</p>	Annually by March	School Leadership CTE Director Talent Development Director School Counselors	District Level Counselor Agendas Implementation calendar
	<p><u>Elementary</u> Assess current understanding</p> <p>Create PD plan</p>	Annually by March	School Leadership CTE Director Talent Development Director School Counselors	District Level Counselor Agendas Implementation calendar
<p>Tactic 2.4</p> <p>Create a 9-12 continuum of scaffolded workplace experiences for all students.</p>	<p><u>High School:</u> Develop guidelines and a handbook for specific work-based learning experiences</p> <p>Provide district-level training for all teachers and business partners on WBL and scaffolded approach including how to work with students.</p> <p>Schedule career planning session with EACH freshman student and EACH year up to graduating senior Develop a career plan (9th) and postsecondary plan (12th) for each student using assessment data, student interest, academy choices, etc.</p> <p>Develop a tracking system for each grade-level WBL experience.</p>	by June 2024	<p>School</p> <p>Administration</p> <p>School Counselors</p> <p>Academy</p> <p>Coaches</p> <p>Business Partners</p> <p>District-level Administration</p> <p>School faculty and staff</p> <p>Student body</p>	<p>Operating WBL handbook with outline including experiences that will occur at each grade level</p> <p>WCCS CTE/WBL Form that outlines criteria for participating in CTE/WBL experiences</p> <p>Personalized Learning Plan/Post-secondary action plan for graduating students developed by counselor and student that is signed and dated</p> <p>District-level training for teachers and business partners</p> <p>Electronic management system for academy schools</p>

				to track WBL opportunities and other data, XELLO
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
<p>Tactic 2.4</p> <p>Create and review the necessary policies and procedures, including supporting documentation and training plan, for each level of experiences in the continuum</p>	<p><u>High School:</u> Review current and existing policies and procedures regarding all WCCS CTE/WBL experiences, field trips, job shadowing, training for teachers, etc.</p> <p>Legal review existing policies and/or create new policies and procedures addressing student workplace safety, off-site learning, proper supervision, transportation, liability (district and partner organization), and other key areas for consideration</p> <p>Create and review existing documentation that lists all policies, procedures, and requirements. --Include flexibility for each specific partner to customize to their organizational requirements —Ensure that all appropriate signatures and approvals are included on this documentation</p>	By June 2024	School Administration School Counselors Academy Coaches Business Partners District-level Administration School faculty and staff Student body	Policy and procedures manual for experiences by grade level, semester, etc., accompanying education and training and accountability plan to ensure successful outcomes Workplace learning packet that has been approved by legal and compliant with all local, state and federal regulations
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
<p>Tactic 2.4</p> <p>Communication</p>	<p><u>High School:</u> Provide regular communication to all stakeholders about student engagement in industry</p>	By June 2024	Community Partners CTE Director	Social Media posts Newspaper articles Newsletter articles
	<p><u>Middle School:</u> Provide regular communication to all stakeholders about student engagement in industry</p>	By June 2024	Talent Development Director WCCS Communications Coordinator	WCCS Connections Magazine YouTube videos
	<p><u>Elementary:</u> Provide regular communication to all stakeholders about student engagement in industry</p>	By June 2024	Academy coaches Building Level Administrators	WCCS Website

			School Counselors Building webmasters	
Tactic 2.4 Business and Community Partnerships	<u>High School:</u> Collaborate with business and community partners to identify potential WBL/CTE partners and opportunities	By June 2024	Community Partners Academy	Documented list of partnerships with agreements
	<u>Middle School:</u> Collaborate with business and community partners to identify potential career exploration partners and opportunities	By June 2024	Coaches CTE Instructors	
	<u>Elementary:</u> Collaborate with business and community partners to identify potential career exploration partners and opportunities	By June 2024	CTE Director Talent Development Director Building Level Administration School Counselors	
Tactic 2.4 Instructional/Training (Teacher, student, and partner; pre- and post- experience)	<p><u>High School:</u> Define roles for the following positions:</p> <p>District support person for extended employment training for populations with special needs</p> <p>Talent Development Director: This person will serve as the main contact for business community.</p> <p>Academy coach lead at district level</p> <p>WBL Coordinator</p> <p>CTE Director</p> <p>Develop an org structure/chart that includes these positions and their reporting structure to clarify when communicating</p> <p>Ensure training/PD (teacher externships, how to work with business partners/educators)</p>	By June 2024	School Administration School Counselors Academy Coaches Business Partners District-level Administration School Faculty School Staff Student body Academy Advisory Boards	Academy coaches, WBL coordinator, and teachers completing the Statewide WBL Training District-level PD opportunities Training records and certifications Identify and train a person to support extended employment training for populations with special needs to help students successfully transition into work-based learning

				<p>experiences. (ELL, 504, IEP)</p> <p>Academy Coach hired and trained for each career academy</p> <p>Academy Advisory Boards to work with academy coaches and schools to ensure equity and impartial access to opportunities</p> <p>Academy Coaches hired</p> <p>Org structure shared with key stakeholders</p>
	<u>Middle School:</u>			
	<u>Elementary:</u>			
<p>Tactic 3.3</p> <p>Map current and projected workforce data</p>	<p>Determine available sources of local and regional workforce data. Identify any gaps in information for certain industry sector information that may require additional workforce related resources</p> <p>Create a workforce data summary for local region to identify areas of need and opportunity</p>	By June 2024	<p>Whitley County EDC</p> <p>Whitley County Chamber of Commerce</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Workforce/Labor Market Data Reports Generated</p> <p>Summary Document to identify key industry sectors in the local region.</p>
<p>Tactic 3.3</p> <p>Analyze current career and technical HS pathway offerings and enrollments for appropriate alignment to local/regional workforce demands and postsecondary opportunities</p>	<p><u>High School:</u> Conduct an inventory assessment of current high school CTE pathways comparing student enrollment with workforce demand and projections for high wage, high skill, in-demand professions.</p> <p>Establish a standardized, transparent, collaborative, and data-driven process for the development, closure or modification (i.e. <i>Start, Stop, Sustain</i>) of career and technical pathways within the schools</p> <p>Establish a committee of internal</p>	By June 2024	<p>CTE Director</p> <p>Talent Development Director</p> <p>School Leadership</p> <p>Whitley County EDC</p> <p>Whitley County Chamber of Commerce</p> <p>Academy Coaches</p> <p>Guidance</p>	<p>Documented alignment of pathway offerings to workforce demands</p>

	and external stakeholders to advise on pathways and academies		Counselors	
Tactic 3.3 Confirm Academies and Pathways	<u>High School:</u> Review and confirmation of career academy organization	By June 2024 and ongoing	Building Administration School Counselors Academy Coaches CTE Director Talent Development Director	Documented and implementation of reviewed Career Academies
	<u>Middle School:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 3.3 Assess, further develop and maintain Advisory Boards	<u>High School:</u> Create Pathway Advisory Boards Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
	<u>Middle School:</u> Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
	<u>Elementary:</u> Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
Tactic 3.3 Assess academy teaching staff for required certifications to keep current with programs and curricula	<u>High School:</u> Develop and implement process for consistent review of teaching staff to ensure licensing is aligned for credentialing for dual credits, certifications and Indiana College Core	By June 2024 and ongoing	Building Administration School Counselors Academy Coaches CTE Director Talent Development Director	Developed protocol for systematic review of teacher credentials for industry and dual credit/ICC alignment
	<u>Middle School:</u>			
	<u>Elementary:</u> Not applicable			

Tactic 3.3 K-12 program review and update to implement PRIDE work ethic program	<u>High School:</u> Develop process for consistent review of work ethic/PRIDE related activities 9-12, including badging &/or micro credentialing (including GWEC)	By June 2024	CTE Director Talent Development Director Employability Coaches	Badging System
	<u>Middle School:</u> Develop process for consistent review of work ethic/PRIDE related activities 6-8, including badging &/or micro credentialing	By June 2024	CTE Director Talent Development Director Employability Coaches	Badging System
	<u>Elementary:</u> Develop process for consistent review of work ethic/PRIDE related activities K-5, including badging &/or micro credentialing	By June 2024	CTE Director Talent Development Director Employability Coaches	Badging System

Year 2: July 2024 - June 2025				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Tactic 1.2 Create Career Experience Continuum	<u>High:</u> Review and evaluate Essential Experiences for each academy/grade level Align experiences with school calendar Match experiences with courses. Nurture community partnerships for Essential Experiences. Execute Essential Experiences.	July-August 2024 Ongoing	High School Administration & Staff WCCS Leadership Employability Coaches	List of Essential Experience(s) for each grade level with specific objectives and documented deliverables in student portfolio Student participation in appropriate experiences according to their grade level annually
	<u>Middle:</u> Review and evaluate Essential Experiences for each academy/grade level Align experiences with school calendar	July-August 2024	Middle School Administration & Staff WCCS Leadership	List of Essential Experience(s) for each grade level with specific objectives and documented

	<p>Match experiences with courses.</p> <p>Nurture community partnerships for Essential Experiences.</p>	Ongoing	Employability Coaches	<p>deliverables in student portfolio</p> <p>Student participation in appropriate experiences according to their grade level annually</p>
	<p><u>Elementary</u>: Review and evaluate Essential Experiences for each academy/grade level</p> <p>Align experiences with school calendar</p> <p>Match experiences with courses.</p> <p>Nurture community partnerships for Essential Experiences.</p>	<p>July-August 2024</p> <p>Ongoing</p>	<p>Elementary Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>List of Essential Experience(s) for each grade level with specific objectives and documented deliverables in student portfolio</p> <p>Student participation in appropriate experiences according to their grade level annually</p>
<p>Tactic 1.2</p> <p>Work-based Learning Preparation and Supports</p> <p>Recruit & Onboard Employer Partners</p>	<p><u>High</u>: Implement a plan to prepare partners, teachers, and students for work-based learning opportunities</p> <p>Communicate overview and expectations to new employer partners</p>	<p>August 2024-June 2025</p> <p>Ongoing</p>	<p>High School Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>Guide/toolkit is developed to outline work-based learning definitions, menu, sequence, and roles of businesses, schools and students</p> <p>Business Involvement Inventory</p>
	<p><u>Middle</u>: Implement a plan to prepare partners, teachers, and students for career exploration opportunities</p>	<p>August 2024-June 2025</p> <p>Ongoing</p>	<p>Middle School Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>Communication plan with essential experiences for specific goals and outcomes</p> <p>Business Involvement Inventory</p>
	<p><u>Elementary</u>: Implement a plan to prepare partners, teachers, and students for career exposure opportunities</p>	<p>August 2024-June 2025</p>	<p>Elementary Administration & Staff</p>	<p>Communication plan with essential experiences for specific goals and</p>

		Ongoing	WCCS Leadership Employability Coaches	outcomes Business Involvement Inventory
Tactic 1.2 Utilize student aptitude, interest, and skills surveys to inform and support work-based learning opportunities	<u>High:</u> Implement Xello Plan; completing assignments and inventories	August 2024-June 2025	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their high school career
	<u>Middle:</u> Implement Xello Plan; completing assignments and inventories	August 2024-June 2025	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their middle school career
	<u>Elementary:</u> Implement Xello Plan; completing assignments and inventories	August 2024-June 2025	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their elementary school career
Tactic 1.2 Continuous improvement of WBL experiences	<u>High:</u> Implement plans and tools for student, teacher, and academy partners to provide feedback on all WBL experiences	August 2024-June 2025	Building Level teams Employability Coaches	Career Exploration and WBL reflection in Xello Increased number of students in WBL Partner feedback & reflections
	<u>Middle:</u> Implement plans and tools for student, teacher, and academy partners to provide feedback on career exploration experiences	August 2024-June 2025	Building Level teams Employability Coaches	Career Exploration reflection in Xello Partner feedback & reflections
	<u>Elementary:</u> Implement plans and tools for student, teacher, and academy partners to provide feedback on all career awareness experiences	August 2024-June 2025	Building Level teams Employability Coaches	Career Awareness reflection in Xello Partner feedback

				& reflections
Tactic 1.3 Communicate Established Academy Themes and Pathways	<u>High:</u> Review information on current career needs in our region	Ongoing	Building and Level teams	CCHS Course description guide
	Review current elective focus and CTE pathway offerings	Ongoing		Pathway guide sheets
	Assure that current elective focus and CTE pathways offer sequential courses	Ongoing		Indiana College Core information
	Compare student interest and aptitude data with local workforce demands to make decisions related to promoted academy themes and pathways	Ongoing		CTE Parent Night
	Communicate with school and community	Ongoing		Video Information resources
				Xello resources
	<u>Middle:</u> Share student interest and aptitude data with teachers to explain alignment to HS academies, pathways, and HS Diploma requirements	August 2024-June 2025	Building and Level teams	Xello resources
	7th Grade CTE visit to CCHS	October 2024		Student & Parent meetings
	Middle School integrate career exploration	August 2024-June 2025		Student reflections
				Coursework
	<u>Elementary:</u> Share student interest and aptitude data with teachers to explain alignment to HS academies along with HS Diploma requirements	August 2024-June 2025	Building and Level teams	Xello resources
	Communicate to families that ALL kids can graduate (different avenues to graduation) - school is for ME!			Student & Parent meetings
Tactic 1.3 Academy Selection Process	<u>High:</u> CCHS will implement student academy/cluster selection and registration processes that consider student choice, interest, and aptitudes and program availability	Ongoing with course selection		Course selection process
				Academy change process
				Detailed K-12 roadmap of Essential Experiences
				Communication plan of roadmap of Essential Experiences
	<u>Middle:</u> Essential Experiences detail	August 2024-June		Detailed K-12

	<p>alignment to HS Career Academies</p> <p>Xello inventories help 8th grade students select Freshman Academy</p>	<p>2025</p> <p>November 2024</p>		<p>roadmap of Essential Experiences</p> <p>Xello reports</p> <p>Freshman Academy selection</p> <p>Communication plan of roadmap of Essential Experiences</p>
	<p><u>Elementary</u>: Essential Experiences detail alignment to HS Career Academies</p>	<p>August 2024-June 2025</p>		<p>Detailed K-12 roadmap of Essential Experiences</p> <p>Essential Experience artifacts</p> <p>Communication plan of roadmap of Essential Experiences</p>
<p>Tactic 1.3</p> <p>Post-secondary options and community/industry partnerships</p>	<p><u>High</u>:Review district standards to ensure students have regular and equitable opportunities for postsecondary campus/industry experiences, and early postsecondary credits</p> <p>Assess and develop plan to align Career and Technical Service Organizations to Academies</p>	<p>August 2024-June 2025</p>		<p>List of opportunities available to students</p> <p>District standard of post-secondary/industry opportunities/exposure</p> <p>Student involvement in CTSO</p>
	<p><u>Middle</u>:Review and update communication plan for MS students and families</p> <p>Communicate post-secondary opportunities to students and parents</p> <p>Assess and develop plan to align Career and Technical Service Organizations to Academies</p>	<p>August 2024-June 2025</p>		<p>Communication Plan</p> <p>Student involvement in CTSO</p>
	<p><u>Elementary</u>: Review & update communication plan for elementary</p>	<p>August 2024-June 2025</p>		<p>Communication Plan</p>

	students and families			
Tactic 1.3 Academy Staffing	<p><u>High:</u> Academy coach integrated into each HS Academy</p> <p>Review and implement staffing plans (teacher, admin, counselor) to prepare for career (10-12) academy structure and identify short- and long-term staffing needs</p> <p>Maintain a 350:1 student to school counselor caseload ratio (HS)</p> <p>Assess school needs related to academy support staff to ensure access and engagement of all students</p>	<p>August 2024-June 2025</p> <p>August 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p>	<p>Staffing Budget</p> <p>Staffing plan</p> <p>Counselor ratio reports</p> <p>Assessment report</p>
	<p><u>Middle:</u> Maintain a 250:1 student to school counselor caseload ratio (MS)</p> <p>Review course offerings in alignment to HS Academies - offer activities aligned and consider different modes of learning</p> <p>Every grade has a career day stressing importance of education/attendance</p>	<p>Ongoing</p> <p>August 2024</p> <p>August 2024-June 2025</p>	<p>Superintendent</p> <p>MS Administration</p> <p>MS Administration CTE Director Talent Development Director</p>	<p>Staffing Budget</p> <p>Course catalog</p> <p>Career day agendas</p>
	<p><u>Elementary:</u> Maintain a 250:1 student to school counselor caseload ratio</p>	<p>Ongoing</p>	<p>Superintendent</p>	<p>Staffing Budget</p>
Tactic 1.4 Review and analyze current school schedules to best fit needs of district strategic plan	<p><u>High School:</u> Review current schedule, staffing, programmatic needs Adjust schedule as needed to fit strategic plan</p> <p>Evaluate alternative paths to graduation</p>	<p>August 2024</p> <p>ongoing</p>	<p>Administration</p>	<p>Schedule to fit district strategic plan</p>
	<p><u>Middle School:</u> Review current schedule, staffing, programmatic needs Adjust schedule as needed to fit strategic plan</p>	<p>August 2024</p>	<p>Administration</p>	<p>Schedule to fit district strategic plan</p>

	<p><u>Elementary:</u> Review current schedule, staffing, programmatic needs Adjust schedule as needed to fit strategic plan</p>	August 2024	Administration	Schedule to fit district strategic plan
<p>Tactic 1.4 Analyze current enrollment by student group in postsecondary credit-bearing courses or CTE courses for any inequities</p>	<p><u>High:</u> Analyze student demographics and student groups for each current pathway</p> <p>Identify any existing student group inequities</p> <p>Identify possible reasons for inequalities and identify any systemic causes (family educational history, barriers to access, etc.)</p> <p>Student survey regarding to identify program barriers</p> <p>Evaluate JAG enrollment/qualifications</p> <p>Consider National Honor Society participation, Student Council</p>	by June 2025	CCHS Administration School Counselors CTE Director Talent Development Director	Documented analysis of enrollment
	<p><u>Middle:</u> Not applicable</p>			
	<p><u>Elementary:</u>Not applicable</p>			
<p>Tactic 1.4 Develop strategic plan to address inequities in early postsecondary engagement and success.</p>	<p><u>High:</u> Establish goals for each student group area for increasing outcomes and exposure</p> <p>Further develop and implement Freshman Community Mentoring Program</p>	By August 2024	CCHS Administration School Counselors CTE Director Talent Development Director	<p>Decrease disparities</p> <p>Community Mentoring data</p> <p>Parity in course enrollment, including advanced academic courses (enrollment should closely mirror overall school group demographics)</p> <p>Documentation to ISMS families for sharing</p> <p>Consider an information hub (YouTube videos)</p>

	<u>Middle:</u> Investigate Community Mentoring beginning in 8th grade spring through Fall 9th grade	By June 2024	CCHS Administration School Counselors CTE Director Talent Development Director	Community Mentoring decision
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Assess current district partnerships with post-secondary institutions	<u>High:</u> Determine which postsecondary institutions currently have a Memorandum Of Understanding in place with WCCS Communicating opportunities available	by April 2025	School Leadership CTE Director Talent Development Director	Increase number of credit opportunities to which a student is exposed
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Review current postsecondary articulation agreements for alignment to academies and pathways	<u>High:</u> Explore pathway-specific articulation opportunities with postsecondary partners (trades unions, etc.) Communicating opportunities available	Annually By April	-Postsecondary partners CTE Director Talent Development Director	Provide clear postsecondary opportunities for students Increase student understanding of necessary action steps for credit opportunities.
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Identify any school staffing implications for dual enrollment/dual credit courses taught on a WCCS campus.	<u>High:</u> Identify any teacher certifications and discipline/subject area credits that may allow for dual enrollment instruction Identify teachers eligible to teach dual credit courses in order to plan for next school year Communicating opportunities available	Annually by February	School Leadership CTE Director Director Talent Development Director	Maximize use of existing staff to support expansion of early postsecondary opportunities for more students Communication pieces
	<u>Middle:</u> Student inventories for course and program interests	Annually by February	School Leadership CTE Director Talent Development Director School Counselors	Student interest inventories Communication pieces

	<u>Elementary:</u> Not applicable			
<p>Tactic 1.4</p> <p>Analyze opportunities to build and develop career pathways.</p>	<p><u>High School:</u> Determine a chosen advanced academic pathway and ensure that all courses are global offerings</p> <p>Develop plan to offer options across all academies; develop plan to identify and market specific pathways to specific academies</p> <p>Identify other opportunities available to students</p> <p>Identify and develop a preparatory program that will foster the skill sets needed for student success</p> <p>Communicating opportunities available</p> <p>Annual process to review to add/remove pathways to meet current workforce demand.</p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Graduate</p>	Annually by February	<p>CTE Director</p> <p>Talent Development Director</p> <p>Academy Coaches</p> <p>School Leadership</p> <p>School counselors</p> <p>Employability Skills Coaches</p>	<p>Communication pieces</p> <p>Assessment reports</p>
	<p><u>Middle:</u> Student inventories for course and program interests</p> <p>Create 8th grade course to ensure exposure to make academy decision for 9th grade.</p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Learner</p>	Annually by February	<p>School Leadership</p> <p>CTE Director</p> <p>Talent Development Director</p> <p>School Counselors</p> <p>Employability Skills Coaches</p>	<p>Student interest inventories</p> <p>Academy selection</p> <p>Assessment reports</p>
	<p><u>Elementary:</u></p> <p>Assess and align Essential Experiences and class activities to support</p>	Annually by February	<p>School Leadership</p> <p>CTE Director</p> <p>Talent Development Director</p>	Assessment reports

	<p>Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Learner.</p>		<p>School Counselors</p> <p>Employability Skills Coaches</p>	
<p>Tactic 1.4</p> <p>Assess current knowledge and provide necessary education concerning pathway options and programmatic understanding</p>	<p><u>High School:</u></p> <p>Assess current understanding</p> <p>Create PD plan</p>	Annually by March	<p>School Leadership</p> <p>CTE Director</p> <p>Talent Development Director</p> <p>School Counselors</p>	<p>District Level Counselor Agendas</p> <p>Implementation calendar</p>
	<p><u>Middle School</u></p> <p>Assess current understanding</p> <p>Create PD plan</p>	Annually by March	<p>School Leadership</p> <p>CTE Director</p> <p>Talent Development Director</p> <p>School Counselors</p>	<p>District Level Counselor Agendas</p> <p>Implementation calendar</p>
	<p><u>Elementary</u></p> <p>Assess current understanding</p> <p>Create PD plan</p>	Annually by March	<p>School Leadership</p> <p>CTE Director</p> <p>Talent Development Director</p> <p>School Counselors</p>	<p>District Level Counselor Agendas</p> <p>Implementation calendar</p>
<p>Tactic 2.4</p> <p>Create a 9-12 continuum of scaffolded workplace experiences for all students.</p>	<p><u>High School:</u> Review and Update guidelines and a handbook for specific work-based learning experiences</p> <p>Provide district-level training for all teachers and business partners on WBL and scaffolded approach including how to work with students.</p> <p>Schedule career planning session with EACH freshman student and EACH year up to graduating senior</p> <p>Develop a career plan (9th) and postsecondary plan (12th) for each student using assessment data, student interest, academy choices, etc.</p> <p>Develop a tracking system for each grade-level WBL experience.</p>	by June 2025	<p>School</p> <p>Administration</p> <p>School Counselors</p> <p>Academy</p> <p>Coaches</p> <p>Business Partners</p> <p>District-level Administration</p> <p>School faculty and staff</p> <p>Student body</p>	<p>Operating WBL handbook with outline including experiences that will occur at each grade level</p> <p>WCCS CTE/WBL Form that outlines criteria for participating in CTE/WBL experiences</p> <p>Personalized Learning Plan/Post-secondary action plan for graduating students developed by counselor and student that is signed and dated</p> <p>District-level training for teachers and</p>

				business partners Electronic management system for academy schools to track WBL opportunities and other data, XELLO
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 2.4 Create and review the necessary policies and procedures, including supporting documentation and training plan, for each level of experiences in the continuum	<p><u>High School:</u> Review current and existing policies and procedures regarding all WCCS CTE/WBL experiences, field trips, job shadowing, training for teachers, etc.</p> <p>Legal review existing policies and/or create new policies and procedures addressing student workplace safety, off-site learning, proper supervision, transportation, liability (district and partner organization), and other key areas for consideration</p> <p>Create and review existing documentation that lists all policies, procedures, and requirements. --Include flexibility for each specific partner to customize to their organizational requirements —Ensure that all appropriate signatures and approvals are included on this documentation</p>	By June 2025	School Administration School Counselors Academy Coaches Business Partners District-level Administration School faculty and staff Student body	Policy and procedures manual for experiences by grade level, semester, etc., accompanying education and training and accountability plan to ensure successful outcomes Workplace learning packet that has been approved by legal and compliant with all local, state and federal regulations
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 2.4 Communication	<p><u>High School:</u> Provide regular communication to all stakeholders about student engagement in industry</p>	By June 2025	Community Partners CTE Director	Social Media posts Newspaper articles Newsletter articles
	<p><u>Middle School:</u> Provide regular communication to all stakeholders about student engagement in industry</p>	By June 2025	Talent Development Director	WCCS Connections Magazine
	<p><u>Elementary:</u> Provide regular communication to all stakeholders</p>	By June 2025	WCCS Communications Coordinator	YouTube videos WCCS Website

	about student engagement in industry		Academy coaches Building Level Administrators School Counselors Building webmasters	
Tactic 2.4 Business and Community Partnerships	<u>High School:</u> Collaborate with business and community partners to identify potential WBL/CTE partners and opportunities	Ongoing	Community Partners Academy Coaches CTE Instructors	Documented list of partnerships with agreements
	<u>Middle School:</u> Collaborate with business and community partners to identify potential career exploration partners and opportunities	Ongoing	CTE Director Talent Development Director Building Level Administration School Counselors	
	<u>Elementary:</u> Collaborate with business and community partners to identify potential career exploration partners and opportunities	Ongoing		
Tactic 2.4 Instructional/Training (Teacher, student, and partner; pre- and post- experience)	<p><u>High School:</u> Define roles for the following positions:</p> <p>District support person for extended employment training for populations with special needs</p> <p>Talent Development Director: This person will serve as the main contact for business community.</p> <p>Academy coach lead at district level</p> <p>WBL Coordinator</p> <p>CTE Director</p> <p>Develop an org structure/chart that includes these positions and their reporting structure to clarify</p>	Reviewed and updated Annually	<p>School Administration School Counselors Academy Coaches Business Partners District-level Administration School Faculty School Staff Student body Academy Advisory Boards</p>	<p>Academy coaches, WBL coordinator, and teachers completing the Statewide WBL Training</p> <p>District-level PD opportunities</p> <p>Training records and certifications</p> <p>Identify and train a person to support extended employment training for populations with special needs to</p>

	<p>when communicating</p> <p>Ensure training/PD (teacher externships, how to work with business partners/educators)</p>			<p>help students successfully transition into work-based learning experiences. (ELL, 504, IEP)</p> <p>Academy Coach hired and trained for each career academy</p> <p>Academy Advisory Boards to work with academy coaches and schools to ensure equity and impartial access to opportunities</p> <p>Academy Coaches hired</p> <p>Org structure shared with key stakeholders</p>
	<u>Middle:</u>			
	<u>Elementary:</u>			
<p>Tactic 3.3</p> <p>Map current and projected workforce data</p>	<p>Review available sources of local and regional workforce data. Identify any gaps in information for certain industry sector information that may require additional workforce related resources</p> <p>Create a workforce data summary for local region to identify areas of need and opportunity</p>	Annually By June	<p>Whitley County EDC</p> <p>Whitley County Chamber of Commerce</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Workforce/Labor Market Data Reports Generated</p> <p>Summary Document to identify key industry sectors in the local region.</p>
<p>Tactic 3.3</p> <p>Analyze current career and technical HS pathway offerings and enrollments for appropriate alignment to local/regional workforce demands and postsecondary opportunities</p>	<p><u>High School:</u> Conduct an inventory assessment of current high school CTE pathways comparing student enrollment with workforce demand and projections for high wage, high skill, in-demand professions.</p>	Annually by June	<p>CTE Director</p> <p>Talent Development Director</p> <p>School Leadership</p> <p>Whitley County EDC</p> <p>Whitley County Chamber of Commerce</p>	<p>Documented alignment of pathway offerings to workforce demands</p>

			Academy Coaches Guidance Counselors	
Tactic 3.3 Confirm Academies and Pathways	<u>High School:</u> Review and confirmation of career academy organization	By June 2025 and ongoing	Building Administration School Counselors Academy Coaches CTE Director Talent Development Director	Documented and implementation of reviewed Career Academies
	<u>Middle School:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 3.3 Assess, further develop and maintain Advisory Boards	<u>High School:</u> Create Pathway Advisory Boards Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
	<u>Middle School</u> Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
	<u>Elementary</u> Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
Tactic 3.3 Assess academy teaching staff for required certifications to keep current with programs and curricula	<u>High School:</u> Develop and implement process for consistent review of teaching staff to ensure licensing is aligned for credentialing for dual credits, certifications and Indiana College Core	By June 2025 and ongoing	Building Administration School Counselors Academy Coaches CTE Director	Developed protocol for systematic review of teacher credentials for industry and dual credit/ICC alignment
	<u>Middle School:</u> Develop and			

	implement process for consistent review of teaching staff to ensure licensing is aligned		Talent Development Director	
	<u>Elementary</u> : Develop and implement process for consistent review of teaching staff to ensure licensing is aligned			
Tactic 3.3 K-12 program review and update to implement PRIDE work ethic program	<u>High School</u> : Implement process for consistent review of work ethic/PRIDE related activities 9-12, including badging &/or micro credentialing (including GWEC)	August 2024-June 2025	CTE Director Talent Development Director Employability Coaches	Badging System
	<u>Middle School</u> : Implement process for consistent review of work ethic/PRIDE related activities 6-8, including badging &/or micro credentialing	August 2024-June 2025	CTE Director Talent Development Director Employability Coaches	Badging System
	<u>Elementary</u> : Implement process for consistent review of work ethic/PRIDE related activities K-5, including badging &/or micro credentialing	August 2024-June 2025	CTE Director Talent Development Director Employability Coaches	Badging System

Year 3: July 2025 - June 2026				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Tactic 1.2 Create Career Experience Continuum	<u>High</u> : Identify and update experiences occurring at the high school level Identify experience gaps Analyze experience list for equity (3E - Employment, Enlistment, Enrollment) Determine how each activity aligns to HS Academies Implement Career Continuum	July-August 2025	High School Administration & Staff WCCS Leadership Employability Coaches	List of Essential Experience(s) for each grade level with specific objectives and documented deliverables in student portfolio Student participation in appropriate

	Exploration			experiences according to their grade level annually
	<p><u>Middle:</u> Review and evaluate Essential Experiences for each academy/grade level</p> <p>Identify experience gaps</p> <p>Align experiences with school calendar</p> <p>Nurture community partnerships for Essential Experiences.</p>	July-August 2025	<p>Middle School Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>List of Essential Experience(s) for each grade level with specific objectives and documented deliverables in student portfolio</p> <p>Student participation in appropriate experiences according to their grade level annually</p>
	<p><u>Elementary:</u>Review and evaluate Essential Experiences for each academy/grade level</p> <p>Identify experience gaps</p> <p>Align experiences with school calendar</p> <p>Nurture community partnerships for Essential Experiences.</p>	July-August 2025	<p>Elementary School Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>List of Essential Experience(s) for each grade level with specific objectives and documented deliverables in student portfolio</p> <p>Student participation in appropriate experiences according to their grade level annually</p>
<p>Tactic 1.2</p> <p>Work-based Learning Preparation and Supports</p> <p>Recruit & Onboard Employer Partners</p>	<p><u>High:</u>Implement a plan to prepare partners, teachers, and students for work-based learning opportunities</p> <p>Communicate overview and expectations to new employer partners</p>	<p>August 2025-June 2026</p> <p>Ongoing</p>	<p>High School Administration & Staff</p> <p>WCCS Leadership</p> <p>Employability Coaches</p>	<p>Guide/toolkit is developed to outline work-based learning definitions, menu, sequence, and roles of businesses, schools and students</p> <p>Business Involvement Inventory</p>
	<p><u>Middle:</u> Implement a plan to prepare partners, teachers, and students for career exploration opportunities</p>	August 2025-June 2026	Middle School Administration & Staff	Communication plan with essential experiences for

		Ongoing	WCCS Leadership Employability Coaches	specific goals and outcomes Business Involvement Inventory
	<u>Elementary</u> : Implement a plan to prepare partners, teachers, and students for career exposure opportunities	August 2025-June 2026 Ongoing	Elementary Administration & Staff WCCS Leadership Employability Coaches	Communication plan with essential experiences for specific goals and outcomes Business Involvement Inventory
Tactic 1.2 Utilize student aptitude, interest, and skills surveys to inform and support work-based learning opportunities	<u>High</u> : Implement Xello Plan; completing assignments and inventories	August 2025-June 2026	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their high school career
	<u>Middle</u> : Implement Xello Plan; completing assignments and inventories	August 2025-June 2026	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their middle school career
	<u>Elementary</u> : Implement Xello Plan; completing assignments and inventories	August 2025-June 2026	Building and Level teams	Students will create and maintain a portfolio in Xello which will capture all experiences students engage in throughout their elementary school career
Tactic 1.2 Continuous improvement of WBL experiences	<u>High</u> : Implement plans and tools for student, teacher, and academy partners to provide feedback on all WBL experiences	August 2025-June 2026	Building Level teams Employability Coaches	Career Exploration and WBL reflection in Xello Increased number of students in WBL Partner feedback & reflections

	<u>Middle:</u> Implement plans and tools for student, teacher, and academy partners to provide feedback on career exploration experiences	August 2025-June 2026	Building Level teams Employability Coaches	Career Exploration reflection in Xello Partner feedback & reflections
	<u>Elementary:</u> Implement plans and tools for student, teacher, and academy partners to provide feedback on all career awareness experiences	August 2025-June 2026	Building Level teams Employability Coaches	Career Awareness reflection in Xello Partner feedback & reflections
Tactic 1.3 Communicate Established Academy Themes and Pathways	<u>High:</u> Review information on current career needs in our region	Ongoing	Building and Level teams	CCHS Course description guide
	Review current elective focus and CTE pathway offerings	Ongoing		Pathway guide sheets
	Assure that current elective focus and CTE pathways offer sequential courses	Ongoing		Indiana College Core information
	Compare student interest and aptitude data with local workforce demands to make decisions related to promoted academy themes and pathways	Ongoing		CTE Parent Night
	Communicate with school and community	Ongoing		Video Information resources Xello resources
	<u>Middle:</u> Share student interest and aptitude data with teachers to explain alignment to HS academies, pathways, and HS Diploma requirements	August 2025-June 2026	Building and Level teams	Xello resources
	7th Grade CTE visit to CCHS	October 2025		Student & Parent meetings
	Middle School integrate career exploration	August 2025-June 2026		Student reflections Coursework
	<u>Elementary:</u> Share student interest and aptitude data with teachers to explain alignment to HS academies along with HS Diploma requirements	August 2025-June 2026	Building and Level teams	Xello resources
	Communicate to families that ALL kids can graduate (different avenues to graduation) - school is for ME!			Student & Parent meetings
Tactic 1.3 Academy Selection Process	<u>High:</u> CCHS will implement student academy/cluster selection and registration processes that consider student choice, interest, and aptitudes and program availability	Ongoing with course selection		Course selection process Academy change process Detailed K-12 roadmap of

				Essential Experiences Communication plan of roadmap of Essential Experiences
	<u>Middle:</u> Essential Experiences detail alignment to HS Career Academies Xello inventories help 8th grade students select Freshman Academy	August 2025-June 2026 November 2025		Detailed K-12 roadmap of Essential Experiences Xello reports Freshman Academy selection Communication plan of roadmap of Essential Experiences
	<u>Elementary:</u> Essential Experiences detail alignment to HS Career Academies	August 2025-June 2026		Detailed K-12 roadmap of Essential Experiences Essential Experience artifacts Communication plan of roadmap of Essential Experiences
Tactic 1.3 Post-secondary options and community/industry partnerships	<u>High:</u> Review district standards to ensure students have regular and equitable opportunities for postsecondary campus/industry experiences, and early postsecondary credits Assess and develop plan to align Career and Technical Service Organizations to Academies	August 2025-June 2026		List of opportunities available to students District standard of post-secondary/industry opportunities/exposure Student involvement in CTSO
	<u>Middle:</u> Review and update communication plan for MS students and families	August 2025-June 2026		Communication Plan

	<p>Communicate post-secondary opportunities to students and parents</p> <p>Assess and develop plan to align Career and Technical Service Organizations to Academies</p>			Student involvement in CTSO
	<p><u>Elementary:</u> Review & update communication plan for elementary students and families</p>	August 2025-June 2026		Communication Plan
Tactic 1.3 Academy Staffing	<p><u>High:</u> Academy coach integrated into each HS Academy</p> <p>Review and implement staffing plans (teacher, admin, counselor) to prepare for career (10-12) academy structure and identify short- and long-term staffing needs</p> <p>Maintain a 350:1 student to school counselor caseload ratio (HS)</p> <p>Assess school needs related to academy support staff to ensure access and engagement of all students</p>	<p>August 2025-June 2026</p> <p>August 2025</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p> <p>Building Administration and Superintendent</p>	<p>Staffing Budget</p> <p>Staffing plan</p> <p>Counselor ratio reports</p> <p>Assessment report</p>
	<p><u>Middle:</u> Maintain a 250:1 student to school counselor caseload ratio (MS)</p> <p>Review course offerings in alignment to HS Academies - offer activities aligned and consider different modes of learning</p> <p>Every grade has a career day stressing importance of education/attendance</p>	<p>Ongoing</p> <p>August 2025</p> <p>August 2025-June 2026</p>	<p>Superintendent</p> <p>MS Administration</p> <p>MS Administration CTE Director Talent Development Director</p>	<p>Staffing Budget</p> <p>Course catalog</p> <p>Career day agendas</p>
	<p><u>Elementary:</u> Maintain a 250:1 student to school counselor caseload ratio</p>	Ongoing	Superintendent	Staffing Budget
Tactic 1.4 Review and analyze current school schedules to best fit needs of district strategic plan	<p><u>High School:</u> Review current schedule, staffing, programmatic needs Adjust schedule as needed to fit strategic plan</p>	<p>August 2025</p> <p>2025-6 school year</p>	Administration	Schedule to fit district strategic plan

	Evaluate alternative paths to graduation			
	<u>Middle School:</u> Review current schedule, staffing, programmatic needs Adjust schedule as needed to fit strategic plan	August 2025	Administration	Schedule to fit district strategic plan
	<u>Elementary:</u> Review current schedule, staffing, programmatic needs Adjust schedule as needed to fit strategic plan	August 2025	Administration	Schedule to fit district strategic plan
Tactic 1.4 Analyze current enrollment by student group in postsecondary credit-bearing courses or CTE courses for any inequities	<u>High:</u> Analyze student demographics and student groups for each current pathway Identify any existing student group inequities Identify possible reasons for inequalities and identify any systemic causes (family educational history, barriers to access, etc.) Student survey regarding to identify program barriers Evaluate JAG enrollment/qualifications Consider National Honor Society, Student Council	by June 2026	CCHS Administration School Counselors CTE Director Talent Development Director	Documented analysis of enrollment
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Develop strategic plan to address inequities in early postsecondary engagement and success.	<u>High:</u> Establish goals for each student group area for increasing outcomes and exposure Further develop and implement Freshman Community Mentoring Program	By August 2025	CCHS Administration School Counselors CTE Director Talent Development Director	Decrease disparities Community Mentoring data Parity in course enrollment, including advanced academic courses (enrollment should closely mirror overall school group demographics) Documentation to

				ISMS families for sharing Consider an information hub (YouTube videos)
	<u>Middle:</u> dependant upon year 1 decision			
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Assess current district partnerships with post-secondary institutions	<u>High:</u> Determine which postsecondary institutions currently have a Memorandum Of Understanding in place with WCCS Communicating opportunities available	by April 2026	School Leadership CTE Director Talent Development Director	Increase number of credit opportunities to which a student is exposed
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Review current postsecondary articulation agreements for alignment to academies and pathways	<u>High:</u> Explore pathway-specific articulation opportunities with postsecondary partners (trades unions, etc.) Communicating opportunities available	Annually By April	-Postsecondary partners CTE Director Talent Development Director	Provide clear postsecondary opportunities for students Increase student understanding of necessary action steps for credit opportunities.
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Identify any school staffing implications for dual enrollment/dual credit courses taught on a WCCS campus.	<u>High:</u> Identify any teacher certifications and discipline/subject area credits that may allow for dual enrollment instruction Identify teachers eligible to teach dual credit courses in order to plan for next school year Communicating opportunities available	Annually by February	School Leadership CTE Director Talent Development Director	Maximize use of existing staff to support expansion of early postsecondary opportunities for more students Communication pieces
	<u>Middle:</u> Student inventories for course and program interests	Annually by February	School Leadership CTE Director Talent Development	Student interest inventories

			Director School Counselors	Communication pieces
	<u>Elementary:</u> Not applicable			
Tactic 1.4 Analyze opportunities to build and develop career pathways.	<p><u>High School:</u> Determine a chosen advanced academic pathway and ensure that all courses are global offerings</p> <p>Develop plan to offer options across all academies; develop plan to identify and market specific pathways to specific academies</p> <p>Identify other opportunities available to students</p> <p>Identify and develop a preparatory program that will foster the skill sets needed for student success</p> <p>Communicating opportunities available</p> <p>Annual process to review to add/remove pathways to meet current workforce demand.</p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Graduate</p>	Annually by February	CTE Director Talent Development Director Academy Coaches School Leadership School counselors Employability Skills Coaches	Communication pieces Assessment reports
	<p><u>Middle:</u> Student inventories for course and program interests</p> <p>Create 8th grade course to ensure exposure to make academy decision for 9th grade.</p> <p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Learner</p>	Annually by February	School Leadership CTE Director Talent Development Director School Counselors Employability Skills Coaches	Student interest inventories Academy selection Assessment reports
	<u>Elementary:</u>	Annually by February	School Leadership CTE Director	Assessment reports

	<p>Assess and align Essential Experiences and class activities to support Employability Standards.</p> <p>Align opportunities to key elements of Portrait of a Learner.</p>		<p>Talent Development Director School Counselors Employability Skills Coaches</p>	
<p>Tactic 1.4 Assess current knowledge and provide necessary education concerning pathway options and programmatic understanding</p>	<p><u>High School:</u> Assess current understanding</p> <p>Create PD plan</p>	Annually by March	<p>School Leadership CTE Director Talent Development Director School Counselors</p>	<p>District Level Counselor Agendas</p> <p>Implementation calendar</p>
	<p><u>Middle School</u> Assess current understanding</p> <p>Create PD plan</p>	Annually by March	<p>School Leadership CTE Director Talent Development Director School Counselors</p>	<p>District Level Counselor Agendas</p> <p>Implementation calendar</p>
	<p><u>Elementary</u> Assess current understanding</p> <p>Create PD plan</p>	Annually by March	<p>School Leadership CTE Director Talent Development Director School Counselors</p>	<p>District Level Counselor Agendas</p> <p>Implementation calendar</p>
<p>Tactic 2.4 Create a 9-12 continuum of scaffolded workplace experiences for all students.</p>	<p><u>High School:</u> Review and update guidelines and a handbook for specific work-based learning experiences</p> <p>Provide district-level training for all teachers and business partners on WBL and scaffolded approach including how to work with students.</p> <p>Schedule career planning session with EACH freshman student and EACH year up to graduating senior Develop a career plan (9th) and postsecondary plan (12th) for each student using assessment data, student interest, academy choices, etc.</p> <p>Develop a tracking system for each grade-level WBL experience.</p>	by June 2026	<p>School Administration School Counselors Academy Coaches Business Partners District-level Administration School faculty and staff Student body</p>	<p>Operating WBL handbook with outline including experiences that will occur at each grade level</p> <p>WCCS CTE/WBL Form that outlines criteria for participating in CTE/WBL experiences</p> <p>Personalized Learning Plan/Post-secondary action plan for graduating students developed by counselor and student that is signed and dated</p> <p>District-level</p>

				training for teachers and business partners Electronic management system for academy schools to track WBL opportunities and other data, XELLO
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 2.4 Create and review the necessary policies and procedures, including supporting documentation and training plan, for each level of experiences in the continuum	<p><u>High School:</u> Review current and existing policies and procedures regarding all WCCS CTE/WBL experiences, field trips, job shadowing, training for teachers, etc.</p> <p>Legal review existing policies and/or create new policies and procedures addressing student workplace safety, off-site learning, proper supervision, transportation, liability (district and partner organization), and other key areas for consideration</p> <p>Create and review existing documentation that lists all policies, procedures, and requirements. –Include flexibility for each specific partner to customize to their organizational requirements —Ensure that all appropriate signatures and approvals are included on this documentation</p>	By June 2026	School Administration School Counselors Academy Coaches Business Partners District-level Administration School faculty and staff Student body	Policy and procedures manual for experiences by grade level, semester, etc., accompanying education and training and accountability plan to ensure successful outcomes Workplace learning packet that has been approved by legal and compliant with all local, state and federal regulations
	<u>Middle:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 2.4 Communication	<p><u>High School:</u> Provide regular communication to all stakeholders about student engagement in industry</p> <p><u>Middle School:</u> Provide regular communication to all stakeholders about student engagement in industry</p> <p><u>Elementary:</u> Provide regular</p>	<p>By June 2026</p> <p>By June 2026</p> <p>By June 2026</p>	<p>Community Partners CTE Director Talent Development Director WCCS Communications</p>	<p>Social Media posts Newspaper articles Newsletter articles WCCS Connections Magazine YouTube videos</p>

	communication to all stakeholders about student engagement in industry		Coordinator Academy coaches Building Level Administrators School Counselors Building webmasters	WCCS Website
Tactic 2.4 Business and Community Partnerships	<u>High School:</u> Collaborate with business and community partners to identify potential WBL/CTE partners and opportunities	Ongoing	Community Partners Academy Coaches CTE Instructors	Documented list of partnerships with agreements
	<u>Middle School:</u> Collaborate with business and community partners to identify potential career exploration partners and opportunities	Ongoing	CTE Director Talent Development Director Building Level Administration School Counselors	
	<u>Elementary:</u> Collaborate with business and community partners to identify potential career exploration partners and opportunities	Ongoing		
Tactic 2.4 Instructional/Training (Teacher, student, and partner; pre- and post-experience)	<p><u>High School:</u> Define roles for the following positions:</p> <p>District support person for extended employment training for populations with special needs</p> <p>Talent Development Director: This person will serve as the main contact for business community.</p> <p>Academy coach lead at district level</p> <p>WBL Coordinator</p> <p>CTE Director</p> <p>Develop an org structure/chart that includes these positions and their reporting structure to</p>	Reviewed and updated Annually	School Administration School Counselors Academy Coaches Business Partners District-level Administration School Faculty School Staff Student body Academy	Academy coaches, WBL coordinator, and teachers completing the Statewide WBL Training District-level PD opportunities Training records and certifications Identify and train a person to support extended employment training for

	<p>clarify when communicating</p> <p>Ensure training/PD (teacher externships, how to work with business partners/educators)</p>		Advisory Boards	<p>populations with special needs to help students successfully transition into work-based learning experiences. (ELL, 504, IEP)</p> <p>Academy Coach hired and trained for each career academy</p> <p>Academy Advisory Boards to work with academy coaches and schools to ensure equity and impartial access to opportunities</p> <p>Academy Coaches hired</p> <p>Org structure shared with key stakeholders</p>
	<u>Middle:</u>			
	<u>Elementary:</u>			
<p>Tactic 3.3</p> <p>Map current and projected workforce data</p>	<p>Determine available sources of local and regional workforce data. Identify any gaps in information for certain industry sector information that may require additional workforce related resources</p> <p>Create a workforce data summary for local region to identify areas of need and opportunity</p>	By June 2026	<p>Whitley County EDC</p> <p>Whitley County Chamber of Commerce</p> <p>CTE Director</p> <p>Talent Development Director</p>	<p>Workforce/Labor Market Data Reports Generated</p> <p>Summary Document to identify key industry sectors in the local region.</p>
<p>Tactic 3.3</p> <p>Analyze current career and technical HS pathway offerings and enrollments for appropriate alignment to local/regional workforce demands</p>	<p><u>High School:</u> Conduct an inventory assessment of current high school CTE pathways comparing student enrollment with workforce demand and projections for high wage, high skill, in-demand professions.</p>	By June 2026	<p>CTE Director</p> <p>Talent Development Director</p> <p>School Leadership</p> <p>Whitley County EDC</p> <p>Whitley County</p>	<p>Documented alignment of pathway offerings</p>

and postsecondary opportunities			Chamber of Commerce Academy Coaches Guidance Counselors	to workforce demands
Tactic 3.3 Confirm Academies and Pathways	<u>High School:</u> Review and confirmation of career academy organization	By June 2026 and ongoing	Building Administration School Counselors Academy Coaches CTE Director Talent Development Director	Documented and implementation of reviewed Career Academies
	<u>Middle School:</u> Not applicable			
	<u>Elementary:</u> Not applicable			
Tactic 3.3 Assess, further develop and maintain Advisory Boards	<u>High School:</u> Create Pathway Advisory Boards Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
	<u>Middle School</u> Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
	<u>Elementary</u> Continue communication with community partners regularly scheduled meetings/correspondence	Ongoing/Quarterly	CTE Director Talent Development Director	Agendas Presentations Updated curricular resources
Tactic 3.3 Assess academy teaching staff for required certifications to keep current with	<u>High School:</u> Develop and implement process for consistent review of teaching staff to ensure licensing is aligned for credentialing for dual credits, certifications and Indiana College Core	By June 2026 and ongoing	Building Administration School Counselors Academy Coaches	Developed protocol for systematic review of teacher credentials for industry and dual credit/ICC

programs and curricula	<u>Middle School:</u> Develop and implement process for consistent review of teaching staff to ensure licensing is aligned		CTE Director	alignment
	<u>Elementary:</u> Develop and implement process for consistent review of teaching staff to ensure licensing is aligned		Talent Development Director	
Tactic 3.3 K-12 program review and update to implement PRIDE work ethic program	<u>High School:</u> Implement process for consistent review of work ethic/PRIDE related activities 9-12, including badging &/or micro credentialing (including GWEC)	August 2025-June 2026	CTE Director Talent Development Director Employability Coaches	Badging System
	<u>Middle School:</u> Implement process for consistent review of work ethic/PRIDE related activities 6-8, including badging &/or micro credentialing	August 2025-June 2026	CTE Director Talent Development Director Employability Coaches	Badging System
	<u>Elementary:</u> Implement process for consistent review of work ethic/PRIDE related activities K-5, including badging &/or micro credentialing	August 2025-June 2026	CTE Director Talent Development Director Employability Coaches	Badging System

Ford NGL

Tactic Team Master Plan

Team: Tactic Team 2

Tactics included in team: Tactic 1.1 Freshman Academy/Career Academies

Year 1: Spring 2023 - Summer 2024				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Analyze Current Freshman Academy Structure and Staffing	Analyzing current classes and course offerings	Spring 2023	CCHS Leadership	Analysis
Essential Experiences and Learning	Continue to create and provide opportunities for students to experience Career-Focused learning opportunities	Summer 2023	Admin, Teacher Teams Employability Coaches	Continue and expand experiences
Middle School to High School Transition	<p>High schools will provide an 8th grade visit</p> <p>High schools will have an orientation opportunity for freshmen students and parents</p> <p>Freshman school counselor will lead a 4-year planning activity where they help students either revise or create a 4-year plan and develop follow-up activity for freshman Advisory</p> <p>High schools will provide an 8th-grade visit</p> <p>Freshmen students will take an active role in the Spring 8th-grade visitation and 8th-grade parent night</p>	Spring 2023	CCHS/ISMS Guidance	Student exposure to CCHS Academies and Structure
Freshman Academy Structure and Staffing	Identified Administrators and Guidance Staff	Spring 2023	CCHS Admin	Structure in place

<p>Freshman Academy Culture</p>	<p>Freshman Academy school teams will develop the vision and mission for their freshman academy to promote a sense of community among the students and staff and guide progress monitoring</p> <p>Freshman Academy team will develop and teach a common set of school and professional standards</p> <p>Freshman Academy teachers will be trained to understand the vision/mission of all academies in order to help students make informed decisions about their future</p> <p>Students will participate in team-building activities during Freshman Advisory</p> <p>Freshman Academy teachers embed Portrait of a Graduate characteristics into their classes</p>	<p>Fall 2023</p> <p>Ongoing</p>	<p>Freshman Academy Staff</p> <p>District PR Team</p> <p>Business & Community Partners</p>	<p>All Freshman Academies will have a set of school and professional standards that are visible, taught, and reinforced</p> <p>Freshman Advisory teachers will have team building or community-building activities at least twice a semester</p> <p>Portrait of a Graduate graphic will be posted in each Freshman room</p> <p>All freshmen students should be able to articulate the characteristics of the portrait of a graduate</p>
<p>Career Academy Transition</p>	<p>Develop plan and training for teachers, advisors and counselors to help guide student academy choice and develop buy-in</p> <p>Develop an academy selection form with top 2 student choices and include demographic information to ensure</p>	<p>Fall 2023</p>	<p>Administration Academy Coach School Counselors</p>	<p>All students receive the same information about academies and the selection process</p>

	equity			
Career Academy Structure Analysis	<p>Develop leadership structure of career academies</p> <p>Develop procedures to determine academy themes based on current resources, workforce data, student data, stakeholder input, etc.</p> <p>Develop procedures to determine teacher academy assignments. Teacher assignments should be based on teacher interest and certifications</p> <p>Create checklist/guidelines for counselors and registrar to enroll new and transfer students into academies</p> <p>Career Academy themes and educator assignments set for following year</p>	Spring 2023	Administration and SIG team	<p>Academy themes align with staff and course offerings</p> <p>All teachers are assigned to an academy</p> <p>Counseling staff/registrar have a checklist and can appropriately guide new students to the correct placement</p> <p>Teachers have been trained</p> <p>Academy teams are located in close proximity to one another</p>
Academy Advisories	<p>Schools will determine the purpose of the advisory time and build it into the master schedule and/or bell schedule.</p> <p>Schools will determine frequency of advisory (daily, weekly, monthly, as needed, etc...)</p> <p>Schools will develop a structure of</p>	Spring /Summer 2023	<p>Administrative Team</p> <p>Academy Coach</p> <p>Academy Leadership</p>	<p>All students will participate in an academy advisory</p> <p>All schools will develop advisory lessons a semester in advance</p> <p>All schools will</p>

	<p>planning advisory lessons for each academy</p>			<p>integrate opportunities for guest speakers and college/career advising</p>
<p>Experiential Learning</p>	<p>Participate in the district Career Expo</p> <p>Develop plan for standardized activities that enable the academy students to have first-hand college and career experiences</p>	<p>Spring /Summer 2023</p>	<p>Academy Leadership team, Academy Coaches, Academy Teachers</p> <p>Academy Coaches</p> <p>Employability COaches</p>	<p>Creation of a purposeful Experiential Learning Plan</p>
<p>Career Academy Transition</p>	<p>Each academy will develop an academy orientation</p> <p>Each school will revise and refine guidelines for students choosing and switching academies)</p> <p>Each academy will plan a freshman visit prior to the freshmen making their academy selection</p>	<p>Fall 2023</p>	<p>Academy Staff</p>	<p>Purposeful Plan for Academy Transition</p>
<p>Career Academy Culture</p>	<p>Career academy teams will develop and promote the mission and vision behind their respective academy</p> <p>Career academy teachers will be trained to understand the vision/mission of their career academy in order to help the students make informed</p>	<p>Spring and Summer 2024</p>		<p>Creation of uniform language, process, instruction, and skills to develop throughout the academy</p>

	<p>decisions about their future</p> <p>Academy teachers embed Portrait of a Graduate characteristics into their classes</p>			<p>Unified process to discuss vision/mission/POG characteristics into lessons</p>
Staffing Structure	<p>Determine the Academy Team which should at least be comprised of core academic teachers, an Administrator, academy coach, and a school counselor. Academies have connections to CTE pathways</p>	Fall 2023	<p>Administration and Teachers</p>	<p>All staff will belong to an academy, pathway, or department</p>
Scheduling	<p>Student schedules will reflect their selected academy</p>	Spring/Summer 2024I	<p>Administration School Counselors</p>	<p>100% of the rising sophomores will have at least 50% of their classes within their assigned academy</p>
Access to Post-Secondary Credit	<p>Develop/revise school's EPSO plan</p> <p>Each school will continue to offer AP/DC courses</p>	Fall/Winter 2023	<p>Executive Principal CTE director Academy Staff School Counselors</p>	<p>Each school has an EPSO plan in place and has multiple EPSO offerings across all academies and pathways</p> <p>CCHS will offer AP/DC courses to grades 9-12</p>
LC and Academy SLC Teams	<p>Develop a master plan that creates time for departmental PLCs and Academy SLCs to meet</p>	Spring 2024	<p>Administration Academy Coach</p>	<p>Each school will have time built in for teachers to meet in both</p>

			Academy Staff	PLCs and SLCs
Identify Student, Team, Academy, and School needs to improve student performance	<p>Increase the number of Indiana College Core Completers</p> <p>Determine student performance and success indicators</p> <p>Implementation of Tutoring to address Academic needs</p> <p>Academy Staff identify processes to determine individuals areas of strength and areas of growth.</p> <p>Create methods to identify at-risk students and plans on how to support students in their academic, emotional, and physical growth</p>	2023-2024 School year	Academy leadership and team members	Each school will determine programmatic deficits and then identify strategies to implement

Year 2: Spring 2024-Summer 2025				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Analyze Current Freshman Academy Structure and Staffing	Analysis of current classes and course offerings	Spring 2024	CCHS Leadership	Analysis
Essential Experiences and Learning	Continue to create and provide opportunities for students to experience Career-Focused learning opportunities	Summer 2024	Admin, Teacher Teams Employability Coaches	Continue and expand experiences
Middle School to High School Transition	<p>High schools will provide an 8th grade visit</p> <p>High schools will have an orientation opportunity for freshmen students and parents</p> <p>Freshman school counselor will lead a</p>	Spring 2024	CCHS/ISMS Guidance	Student exposure to CCHS Academies and Structure

	<p>4-year planning activity where they help students either revise or create a 4-year plan and develop follow-up activity for freshman Advisory</p> <p>High schools will provide an 8th-grade visit</p> <p>Freshmen students will take an active role in the Spring 8th-grade visitation and 8th-grade parent night</p>			
Freshman Academy Structure and Staffing	Identify current organization and determine Administrative, Guidance, and Coaching needs	Spring 2024	CCHS Admin	Structure in place
Freshman Academy Culture	<p>Freshman Academy school teams will analyze the vision and mission for their freshman academy to promote a sense of community among the students and staff and guide progress monitoring</p> <p>Freshman Academy team will develop and teach a common set of school and professional standards</p> <p>Freshman Academy teachers will be trained to understand the vision/mission of all academies in order to help students make informed decisions about their future</p> <p>Students will participate in team-building activities during Freshman Advisory</p> <p>Freshman Academy teachers embed Portrait of a Graduate characteristics into their classes</p>	<p>Spring, summer, and fall 2024</p> <p>Ongoing</p>	<p>Freshman Academy Staff</p> <p>District PR Team</p> <p>Business & Community Partners</p>	<p>All Freshman Academies will have a set of school and professional standards that are visible, taught, and reinforced</p> <p>Freshman Advisory teachers will have team building or community-building activities at least twice a semester</p> <p>Portrait of a Graduate graphic will be posted in each</p>

				<p>Freshman room</p> <p>All freshmen students should be able to articulate the characteristics of the portrait of a graduate</p>
<p>Career Academy Transition</p>	<p>institute the plan and continuous training for teachers, advisors and counselors to help guide student academy choice and develop buy-in</p> <p>Develop an academy selection form with top 3 student choices and include demographic information to ensure equity</p>	<p>Fall 2024</p>	<p>Administration Academy Coach School Counselors</p>	<p>All students receive the same information about academies and the selection process</p>
<p>Career Academy Structure Analysis</p>	<p>Analyze leadership structure of career academies</p> <p>Implement procedures to analyze academy themes based on current resources, workforce data, student data, stakeholder input, etc.</p> <p>Develop procedures to determine teacher academy assignments. Teacher assignments should be based on teacher interest and certifications</p> <p>Create checklist/guidelines for counselors and registrar to enroll new and transfer students into academies</p> <p>Career Academy themes and educator assignments set for following year</p>	<p>Spring 2024</p>	<p>Administration and SIG team</p>	<p>Academy themes align with staff and course offerings</p> <p>All teachers are assigned to an academy</p> <p>Counseling staff/registrar have a checklist and can appropriately guide new students to the correct placement</p> <p>Teachers have been trained</p> <p>Academy teams are located in close proximity to</p>

				one another
Academy Advisories	<p>Schools will analyze the use and purpose of the advisory time and build it into the master schedule and/or bell schedule.</p> <p>Academies will continue to analyze Advisory to best meet the needs of students and their academy.</p>	Spring /Summer 2024	<p>Administrative Team</p> <p>Academy Coach</p> <p>Academy Leadership</p>	<p>All students will participate in an academy advisory</p> <p>All schools will develop advisory lessons a semester in advance</p> <p>All schools will integrate opportunities for guest speakers and college/career advising</p>
Experiential Learning	<p>Participate in the district Career Expo</p> <p>Implement plan for standardized activities that enable the academy students to have first-hand college and career experiences</p>	Spring /Summer 2024	<p>Academy Leadership team, Academy Coaches, Academy Teachers</p> <p>Academy Coaches</p> <p>Employability COaches</p>	Creation of a purposeful Experiential Learning Plan
Career Academy Transition	Each academy will develop an academy orientation	Spring /Summer 2024	Academy Staff	Purposeful Plan for Academy

	<p>Each school will revise and refine guidelines for students choosing and switching academies)</p> <p>Each academy will plan a freshman visit prior to the freshmen making their academy selection</p>			Transition
Career Academy Culture	<p>Career academy teams will develop and promote the mission and vision behind their respective academy</p> <p>Career academy teachers will uphold the vision/mission of their career academy in order to help the students make informed decisions about their future</p> <p>Academy teachers embed Portrait of a Graduate characteristics into their classes</p>	Spring /Summer 2024		<p>Creation of uniform language, process, instruction, and skills to develop throughout the academy</p> <p>Unified process to discuss vision/mission/POG characteristics into lessons</p>
Staffing Structure	<p>Determine the Academy Team which should at least be composed of core academic teachers, an Administrator, academy coach, and a school counselor. Academies have connections to CTE pathways.</p>	Spring/Summer 2024	Administration and Teachers	<p>All staff will belong to an academy, pathway, or department</p>
Scheduling	<p>Student schedules will reflect their selected academy</p>	Summer/Fall 2024	Administration School Counselors	<p>100% of the rising sophomores will have at least 50% of their classes within their assigned academy</p>

Access to Post-Secondary Credit	<p>Rrevise school's EPSO plan</p> <p>Each school will continue to offer AP/DC courses</p>	Fall/Winter 2024	<p>Executive PRincipal</p> <p>CTE director</p> <p>Academy Staff</p> <p>School Counselors</p>	<p>Each school has an EPSO plan in place and has multiple EPSO offerings across all academies and pathways</p> <p>CCHS will offer AP/DC courses to grades 9-12</p>
LC and Academy SLC Teams	<p>implement a master schedule that creates time for departmental PLCs and Academy SLCs to meet</p>	Fall 2024	<p>Administration</p> <p>Academy Coach</p> <p>Academy Staff</p>	<p>Each school will have time built in for teachers to meet in both PLCs and SLCs</p>
Identify Student, Team, Academy, and School needs to improve student performance	<p>Increase the number of Indiana College Core Completers</p> <p>Determine student performance and success indicators</p> <p>Implementation of Tutoring to address Academic needs</p> <p>Academy Staff identify processes to determine individuals areas of strength and areas of growth.</p> <p>Create methods to identify at-risk students and plans on how to support students in their academic, emotional, and physical growth</p>	2024-2025 School year	<p>Academy leadership and team members</p>	<p>Each school will determine programmatic deficits and then identify strategies to implement</p>

Year 3: (Add dates)

Strategy/Task	Action Steps	Timeline	Responsibility	Deliverables
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(What do you want to accomplish?)	(How will you accomplish it?)	(What are your start and end dates?)	(Who will lead and support the work?)	(What are the measurable outcomes?)
Analyze Current Freshman Academy Structure and Staffing	Analysis of current classes and course offerings	Spring 2025	CCHS Leadership	Analysis
Essential Experiences and Learning	Continue to create and provide opportunities for students to experience Career-Focused learning opportunities	Summer 2025	Admin, Teacher Teams Employability Coaches	Continue and expand experiences
Middle School to High School Transition	<p>High schools will provide an 8th grade visit</p> <p>High schools will have an orientation opportunity for freshmen students and parents</p> <p>Freshman school counselor will lead a 4-year planning activity where they help students either revise or create a 4-year plan and develop follow-up activity for freshman Advisory</p> <p>High schools will provide an 8th-grade visit</p> <p>Freshmen students will take an active role in the Spring 8th-grade visitation and 8th-grade parent night</p>	Spring 2025	CCHS/ISMS Guidance	Student exposure to CCHS Academies and Structure
Freshman Academy Structure and Staffing	Identify current organization and determine Administrative, Guidance, and Coaching needs	Spring 2025	CCHS Admin	Structure in place
Freshman Academy Culture	<p>Freshman Academy school teams will analyze the vision and mission for their freshman academy to promote a sense of community among the students and staff and guide progress monitoring</p> <p>Freshman Academy team will develop</p>	<p>Spring, summer, and fall 2025</p> <p>Ongoing</p>	<p>Freshman Academy Staff</p> <p>District PR Team</p>	All Freshman Academies will have a set of school and professional standards that are visible, taught,

	<p>and teach a common set of school and professional standards</p> <p>Freshman Academy teachers will be trained to understand the vision/mission of all academies in order to help students make informed decisions about their future</p> <p>Students will participate in team-building activities during Freshman Advisory</p> <p>Freshman Academy teachers embed Portrait of a Graduate characteristics into their classes</p>		<p>Business & Community Partners</p>	<p>and reinforced</p> <p>Freshman Advisory teachers will have team building or community-building activities at least twice a semester</p> <p>Portrait of a Graduate graphic will be posted in each Freshman room</p> <p>All freshmen students should be able to articulate the characteristics of the portrait of a graduate</p>
<p>Career Academy Transition</p>	<p>institute the plan and continuous training for teachers, advisors and counselors to help guide student academy choice and develop buy-in</p> <p>Develop an academy selection form with top 3 student choices and include demographic information to ensure equity</p>	<p>Fall 2025</p>	<p>Administration Academy Coach School Counselors</p>	<p>All students receive the same information about academies and the selection process</p>
<p>Career Academy Structure Analysis</p>	<p>Analyze leadership structure of career academies</p> <p>Implement procedures to analyze academy themes based on current</p>	<p>Spring 2025</p>	<p>Administration and SIG team</p>	<p>Academy themes align with staff and course offerings</p> <p>All teachers are</p>

	<p>resources, workforce data, student data, stakeholder input, etc.</p> <p>Develop procedures to determine teacher academy assignments. Teacher assignments should be based on teacher interest and certifications</p> <p>Create checklist/guidelines for counselors and registrar to enroll new and transfer students into academies</p> <p>Career Academy themes and educator assignments set for following year</p>			<p>assigned to an academy</p> <p>Counseling staff/registrar have a checklist and can appropriately guide new students to the correct placement</p> <p>Teachers have been trained</p> <p>Academy teams are located in close proximity to one another</p>
Academy Advisories	<p>Schools will analyze the use and purpose of the advisory time and build it into the master schedule and/or bell schedule.</p> <p>Academies will continue to analyze Advisory to best meet the needs of students and their academy.</p>	Spring /Summer 2025	<p>Administrative Team</p> <p>Academy Coach</p> <p>Academy Leadership</p>	<p>All students will participate in an academy advisory</p> <p>All schools will develop advisory lessons a semester in advance</p> <p>All schools will integrate opportunities for guest speakers and college/career advising</p>

<p>Experiential Learning</p>	<p>Participate in the district Career Expo</p> <p>Implement plan for standardized activities that enable the academy students to have first-hand college and career experiences</p>	<p>Spring /Summer 2025</p>	<p>Academy Leadership team, Academy Coaches, Academy Teachers</p> <p>Academy Coaches</p> <p>Employability COaches</p>	<p>Creation of a purposeful Experiential Learning Plan</p>
<p>Career Academy Transition</p>	<p>Each academy will develop an academy orientation</p> <p>Each school will revise and refine guidelines for students choosing and switching academies)</p> <p>Each academy will plan a freshman visit prior to the freshmen making their academy selection</p>	<p>Spring /Summer 2025</p>	<p>Academy Staff</p>	<p>Purposeful Plan for Academy Transition</p>
<p>Career Academy Culture</p>	<p>Career academy teams will develop and promote the mission and vision behind their respective academy</p> <p>Career academy teachers will uphold the vision/mission of their career academy in order to help the students make informed decisions about their future</p> <p>Academy teachers embed Portrait of a Graduate characteristics into their classes</p>	<p>Spring /Summer 2025</p>		<p>Creation of uniform language, process, instruction, and skills to develop throughout the academy</p> <p>Unified process to discuss vision/mission/POG characteristics into lessons</p>

Staffing Structure	Determine the Academy Team which should at least be composed of core academic teachers, an Administrator, academy coach, and a school counselor. Academies have connections to CTE pathways.	Spring/Summer 2025	Administration and Teachers	All staff will belong to an academy, pathway, or department
Scheduling	Student schedules will reflect their selected academy	Summer/Fall 2025	Administration School Counselors	100% of the rising sophomores will have at least 50% of their classes within their assigned academy
Access to Post-Secondary Credit	Rrevise school's EPSO plan Each school will continue to offer AP/DC courses	Fall/Winter 2025	Executive PRincipal CTE director Academy Staff School Counselors	Each school has an EPSO plan in place and has multiple EPSO offerings across all academies and pathways CCHS will offer AP/DC courses to grades 9-12
LC and Academy SLC Teams	implement a master schedule that creates time for departmental PLCs and Academy SLCs to meet	Fall 2025	Administration Academy Coach Academy Staff	Each school will have time built in for teachers to meet in both PLCs and SLCs
Identify Student, Team, Academy, and School needs to improve student performance	Increase the number of Indiana College Core Completers Determine student performance and	2025-2026 School year	Academy leadership and team members	Each school will determine programmatic deficits and then

	<p>success indicators</p> <p>Implementation of Tutoring to address Academic needs</p> <p>Academy Staff identify processes to determine individuals areas of strength and areas of growth.</p> <p>Create methods to identify at-risk students and plans on how to support students in their academic, emotional, and physical growth</p>			<p>identify strategies to implement</p>
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Strand One: Transforming Teaching and Learning

Tactic: 1.5 Student Voice and Leadership

Students have opportunities to contribute to the design of their learning experiences and learning environments and to exercise leadership roles and responsibilities in their schools.

1.5 Student Voice and Leadership Year One: August 2023- June 2024				
Strategy/Task	Action Step	Start Date / End Date <i>Dates Subject to Change</i>	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
Develop a Student Ambassador Program High, Middle, Elementary	Designate a staff member to head up the Student Ambassador Program	July 2023	Principal Lead Ambassador Teacher	One person per school is designated or hired by August 2023.
	Determine Student Ambassador roles and responsibilities with individual school input for grade levels.	September 2023	Principal Lead Ambassador or Teacher	Roles and Responsibilities are defined and published
	Develop an application and interview process and appropriate timelines with individual school input	October 2023	Principal Lead Ambassador Teacher	Number of students who submit student ambassador applications 100% of participating schools will have an ambassador program in place for the 2023-2024 school year
	Develop selection criteria/process	October 2023	Principal Lead Ambassador Teacher	All schools will utilize developed selection criteria
	Training for ambassador advisors (Teachers and Community Members)	October-December 2023		100% of advisors attend training by January 2024
	Create a Student Ambassador marketing/communication plan to highlight the role and recruit student ambassadors	September 2023-December 2023	District Marketing	Communications created and distributed
	Create plan for evaluation of ambassadors and	January 2024-May 2024	Principals Lead	Evaluation metrics and tools utilized to assess ambassadors

	ambassador programming		Ambassador Teacher School Counselors Academy Coaches, Supervisors District Leadership Community Partners	and ambassador program
	Establish Student Ambassador training that is fun and engaging. Create opportunities for current ambassadors to share with potential ambassadors	October 2023-May 2024	District Leadership Lead Ambassador Teacher Principal	Attendance, feedback from teachers, and staff

1.5 Student Voice and Leadership | Year One: January 2022-June 2023

Strategy/Task	Action Step	Start Date / End Date	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
	Launch ambassador program with individual school input for grade levels and academies represented.	December 2023	Principals Lead Ambassador Teachers	Attendance, feedback from teachers, counselors and other school leaders. Submit ambassador names by building.
	Evaluate existing ambassadors to ensure they maintain criteria	May 2024	Principals Lead Ambassador Teachers	100% of ambassadors will meet criteria
	Recognize students as ambassadors. Example:seniors by providing student ambassadors a cord to wear at graduation. Media recognition or press release	Ongoing	Principals Lead Ambassador Teachers	Student Recognitions Increased awareness and interest among student population

<p>Student Leadership Opportunities</p>	<p>Identify school-based opportunities for leadership development in all levels, K-12 (as applicable)</p> <p>Examples may include: Community service within and outside the school - Capstone Projects - Internships - Athletic captains - Student Council - National Honor Society - Science Fair - Student Ambassadors - Student Mentors - Classroom Leaders - Career and Technical organizations</p>	<p>January 2024- May 2024</p>	<p>Head Principal School Leadership team Academy Principals Community members Student Ambassadors Supervising Staff</p>	<p>Measured by the number of students who participate in listed activities including student demographic data compared to the school's demographic data</p>
	<p>Create Plan to market leadership opportunities to students across academies</p> <p>Network with other district schools to discover what is currently being done that could be brought to other schools. What is being done at higher levels that could be brought into elementary schools at age appropriate activities.</p>	<p>January 2024- May 2024</p>	<p>Head Principal School Leadership team Academy Principals Community Members</p>	<p>Inclusion in Freshman Seminar, 6th Grade Seminar, elementary as applicable</p> <p>Marketing materials Leadership Lessons</p>

1.5 Student Voice and Leadership Year Two: July 2024–June 2025				
Strategy/Task	Action Step	Start Date / End Date	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
<p>Student Ambassador Plan</p>	<p>Recognize students as ambassadors.</p> <p>Example: seniors by providing student ambassadors a cord to wear at graduation. Media recognition or press release</p>	<p>Ongoing</p>	<p>Principals Lead Ambassador Teachers</p>	<p>Student ambassadors feel valued and appreciated, underclassmen are aware of the ambassador program, underclassmen are more interested in becoming an ambassador, and students that participate in the program report</p>

1.5 Student Voice and Leadership | Year Two: July 2024–June 2025

Strategy/Task	Action Step	Start Date / End Date	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
				that it was a positive experience
	Onboard and train new ambassadors for each academy.	August 2024-September 2025 (ongoing)	Principals Lead Ambassador Teachers	100% of ambassadors will meet criteria 100% of all schools will have an ambassador program in place for the 2024-2025 school year
	Evaluate existing ambassadors to ensure they maintain established criteria	December 2024 May 2025	Principals Lead Ambassador Teachers	Documentation of Ambassador Performance Evaluation
	Establish Ambassador Board	January 2025-May 2025	Principals Lead Ambassador Teachers	Defined purpose of Ambassador Board Term Lengths, Function, and operational expectations established
	Select Ambassador Board Officers	May 2025	Principals Lead Ambassador Teachers	100% of officers will receive additional leadership training. Officers will demonstrate organizational and communication skills
Student Leadership Opportunities	Identify student leadership training opportunities that can be shared district-wide to support increased student engagement	Occurs annually	School Ambassador Supervisors District Leadership Community Partners	Student representation in leadership training and activities
	Evaluate leadership opportunities and programming, making revisions as necessary	Occurs annually	School Ambassador Supervisors District Leadership Community Partners	100% of schools will complete an annual survey for program effectiveness and needs survey

	Market leadership opportunities to students	August 2024-May 2025	Head Principal School Leadership Team Academy Principals Academy Coaches Community Members Student Ambassadors	Inclusion in Freshman Seminar, 6th Grade Seminar, and elementary as applicable Location and number of outreaches to students (social, flyers, email, all calls)
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1.5 Student Voice and Leadership Year Two: July 2024–June 2025				
Strategy/Task	Action Step	Start Date / End Date	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
			Supervising staff	

1.5 Student Voice and Leadership Year Three: July 2025–June 2026				
Strategy/Task	Action Step	Start Date / End Date	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
Student Ambassador Plan	Recognize students as ambassadors. Example:seniors by providing student ambassadors a cord to wear at graduation. Media recognition or press release	Ongoing	Principals Lead Ambassador Teachers	Student ambassadors feel valued and appreciated, underclassmen are aware of the ambassador program, underclassmen are more interested in becoming an ambassador, and students that participate in the program report that it was a positive experience
	Evaluate existing ambassadors to ensure they maintain established criteria	December 2025 May 2026	Principals Lead Ambassador Teachers	Documentation of Ambassador Performance Evaluation
	Maintain an ambassador board for student input into academy high schools and ambassador programming	July 2025-May 2026	Principals Lead Ambassador Teachers	100% of officers will receive additional leadership training. Officers will demonstrate organizational and communication skills
Student Leadership Opportunities	Identify student leadership training opportunities that can be shared district-wide to support increased student engagement	Occurs annually	Principals Lead Ambassador Teachers	Student representation in leadership training and activities
	Evaluate leadership opportunities and programming making	Occurs annually	Principals Lead Ambassador Teachers	100% of schools will complete an annual survey for program effectiveness and needs survey

	revisions as necessary			
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1.5 Student Voice and Leadership | Year Three: July 2024–June 2025

Strategy/Task	Action Step	Start Date / End Date	Lead Person(s) & Support Person(s)/Team	Measurable Outcomes (Deliverables)
	Market leadership opportunities to students	August 2025-May 2026	Head Principal School Leadership Team Academy Principals Academy Coaches Community Members Student Ambassadors Supervising staff	Inclusion in Freshman Seminar, 6th Grade Seminar, and elementary as applicable Location and number of outreaches to students (social, flyers, email, all calls)

Ford NGL
Tactic Team Master Plan

Team: Tactic Team 2

Tactics included in team: Tactic 2.1 – Teacher teams

Year 1: Spring 2023 - Summer 2024				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
<p>Through a building wide process articulate a common vision for academies</p> <p>Develop the rationale with teachers</p> <p>Be explicit about the change process</p> <p>Communicate a clear and manageable timeline for the transformation</p>	Explain and market the rationale for the Academies	Spring 2023 Ongoing	Building Administration	100% of teachers can explain and share the rationale for the transformation
	Visit school systems that have implemented academies	Spring/Fall 2023	Administration and Leadership Team at participating schools	Collected information and proposals for meeting academy needs.
	Co-develop the structure, roles, and purpose of the members of each teacher team	Spring/Fall 2023	Academy Coach and School Administrator	Clearly outlined roles and responsibilities for each team member
	Provide training for teachers on their new roles in the academy team	Initial training Fall 2023 Additional Training throughout Spring and Summer 2024	Develop of additional training individuals to work with administration	Teams develop a set of expectations to measure the impact of the roles and responsibilities to
Develop academy/Team culture	Identify and train student ambassadors for the academy	As academies open	Academy Coaches	Student Ambassador Team
	Create an academy vision and mission statements	As academies open	Academy Teams	Academy Mission and Vision statements
	Review and adjust schedule to assure it allows time for common plan for (1) academy teams and (2) content PLCs	Spring 2024	Administration Academy Coach Counselors	100% of Core teachers have a schedule that allows for (1) academy team time and (2) content PLCs
	Identify, develop, and promote the unique qualities of the academy	Spring 2024	Academy Teams	Academies Purpose Statements

	Create a systematic plan to Identify and recognize teachers/student successes	Spring 2024	Academy Teams with Administration	Student Success Rubrics
Development of Academy Team Structures	Train Academy Teachers to hold weekly meetings Identify Appropriate academy and team sizes and compositions	Fall 2023	Academy Coach	Intervention Logs

Year 2: Summer 2024 - Spring 2025

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Through a building wide process articulate a common vision for academies Develop the rationale with teachers Be explicit about the change process Communicate a clear and manageable timeline for the transformation	Explain and market the rationale for the Academies	Spring 2024 Ongoing	Building Administration	100% of teachers can explain and share the rationale for the transformation
	Visit school systems that have implemented academies	Spring/Fall 2024	Administration and Leadership Team at participating schools	
	Analyze and improve upon the structure, roles, and purpose of the members of each teacher team	Spring/Fall 2024	Academy Coach and School Administrator	Clearly outlined roles and responsibilities for each team member
	Continue training for teachers in their roles in the academy team	Training throughout Spring and Summer 2025	Develop of additional training individuals to work with administration	Teams develop a set of expectations to measure the impact of the roles and responsibilities to
Develop academy culture	analyze current plan and train new student ambassadors for the academy	Fall 2024	Academy Coaches	Student Ambassador Team
	Analyze and update academy vision and mission statements as needed	Fall 2024	Academy Teams	Academy Mission and Vision statements
	Review and adjust schedule to assure it allows time for common plan for (1) academy teams and (2) content PLCs	Spring 2025	Administration Academy Coach Counselors	100% of Core teachers have a schedule that allows for (1) academy team time and (2) content PLCs

	Identify, develop, and promote the unique qualities of the academy	Spring 2025	Academy Teams	Academies Purpose Statements
	Identify and recognize teachers/student successes	Spring 2025	Academy Teams with Administration	Student Success Rubrics
Development of Academy Team Structures	Train Academy Teachers to hold weekly meetings Identify Appropriate academy and team sizes and compositions	Fall 2024	Academy Coach	Intervention Logs

Year 3: Summer 2025-Spring 2026				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
<p>Through a building wide process articulate a common vision for academies</p> <p>Develop the rationale with teachers</p> <p>Be explicit about the change process</p> <p>Communicate a clear and manageable timeline for the transformation</p>	Explain and market the rationale for the Academies	Spring 2025 Ongoing	Building Administration	100% of teachers can explain and share the rationale for the transformation
	Visit school systems that have implemented academies	Spring/Fall 2025	Administration and Leadership Team at participating schools	
	Analyze and improve upon the structure, roles, and purpose of the members of each teacher team	Spring/Fall 2025	Academy Coach and School Administrator	Clearly outlined roles and responsibilities for each team member
	Continue training for teachers in their roles in the academy team	Training throughout Spring and Summer 2026	Develop of additional training individuals to work with administration	Teams develop a set of expectations to measure the impact of the roles and responsibilities to
Develop academy culture	analyze current plan and train new student ambassadors for the academy	Fall 2025	Academy Coaches	Student Ambassador Team

	Analyze and update academy vision and mission statements as needed	Fall 2025	Academy Teams	Academy Mission and Vision statements
	Review and adjust schedule to assure it allows time for common plan for (1) academy teams and (2) content PLCs	Spring 2026	Administration Academy Coach Counselors	100% of Core teachers have a schedule that allows for (1) academy team time and (2) content PLCs
	Identify, develop, and promote the unique qualities of the academy	Spring 2026	Academy Teams	Academies Purpose Statements
	Identify and recognize teachers/student successes	Spring 2026	Academy Teams with Administration	Student Success Rubrics
Development of Academy Team Structures	Train Academy Teachers to hold weekly meetings Identify Appropriate academy and team sizes and compositions	Fall 2025	Academy Coach	Intervention Logs

Ford NGL

Tactic Team Master Plan

Team: Team 2 Professional Development

Tactics included in team: 2.2 Professional Development

Year 1: August, 2023 - July, 2024				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Conduct a professional development needs assessment WCCS Strategic Plan Comprehensive Student Experience <ul style="list-style-type: none"> ● Student Learning ● Student Engagement ● Safety & Wellness ● Career & College Readiness 	<u>High:</u> Assess current professional development (PD) needs related to the Portrait of a Graduate Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience & SIG Grant What do we already have in place? Who are our in-house experts? Can we consider coaches and/or instructional strategists?	August, 2023 - July, 2024	Administration Teams <ul style="list-style-type: none"> ● CCHS/ETA ● Teacher Leaders 	Analyze survey from the Portrait of a Graduate Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience & SIG Grant
	<u>Middle:</u> Assess current professional development (PD) needs related to the Portrait of a Learner Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience What do we already have in place? Who are our in-house experts? Can we consider coaches and/or instructional strategists?	August, 2023 - July, 2024	Administration Teams <ul style="list-style-type: none"> ● ISMS ● Teacher Leaders 	Analyze survey from the Portrait of a Learner Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience
	<u>Elementary:</u> Assess current professional development (PD) needs related to	August, 2023 - July, 2024	Administration Teams <ul style="list-style-type: none"> ● EAT 	Analyze survey from the Portrait of a Learner

	<p>the Portrait of a Learner</p> <p>Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience</p> <p>What do we already have in place? Who are our in-house experts?</p> <p>Can we consider coaches and/or instructional strategists?</p>		<ul style="list-style-type: none"> • Teacher Leaders 	Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience
Implement professional development	<p><u>High:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <ul style="list-style-type: none"> • NWEA • IEP & accommodation training for CTE teachers • literacy interventions for each discipline • determine next steps with UDL, IBL, PBL, PrBL • behavioral health <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p> <p>Ford NGL specific PD:</p> <ul style="list-style-type: none"> • Freshman Academy (TTT) • Freshman Seminar (one time) • Academy Coach Training (one time) • Team Leader & Distributive Leadership Training (TTT) • Interdisciplinary Teams (TTT) • Student Ambassador (one time) • PBL for Academy Model (TTT) 	August, 2023 - July, 2024	<p>Administration Teams</p> <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>PD plan aligns to SIG</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
	<p><u>Middle:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain</p>	August, 2023 - July, 2024	<p>Administration Teams</p> <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	PD plan aligns to the WCCS Strategic Plan

	<p>aspects for each?</p> <ul style="list-style-type: none"> • Language Arts • college & career • behavioral health <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p> <p>Ford NGL specific PD:</p> <ul style="list-style-type: none"> • K-8 Conference (one time) • Teaming Training (TTT) • Team Leader Training (TTT) • Student Ambassador (one time) • PBL K-8 (TTT) 			<p>PD plan aligns to Ford NGL</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
	<p><u>Elementary:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <ul style="list-style-type: none"> • basic math & language arts • behavioral health <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p> <p>Ford NGL specific PD:</p> <ul style="list-style-type: none"> • K-8 Conference (one time) • Teaming Training (TTT) • Team Leader Training (TTT) • Student Ambassador (one time) • PBL K-8 (TTT) 	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • EAT • Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
<p>Monitor the Process</p>	<p><u>High:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	<p>Completion Rate</p> <p>Data from Needs Assessment</p> <p>Data from Feedback Tool</p>

	<p><u>Middle:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	<p>Completion Rate</p> <p>Data from Needs Assessment</p> <p>Data from Feedback Tool</p>
	<p><u>Elementary:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • EAT • Teacher Leaders 	<p>Completion Rate</p> <p>Data from Needs Assessment</p> <p>Data from Feedback Tool</p>
<p>Evaluate the Process</p>	<p><u>High:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	<p>Documents of drilling down data to re-establish focus for next year</p> <ul style="list-style-type: none"> • Determine - what did we accomplish? • Do we need to dig deeper?
	<p><u>Middle:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	<p>Documents of drilling down data to re-establish focus for next year</p> <ul style="list-style-type: none"> • Determine - what did we accomplish? • Do we need to dig deeper?
	<p><u>Elementary:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	<p>August, 2023 - July, 2024</p>	<p>Administration Teams</p> <ul style="list-style-type: none"> • EAT • Teacher Leaders 	<p>Documents of drilling down data to re-establish focus for next year</p> <ul style="list-style-type: none"> • Determine - what did we accomplish?

				Do we need to dig deeper?
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Year 2: August, 2024 - July, 2025

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Conduct a professional development needs assessment WCCS Strategic Plan Comprehensive Student Experience <ul style="list-style-type: none"> • Student Learning • Student Engagement • Safety & Wellness • Career & College Readiness 	<u>High:</u> Assess current professional development (PD) needs related to the Portrait of a Graduate Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience & SIG Grant What do we already have in place? Who are our in-house experts?	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	Analyze survey from the Portrait of a Graduate Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience & SIG Grant
	<u>Middle:</u> Assess current professional development (PD) needs related to the Portrait of a Learner Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience What do we already have in place? Who are our in-house experts?	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	Analyze survey from the Portrait of a Learner Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience
	<u>Elementary:</u> Assess current professional development (PD) needs related to the Portrait of a Learner Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience What do we already have in place? Who are our in-house experts?	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • EAT • Teacher Leaders 	Analyze survey from the Portrait of a Learner Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience
Implement	<u>High:</u>	August, 2024 - July,	Administration	PD plan aligns to

professional development	<p>Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p>	2025	<p>Teams</p> <ul style="list-style-type: none"> ● CCHS/ETA ● Teacher Leaders 	<p>the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>PD plan aligns to SIG</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
	<p><u>Middle:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p>	August, 2024 - July, 2025	<p>Administration Teams</p> <ul style="list-style-type: none"> ● ISMS ● Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
	<p><u>Elementary:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p>	August, 2024 - July, 2025	<p>Administration Teams</p> <ul style="list-style-type: none"> ● EAT ● Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
Monitor the Process	<p><u>High:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	August, 2024 - July, 2025	<p>Administration Teams</p> <ul style="list-style-type: none"> ● CCHS/ETA ● Teacher Leaders 	<p>Completion Rate</p> <p>Data from Needs Assessment</p> <p>Data from Feedback Tool</p>

	<p><u>Middle:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	Completion Rate Data from Needs Assessment Data from Feedback Tool
	<p><u>Elementary:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • EAT • Teacher Leaders 	Completion Rate Data from Needs Assessment Data from Feedback Tool
Evaluate the Process	<p><u>High:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	Documents of drilling down data to re-establish focus for next year <ul style="list-style-type: none"> • Determine - what did we accomplish? • Do we need to dig deeper?
	<p><u>Middle:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	Documents of drilling down data to re-establish focus for next year <ul style="list-style-type: none"> • Determine - what did we accomplish? • Do we need to dig deeper?
	<p><u>Elementary:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	August, 2024 - July, 2025	Administration Teams <ul style="list-style-type: none"> • EAT • Teacher Leaders 	Documents of drilling down data to re-establish focus for next year <ul style="list-style-type: none"> • Determine - what did we accomplish?

				Do we need to dig deeper?
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Year 3: August, 2025 - July, 2026				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Conduct a professional development needs assessment WCCS Strategic Plan Comprehensive Student Experience <ul style="list-style-type: none"> • Student Learning • Student Engagement • Safety & Wellness • Career & College Readiness 	<u>High:</u> Assess current professional development (PD) needs related to the Portrait of a Graduate Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience & SIG Grant What do we already have in place? Who are our in-house experts?	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	Analyze survey from the Portrait of a Graduate Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience & SIG Grant
	<u>Middle:</u> Assess current professional development (PD) needs related to the Portrait of a Learner Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience What do we already have in place? Who are our in-house experts?	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	Analyze survey from the Portrait of a Learner Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience
	<u>Elementary:</u> Assess current professional development (PD) needs related to the Portrait of a Learner Assess what teachers know about WCCS Strategic Plan with Comprehensive Student Experience What do we already have in place? Who are our in-house experts?	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • EAT • Teacher Leaders 	Analyze survey from the Portrait of a Learner Analyze survey about WCCS Strategic Plan with Comprehensive Student Experience

Implement professional development	<p><u>High:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p>	August, 2025 - July, 2026	<p>Administration Teams</p> <ul style="list-style-type: none"> ● CCHS/ETA ● Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>PD plan aligns to SIG</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
	<p><u>Middle:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p>	August, 2025 - July, 2026	<p>Administration Teams</p> <ul style="list-style-type: none"> ● ISMS ● Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
	<p><u>Elementary:</u> Build Professional Development Plan Do we tackle an area of the pillar each year or just certain aspects for each?</p> <p>Design a system to recognize, reward, and support PD implementation</p> <p>Develop a system to onboard teachers, counselors, administrators</p>	August, 2025 - July, 2026	<p>Administration Teams</p> <ul style="list-style-type: none"> ● EAT ● Teacher Leaders 	<p>PD plan aligns to the WCCS Strategic Plan</p> <p>PD plan aligns to Ford NGL</p> <p>Portfolio of PD plan, Celebration Plan, & Onboarding Process</p>
Monitor the Process	<p><u>High:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p>	August, 2025 - July, 2026	<p>Administration Teams</p> <ul style="list-style-type: none"> ● CCHS/ETA ● Teacher Leaders 	<p>Completion Rate</p> <p>Data from Needs Assessment</p> <p>Data from Feedback Tool</p>

	Develop feedback tool for participants to provide input from trainings to impact future PD			
	<p><u>Middle:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	Completion Rate Data from Needs Assessment Data from Feedback Tool
	<p><u>Elementary:</u> Identify a system to monitor/manage PD completion</p> <p>Develop annual PD needs assessment tool to inform PD offerings</p> <p>Develop feedback tool for participants to provide input from trainings to impact future PD</p>	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • EAT • Teacher Leaders 	Completion Rate Data from Needs Assessment Data from Feedback Tool
Evaluate the Process	<p><u>High:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • CCHS/ETA • Teacher Leaders 	Documents of drilling down data to re-establish focus for next year <ul style="list-style-type: none"> • Determine - what did we accomplish? • Do we need to dig deeper?
	<p><u>Middle:</u> Analyze data to gain feedback for future PD</p> <ul style="list-style-type: none"> • Needs Assessment • Feedback from trainings 	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • ISMS • Teacher Leaders 	Documents of drilling down data to re-establish focus for next year <ul style="list-style-type: none"> • Determine - what did we accomplish? • Do we need to dig deeper?
	<p><u>Elementary:</u> Analyze data to gain feedback for future PD</p>	August, 2025 - July, 2026	Administration Teams <ul style="list-style-type: none"> • EAT 	Documents of drilling down data to re-establish

	<ul style="list-style-type: none">• Needs Assessment• Feedback from trainings		<ul style="list-style-type: none">• Teacher Leaders	focus for next year <ul style="list-style-type: none">• Determine - what did we accomplish?• Do we need to dig deeper?
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Ford NGL
Tactic Team Master Plan

Team: Tactic Team 2 - 2.5

Tactics included in team: Supportive policies and Practices

Year 1: (Add dates)				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Examine policies and practices with an equity lens to assure opportunities for each and every student	<u>High:</u> Assess current procedures and processes to determine how WCCS assures equitable opportunities in academic and CTE programming	Fall of 2023	WCCS Administration	Create a policy review, including any recommendations for the WCCS board to approve
	<u>Middle:</u> Same	Fall of 2023		
	<u>Elementary:</u> Same	Fall of 2023		
Review current policies and practices (Where applicable) related to the academy model and update them to align with the academy model to ensure transformation.	<u>High:</u> Assess, analyze and review state, district and board policies Priority should be class size, staffing, academic and CTE programming, schedules, and talent acquisition		WCCS and Building Administration	
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Create policies, practices, and awareness at Elementary and Middle school(s) that align schools and programs for common goals and implementation.	<u>High:</u> Assess Practices at the different levels		WCCS Administration	School and Program Assessment
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Focus on developing an awareness of programs, pathways, and academy structure.	<u>High:</u> Assessing Current programs/Academies		WCCS administration	Needs analysis/current program list
	<u>Middle:</u> Same			

	<u>Elementary</u> :Same			
Develop district guidance for academy implementation, at all levels, to ensure consistent implementation across schools.	<u>High</u> : Create District Guidance Plan		WCCS Administration	13 year plan for Academy implementation plan
	<u>Middle</u> : Same			
	<u>Elementary</u> :Same			
Update master schedule to better support academy design (At all levels).	<u>High</u> : Assess Master Schedule plan assess needs		CCHS Administration	Master Schedule Assessment
	<u>Middle</u> : Same			
	<u>Elementary</u> :Same			
Develop structure and processes to allow for collaboration across both content and academy teams	Gather input and set baseline for teacher and educator needs related to the sharing of information, best practices, and collaboration.		Building/District Administration	Identified needs and possible solutions
Identify Gaps in current staff positions and Align hiring practices to the academy model including appropriate certifications	Review and analyze current hiring practices at WCCS o determine best practices		WCCS administration	Hiring process review based on School/program needs
Create structures to support high-quality instruction in an academy model including teachers teaching in teams	Identify instructional strategies that foster the development of student interest and knowledge of careers		WCCS building administration	Identification of instructional strategies
Provide distributive leadership professional development for key academy positions	Identify staff for leadership positions		Building-level administrators	Staff identified
Review policies and practices that support student and family transition from one level to the next.	<u>Assess current Transition practices and plans</u>		WCCS and Building Administration	Current plan assessment

Year 2: (Add dates)

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
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Examine policies and practices with an equity lens to assure opportunities for each and every student	<u>High:</u> Continue to assess and adapt policies		WCCS Administration	Create a policy review, including any recommendations for the WCCS board to approve
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Review current policies and practices (Where applicable) related to the academy model and update them to align with the academy model to ensure transformation.	<u>High:</u> Continue to assess and adapt policies		WCCS and Building Administration	
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate policies, practices, and awareness at Elementary and Middle school(s) that align schools and programs for common goals and implementation.	<u>High:</u> Continue to assess and adapt policies		WCCS Administration	School and Program Assessment
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate student awareness of programs, pathways, and academy structure.	<u>High:</u> Continue to assess and adapt policies		WCCS administration	Needs analysis/current program list
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate academy implementation, at all levels, to continue to ensure consistent implementation across schools.	<u>High:</u> Continue to assess and adapt policies		WCCS Administration	13 year plan for Academy implementation plan
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
evaluate updated Master schedule to better support academy design (At all levels).	<u>High:</u> Continue to assess and adapt policies		CCHS Administration	Master Schedule Assessment
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate current structure and processes to allow for collaboration across both content and academy teams	Continue to assess and adapt policies		Building/District Administration	Identified needs and possible solutions

Evaluate current staff positions and Align hiring practices to the academy model including appropriate certifications	Continue to assess and adapt policies		WCCS administration	Hiring process review based on School/program needs
Evaluate newly established structures to support high-quality instruction in an academy model including teachers teaching in teams	Continue to assess and adapt policies		WCCS building administration	Identification of instructional strategies
Assess distributive leadership professional development for key academy positions and program effectiveness	Continue to assess and adapt policies and practices for needed improvement		Building-level administrators	Staff identified
Continue to review policies and practices that support student and family transition from one level to the next.	Continue to assess and adapt policies and practices for needed improvement		WCCS and Building Administration	Current plan assessment

Year 3: (Add dates)				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Examine policies and practices with an equity lens to assure opportunities for each and every student	<u>High:</u> Continue to assess and adapt policies		WCCS Administration	Create a policy review, including any recommendations for the WCCS board to approve
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Review current policies and practices (Where applicable) related to the academy model and update them to align with the academy model to ensure transformation.	<u>High:</u> Continue to assess and adapt policies		WCCS and Building Administration	
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate policies, practices, and	<u>High:</u> Continue to assess and adapt policies		WCCS Administration	School and Program Assessment

awareness at Elementary and Middle school(s) that align schools and programs for common goals and implementation.	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate student awareness of programs, pathways, and academy structure.	<u>High:</u> Continue to assess and adapt policies		WCCS administration	Needs analysis/current program list
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate academy implementation, at all levels, to continue to ensure consistent implementation across schools.	<u>High:</u> Continue to assess and adapt policies		WCCS Administration	13 year plan for Academy implementation plan
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
evaluate updated Master schedule to better support academy design (At all levels).	<u>High:</u> Continue to assess and adapt policies		CCHS Administration	Master Schedule Assessment
	<u>Middle:</u> Same			
	<u>Elementary:</u> Same			
Evaluate current structure and processes to allow for collaboration across both content and academy teams	Continue to assess and adapt policies		Building/District Administration	Identified needs and possible solutions
Evaluate current staff positions and Align hiring practices to the academy model including appropriate certifications	Continue to assess and adapt policies		WCCS administration	Hiring process review based on School/program needs
Evaluate newly established structures to support high-quality instruction in an academy model including teachers teaching in teams	Continue to assess and adapt policies		WCCS building administration	Identification of instructional strategies
Assess distributive leadership professional development for key academy positions and	Continue to assess and adapt policies and practices for needed improvement		Building-level administrators	Staff identified

program effectiveness				
Continue to review policies and practices that support student and family transition from one level to the next.	Continue to assess and adapt policies and practices for needed improvement		WCCS and Building Administration	Current plan assessment

Ford NGL Tactic Team Master Plan

Team: Tactic Team #3 Governance, Structures, and Shared Responsibility

Members: Shawn Ellis, Dave Smith, Laura McDermott, Seth Slater, Todd Fleetwood, Lauren Hall Riggins

Tactics included in team: 2.6 Data Systems; 3.1 Governance Systems and Structures; 3.4 Shared Ownership and Accountability

Year 1 August 2023 - June 2024				
2.6 Data Systems - Data dashboards are used to monitor progress on key data points aligned to the Profile of the Graduate, state GPS, Next Gen SIG, and other academy metrics. The appropriate infrastructure is in place to support the gathering of key metrics				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Identify metrics that are identified in the SIG plan, Portrait of a Graduate or Portrait of a Learner, GPS.	<u>High:</u> <ol style="list-style-type: none"> Determine meaningful, measurable data for high school students (leading, lagging) that are identified in SIG priorities/GPS Research K-12 assessment possibilities (academic measures) Create surveys to distribute to employers Determine where data are held and/or managed and how to obtain data - Skyward, 5 Lab, state GPS Ensure data needs/requests of each tactical team are met. Determine how Xello is used to support data collection, who will be trained, how it will be used 	2023/2024 school year 2023/2024 school year Winter 2024 Winter 2024 Winter 2024 Summer 2023	High school design team District team Talent Development Director High School Principal, Innovation Director, Student Information Manager Superintendent, Innovation Director Innovation Director, Employability Skills Coaches, High School Principal	List of data points List of possible assessments Survey(s) Timeline for pulling data, where to store reports, process for review of information Timelines for gathering information, process for review of information Plan for use of Xello, including who, what, and when
	<u>Middle:</u> <ol style="list-style-type: none"> Identify career exploration activities and outcomes Data points aligned to the Learner profile and GPS Create annual survey for career awareness activities per grade 	Summer 2023 Winter 2024	Building principals, Talent Development Director, Employability Skills Coaches Admin team Talent Development	List of career exploration activities/outcomes List of data points

	<p>level</p> <p>4. Determine how Xello is used to support data collection</p>	<p>Winter 2024</p> <p>Summer 2023</p>	<p>Director, Employability Skills Coaches</p> <p>Innovation Director Employability Skills Coaches</p>	<p>Survey</p> <p>Plan for use of Xello, including who, what, and when</p>
	<p><u>Elementary:</u></p> <p>1. Identify career exploration activities and outcomes</p> <p>2. Data points aligned to the Learner profile and GPS</p> <p>3. Create annual survey for career awareness activities per grade level</p> <p>4. Determine how Xello is used to support data collection</p>	<p>Summer 2023</p> <p>Winter 2024</p> <p>Winter 2024</p> <p>Summer 2023</p>	<p>Building principals, Talent Development Director, Employability Skills Coaches</p> <p>Admin team</p> <p>Talent Development Director, Employability Skills Coaches</p> <p>Innovation Director, Employability Skills Coaches</p>	<p>List of career exploration activities/outcomes</p> <p>List of data points</p> <p>Survey</p> <p>Plan for use of Xello, including who, what, and when</p>
Disaggregate data for special education/ general education students	<p><u>High:</u></p> <p>1. Evaluate existing data sourcing systems, and consider adapting tools and/or individuals currently responsible for data</p> <p>2. Evaluate process for data collection</p>	<p>First semester 2023/2024</p> <p>First semester 2023/2024</p>	<p>High School Administrative Team, Technology Director, Superintendent, Special Education Director, Student Information Manager</p> <p>High School Administrative Team, Technology Director, Superintendent, Special Education Director, Student Information Manager</p>	<p>Process for data collection written and communicated with all involved parties.</p> <p>Determination of how the process is working</p>
	<p><u>Middle and Elementary:</u></p> <p>Evaluate existing data sourcing systems, and consider adapting tools and/or individuals currently responsible for data</p>	<p>First semester 2023/2024</p>	<p>Middle School Administrative Team, Elementary principals, Technology Director, Superintendent, Special Education Director, Student Information Manager</p>	<p>Process for data collection written and communicated with all involved parties.</p>
	<p><u>High/ Middle/ Elementary:</u></p> <p>1. Determine which metrics are appropriate for internal communication at the school level and district level</p>	<p>First semester 2023/2024</p>	<p>Implementation Team, WCCS Administrative Team, WCCS Collaborative</p>	<p>Reporting mechanism and process</p>

	<p>2. Determine which metrics are appropriate for communicate with external partners</p> <p>3. Determine timeline for reporting to each entity</p>	<p>First semester 2023/2024</p> <p>First semester 2023/2024</p>	<p>WCCS Administrative Team, WCCS Collaborative</p> <p>WCCS Collaborative</p>	<p>Reporting mechanism and process</p> <p>Reporting timeline</p>
Identify convening organization as WCCS Collaborative	<p><u>High:</u></p> <p>1. Convening organization identified as WCCS Collaborative</p>	<p>March/April 2023</p>	<p>Empower/ETT, Superintendent, High School Administrative Team, WCCS Board President</p>	<p>501c3 Board (WCCS Collaborative) established</p>
	<p>2. Executive Director for WCCS Collaborative identified and hired</p>	<p>April 2024</p>	<p>Superintendent, High School Administrative Team, WCCS Board President</p>	<p>Executive Director hired</p>
	<p>3. Bylaws established for WCCS Collaborative and Founding Board Members Appointed</p>	<p>May 2024</p>	<p>WCCS School Board President, ED for WCCS Collaborative, Empower, High School Administrative Team</p>	<p>Bylaws for WCCS Collaborative</p> <p>Founding Board Members</p>
	<p><u>Middle and Elementary:</u> Ensure middle school representation on district committee work.</p>	<p>First semester 2023/2024</p>	<p>Empower/ ETT, ISMS and Elementary Administrative Team</p>	<p>Names of Students and Parents on Board</p>
Develop convening organization for district	<p><u>High:</u> Develop framework for work of the Executive Director of the WCCS Collaborative</p>	<p>Summer 2024</p>	<p>Empower/ ETT, School Board, Superintendent</p>	<p>Framework for WCCS Collaborative</p> <p>School Board Approval of WCCS Collaborative</p>
	<p><u>Middle and Elementary:</u> Ensure middle school representation on district committee work.</p>	<p>Summer 2024</p>	<p>Empower/ ETT, ISMS and Elementary Administrative Team</p>	<p>Framework for WCCS Collaborative</p> <p>Names of Students and Parents on Board</p>
Leadership team makes determination regarding ETA and its alignment with career themed units	<p><u>High:</u> Renamed academies</p> <p>Professional development for high school instructional method (PBL PBrL, inquiry)</p>	<p>Summer 2023 and 2023/2024 School Year</p>	<p>High School Administrative Team, High School Teachers, Empower</p>	<p>Academy names and plan for roll out</p> <p>Professional Development Plan and Evidence</p>
	<p><u>Middle:</u> Planning discussion for how to inform and prepare middle school students and parents for decision regarding academies</p>	<p>2023/2024 School Year</p>	<p>Administrative Team, middle and high school counselor and teachers</p>	<p>Written plan</p>

3.1 Governance Systems and Structures: Establish systems, structures, and practices for shared governance, accountability, and deep and sustained communication, collaboration, and coordination among all stakeholders.				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Establish the convening organization (WCCS Collaborative) to govern, guide, and direct the implementation phases of the academies transformation	<ol style="list-style-type: none"> 1. Identify a district and a community co-chair 2. Identify the ideal number of WCCS Collaborative members 3. Identify community, industry, government, and post-secondary organizations and positions necessary to the successful execution of WCCS Collaborative 4. Tasks to establish ex-officio seats 5. Establish bylaws for WCCS Collaborative 	<p>April 2024</p> <p>Summer 2023</p> <p>School Year 2023/2024</p> <p>School Year 2023/2024</p> <p>Summer 2023</p>	<p>Implementation Teams</p> <p>WCCS Executive Director/ Empower</p> <p>WCCS Executive Director/ Empower/ Founding Board Members</p> <p>WCCS Executive Director/ Empower/ Founding Board Members</p> <p>WCCS Executive Director/ Empower/ Founding Board Members</p>	<p>District and Community Co-Chairs are named and in place</p> <p>Bylaws of WCCS Collaborative</p> <p>List of positions and board members</p> <p>Members of the organization are publicly listed</p> <p>Ex-officio Seats Established</p> <p>Bylaws approved by WCCS Collaborative</p> <p>WCCS Collaborative advises, votes on, and directs work of academies transformation</p>
Establish support structure for initial implementation phases of the academies transformation process	<ol style="list-style-type: none"> 1. Industry councils in place - determine if sufficient to support/sustain Academies 2. Advisory boards in place - determine if sufficient to support/sustain Academies 	<p>2023/2024 School Year</p> <p>2023/2024 School Year</p>	<p>WCCS Collaborative, WCCS Administrative Team</p> <p>WCCS Collaborative, WCCS Administrative Team</p>	<p>Governance structure in existence, but will need tweaking</p> <p>Need to communicate expectations regarding length of service for each supporting body and purview of each.</p> <p>Need to determine which organizations fit which tier</p>
Establish process for recruiting and onboarding members of all supporting bodies	<ol style="list-style-type: none"> 1. With consideration given to diversity, representation, capacity, and need, determine a selection and recruitment process for identifying new members 	<p>2023/2024 School Year</p>	<p>WCCS Collaborative</p>	<p>Process exists and has been documented</p> <p>Process is approved by WCCS Collaborative</p>

	2. Organizations participating in all governing bodies			
Recruit additional industry and community organizations to relevant mid-tier “industry councils” and school-tier “advisory boards”	<ol style="list-style-type: none"> 1. Need to communicate expectations regarding length of service for each governing body and purview of each. 2. Need to determine which organizations fit which tier 	2023/2024 School Year	WCCS Collaborative Talent Development Director District Communications Director	Communication protocol and tools Recruitment list
Analyze needs PreK-12 for resource allocation	<ol style="list-style-type: none"> 1. Determine data points for key metrics to analyze (strengths and weaknesses) 2. Schedule for pulling data for review 3. Process for review 4. Determine greatest needs/educational impact 	2023/2024 School Year	District team/committee	Data points Schedule Process
Review and revise policies on fundraising related to booster groups, individual teachers, PTOs, etc	<ol style="list-style-type: none"> 1. Identify individuals needing trained 2. Train staff on policies 3. Yearly review with identified staff 	2023/2024 School Year	Administrative Team	Current board policies Recommended changes



3.4 Shared Ownership and Accountability - Create the culture within the district and the community that the academy structure should be implemented and continuously improved with fidelity. This includes having internal and external individuals overseeing the implementation as designed in the master plan. The community holds the district accountable for fidelity and outcomes; it's also the district holding the business community responsible for advising, assisting, and advocating for the transformation.

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Compile, finalize, and publish the Master Plan	1. Compile tactical team plans into a finalized Master plan and review for editing, consistency, and formatting	September 2024	Talent Development Director	Master plan
	2. Get WCCS Board approval	October 2024	WCCS Collaborative, Superintendent	
	3. Publish Master Plan to community	October 2024	District Communications Director	
Determine data points to track expected outcomes	<u>High</u> : Based on SIG identified priorities	2023/2024 School Year	High School Administrative Team, Implementation Team	SIG priorities
	<u>Middle</u> : GPS, POL, career exploration activities	2023/2024 School Year	Middle School Administrative Team	Google Form or similar tool for reporting and analyzing activities
	<u>Elementary</u> : GPS, POL, career exploration activities	2023/2024 School Year	Elementary Administrative Team	Google Form or similar tool for reporting and analyzing activities

WCCS Collaborative to establish roles and set regular cadence for tracking progress toward goals and sharing information with the community, school board, and district	<ol style="list-style-type: none"> 1. Establish timeline for tracking progress and sharing information 2. Establish roles for data reporting - work with the district to coordinate data collection and analysis. 3. Communication - share data and develop of action plans 4. School-level data leaders - establish priorities/goals to support action plans/goals 	2023/ 2024 School Year	WCCS Collaborative Executive Director / Executive team (secretary, sub-committee chairs) High School Administrative Team/ Empower - Data collection & State Reporting	Bylaws
Determine final reporting mechanisms for communication and dissemination to internal support staff and external partners	Determine which metrics are appropriate for internal communication at the school level and the district level.	2023/2024 School Year	WCCS Collaborative Executive Director / Executive team (secretary, sub-committee chairs) High School Administrative Team/ Empower - Data collection & State Reporting	
Determine staffing needs to sustain and support the work	<ol style="list-style-type: none"> 1. Identify staffing 2. Sustain district implementation leaders 	2023/2024 school year	District team	Staffing for the work
Re-establish time for professional development to occur throughout the district to support this work.	<ol style="list-style-type: none"> 1. Determine the amount of time necessary at each level to continue to develop this work 2. Develop committee comprised of teachers, administrators, parents to explore possibilities for time 3. Create plan for professional development and how to communicate plan to all staff 	2023/2024 school year	District administrative team	Ongoing plan for time within each building at each level

Year 2 August 2024 - June 2025

2.6 Data Systems - Data dashboards are used to monitor progress on key data points aligned to the Profile of the Graduate, state GPS, Next Gen SIG, and other

academy metrics. The appropriate infrastructure is in place to support the gathering of key metrics				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Compile and maintain data and establish reporting processes and timelines Follow process for continuous improvement	<u>High:</u> Develop a schedule for data review and process improvement	November 2024 - May 2025	CCHS Admin	Schedule
	<u>Middle:</u> Develop a schedule for data review and process improvement	November 2024 - May 2025	ISMS Admin	Schedule
	<u>Elementary:</u> Develop a schedule for data review and process improvement	November 2024 - May 2025	Elem Admin	Schedule
Assess data points for career specific connected analysis to determine extent to which we are in alignment with state/regional economic needs	<u>High:</u> Review data points with GPS and state required reports Need to create protocol for compiling data to complete this process	December 2024 and June 2025	CCHS Admin/ WCCS Collaborative/ District Admin/ CTE Leadership	Protocol for gathering data List of data points to be reported upon
	<u>Middle:</u> Need to create protocol for compiling data to complete this process	December 2024 and June 2025	ISMS Admin/ WCCS Collaborative/ District Admin/ CTE Leadership	Protocol for gathering data List of data points to be reported upon
	<u>Elementary:</u> Process for compiling data	June 2025	Elem Admin/ WCCS Collaborative/ District Admin	Protocol for gathering data List of data points to be reported upon
Determine which higher education partner has the greatest potential for helping CCHS meet College Core Hold first Annual retreat as part of the regular cadence of meetings and help structure goal assessment, changes, and welcome new board members Implement strategies for communicating progress towards goals, responsiveness, tweaks, etc. Create organizational chart and logic flow of data and two-way communication with WCCS Collaborative, district- and school-level leaders, for clarity of all parties involved in this work, for onboarding new members to the work, as well as for community awareness	<u>High:</u> 1. Determine which group of students are closest to being able to meet the college core. 2. What classes are needed for students to be able to complete the college core. 3. Determine if the college core is equally beneficial to all CCHS students 4. Organizational communication chart for spreading the word 5. Establish retreat meeting date and agenda	2024/ 2025 School Year	CCHS Administrative Team WCCS Collaborative	List of prioritized higher education partners Date and plans for 1st annual retreat of WCCS Collaborative and community partners Organizational chart and two-way communication flow chart
	<u>Middle:</u> Begin sharing this information with parents systematically. Organizational communication chart for spreading the word	August 2024	ISMS Admin	Plan for information sharing Organizational chart and two-way communication flow chart

	<p><u>Elementary:</u> Begin sharing information with parents about college core.</p> <p>Career Days at the elementary level</p> <p>Organizational communication chart for spreading the word</p>	September 2024	Elem Admin	<p>Plan for information sharing</p> <p>Organizational chart and two-way communication flow chart</p>

3.1 Governance Systems and Structures - A structure or system is used that clearly outlines the roles and responsibilities of all stakeholders. The overall goal will be to provide a structure for shared accountability and sustained communication, collaboration, and coordination.

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Establish advisory board for each academy	<p><u>High:</u></p> <ol style="list-style-type: none"> Ensure students, parents, businesses are represented on each advisory board. Advisory board chair would sit on partnership board Define advisory board roles and responsibilities and develop by-laws 	April 2025	CCHS Admin/ WCCS Collaborative	Advisory boards specific to new academy structure
	<p><u>Middle:</u></p> <p>Ensure middle school representation on advisory boards. Student council roles, build student capacity to participate</p>	April 2025	ISMS Admin/ WCCS Collaborative	Advisory boards specific to new academy structure
	<p><u>Elementary:</u></p> <p>Ensure elementary school representation on advisory boards</p>	April 2025	Elem Admin/ WCCS Collaborative	Advisory boards specific to new academy structure
Develop community partner recruitment strategy framework	<p><u>High:</u></p> <p>Develop community partner recruitment strategy framework</p>	May 2025	CCHS Admin/ WCCS Collaborative	Recruitment strategy framework
	<p><u>Middle:</u></p> <p>Ensure middle school representation on advisory boards through specific recruitment strategies. Student council roles, build student capacity to participate</p>	May 2025	ISMS Admin/ WCCS Collaborative	Recruitment strategy framework
	<p><u>Elementary:</u></p> <p>Ensure elementary school representation on advisory boards through specific recruitment strategies.</p>	May 2025	Elem Admin/ WCCS Collaborative	Recruitment strategy framework
Recognize and celebrate community partnerships on a regular basis	Develop a plan to recognize and celebrate community partnerships on a regular basis	March 2025	WCCS Collaborative Administrative team	Plan
Governing bodies review effectiveness and efficiency	Review structures for collaboration and communication between governing bodies	May 2025	WCCS Collaborative Administrative team	Recommended changes

of collaboration and communication structures.			WCCS Board of School Trustees	
Governing bodies make recommendations for any needed changes				

3.4 Shared Ownership and Accountability - Create the culture within the district and the community that the academy structure should be implemented and continuously improved with fidelity. This includes having internal and external individuals overseeing the implementation as designed in the master plan. The community holds the district accountable for fidelity and outcomes; it's also the district holding the business community responsible for advising, assisting, and advocating for the transformation.

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
WCCS Collaborative uses master plan and data points to set annual goals and performance outcomes	Set annual goals and performance outcomes based on SIG, master plan and most recent data points	January 2025, March 2025, June 2025	WCCS Collaborative Administrative team Implementation team	Annual goals Performance outcome list
Establish a process for continuing to monitor outcomes and to make changes as needed Formally communicate results from the master plan	<u>High:</u> Track number of students moving into various fields and placement types Implement strategies for communicating results from master plan	June 2025	CCHS Administrative team Implementation team	Process for continuous monitoring of outcomes Strategies for communicating results
	<u>Middle:</u> Develop a system for no less than annual review and adjustment of the school level strategic plans and career exploration plans that include representation of staff, parents, community and business leaders	July 2025	ISMS Administrative team	Process for continuous monitoring of outcomes
	<u>Elementary:</u> Develop a system for no less than annual review and adjustment of the school level strategic plans and career exploration plans that include representation of staff, parents, community and business leaders	July 2025	Elementary Administrative team	Process for continuous monitoring of outcomes
Convene annual retreat to review and update the master plan	Determine which metrics are appropriate for communication with external partners, parents, staff	July 2025	WCCS Collaborative Administrative team	List of metrics
	Verify data security regarding student-level data is assured	December 2024	Administrative team Technology team	
	Plan and schedule first annual retreat	February 2025	WCCS Collaborative Administrative team	Plan and date for annual retreat

Year 3 August 2025 - June 2026
2.6 Data Systems - Data dashboards are used to monitor progress on key data points aligned to the Profile of the Graduate, state GPS, Next Gen SIG, and other academy metrics. The appropriate infrastructure is in place to support the gathering of key metrics

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Review data for process improvement	Implement schedule for data review and process improvement	December 2025	WCCS Collaborative Administrative team	Data review schedule
WCCS Collaborative committees created to provide specific support to the high school	Create committees within the WCCS Collaborative to hone data collection, data analysis, and action in response to remediate and accelerate growth	August 2025	WCCS Collaborative Administrative team	Plan for committee work

3.1 Governance Systems and Structures - A structure or system is used that clearly outlines the roles and responsibilities of all stakeholders. The overall goal will be to provide a structure for shared accountability and sustained communication, collaboration, and coordination.

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Regularly review community partnerships for effectiveness and mutualism	Establish a process for regularly reviewing community partnerships	October 2025	WCCS Collaborative Administrative team	Process
Recruit next cohort of WCCS Collaborative members who will be responsible for carrying the work from the implementation phase into the sustaining phase	Using process established by Steering Committee, identify, recruit, and onboard next cohort of WCCS Collaborative members	January 2026	WCCS Collaborative Administrative team	Next cohort of WCCS Collaborative members are identified and confirmed Names of incoming Steering Committee members are publicly available

3.4 Shared Ownership and Accountability - Create the culture within the district and the community that the academy structure should be implemented and continuously improved with fidelity. This includes having internal and external individuals overseeing the implementation as designed in the master plan. The community holds the district accountable for fidelity and outcomes; it's also the district holding the business community responsible for advising, assisting, and advocating for the transformation.

Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
Maintain culture of convening annual retreats to review and update the master plan	Schedule and plan 2nd annual retreat. Establish an agenda for each meeting. Create survey tool to collect feedback following each annual retreat to ensure retreats are worthwhile to those in attendance	May 2026	WCCS Collaborative Administrative team	Ongoing plans for annual retreats

Ford NGL

Tactic Team Master Plan

Team: Wes, Mary Ann, Kennedy, Jake H., Kristen Swonger, Jill Western, Maria Tippman-Nancarrow, Rob Schuman, Monica Ralston, Jennifer Esterline

Tactics included in team: 2.3, 3.2, 3.5

Year 1: August 2023 - June 2024				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
2.3 Create a parent and family outreach committee with goals	<p><u>High:</u> Establish an outreach committee</p> <p>Working in alignment with district strategic plan and district direction, set goals for outreach committee</p>	August 2023 - December 2023	Admin, Employability Coaches & Comm. Director	Committee Roster & Meeting Schedule Goals for Year 1
	<p><u>Middle:</u> Establish an outreach committee</p> <p>Working in alignment with district strategic plan and district direction, set goals for outreach committee</p>	August 2023 - December 2023	Admin, Employability Coaches & Comm. Director	Committee Roster & Meeting Schedule Goals for Year 1
	<p><u>Elementary:</u> Incorporate comm with current PTOs.</p> <p>Working in alignment with district strategic plan and district direction, set goals for outreach committee</p>	August 2023 - December 2023	Admin. Team, Parent Group & Comm. Director	Committee Roster & Meeting Schedule Goals for Year 1
2.3 Assemble intentional focus groups to learn the best ways to engage families	<p><u>High:</u> Incorporate with existing corporate strategic groups Create Family engagement survey and plan administration/disaggregation/publication of data</p>	September 2023	Admin, Employability Coaches & Comm. Director	Focus Group Roster Survey/focus group questions
	<p><u>Middle:</u> Incorporate with existing corporate strategic groups Create Family engagement survey and plan administration/disaggregation/publication of data</p>	September 2023	Admin, Employability Coaches & Comm. Director	Focus Group Roster Survey/focus group questions
	<p><u>Elementary:</u> Incorporate with existing corporate strategic groups Create Family engagement survey and plan</p>	September 2023	Admin, Employability Coaches & Comm. Director	Focus Group Roster Survey/focus group questions

	administration/disaggregation/publication of data			
2.3 Develop a plan of events to engage families	<u>High:</u> Host an open house/back to school event. Establish a schedule for routine parent meetings with data and preferences from focus group surveys.	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director, Staff, & Parents	Post-event analysis; Focus Group Survey Results
	<u>Middle:</u> Host an open house/back to school event. Establish a schedule for routine parent meetings with data and preferences from focus group surveys.	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director Staff, & Parents	Post-event analysis; Focus Group Survey Results
	<u>Elementary:</u> Incorporate a schedule with their back to school night.	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director, Staff, & Parents	Post-event analysis; Focus Group Survey Results
2.3 Engagement of family members in places where they currently participate in regular activities	<u>High:</u> Sports media inclusion, performing center, youth organizations, school signs and Collaborate with asset map	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director & Athletic Director	Common message script; website analytics
	<u>Middle:</u> Collaborate with asset map. Sports inclusion and announcements	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director & Activities Coordinator	Common message script; website analytics
	<u>Elementary:</u> Drop off lines, pick up lines signage. Classroom handouts Program night (music; school carnivals, etc.) Title I Parent Night (legals??)	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director, Related Arts Teachers	Common message script; website analytics
3.2 Asset map community partners	<u>High:</u> Connect with Lori Heuer	August 2023 to June 2024	Admin, Employability Coaches & Lori H.	List of current community partners
	<u>Middle:</u> Connect with Lori H.	August 2023 to June 2024	Admin, Employability Coaches & Lori H.	List of current community partners
	<u>Elementary:</u> Connect with Tactical Team No. 1. Jennifer and Lori's group. Parent connections (potential survey)	August 2023 to June 2024	Admin, Employability Coaches & Lori H.	List of current community partners
3.2 Succession and sustainability plan with community partners	<u>High:</u> Continue academy breakfasts Formally evaluate and celebrate	August 2023 to June 2024	Admin, Employability Coaches,	Breakfast Schedules, Evaluations of

	<p>partnerships annually</p> <p>Continue regular phone calls, visits. KEEP LORI</p>		Counselors, & Lori H.	Partnerships, Celebration Design
	<p>Middle: Formally evaluate and celebrate partnerships annually</p> <p>KEEP LORI.</p> <p>Middle school visits to places of business.</p>	August 2023 to June 2024	Admin, Employability Coaches, Counselors, & Lori H.	Evaluations of Partnerships, Celebration Design
	<p>Elementary: Engage with classroom visits</p> <p>Blend Group 1 thoughts & parent survey results</p>	August 2023 to June 2024	Admin, Employability Coaches, Counselors, & Lori H.	Collaboration Plan with Team 1, Parent Survey Results
3.2 Develop partnerships and deep relationships with community organizations, business and civic partners	<p>Middle and High: View postsecondary trends with Whitley Economic Development Corporation (EDC) resources, Ivy Tech Collect, review and create a plan for Year 2.</p>	August 2023 to June 2024	Admin, Employability Coaches, Counselors, & Lori H.	Data on postsecondary trends, Initial Plan for Year 2 Draft
	<p>Middle: Collecting information on current and possible future relationships, review and create a plan for Year 2.</p>	August 2023 to June 2024	Admin, Employability Coaches, Counselors, & Lori H.	Data on postsecondary trends, Initial Plan for Year 2 Draft
	<p>Elementary: Collecting information on current and possible future relationships, review and create a plan for Year 2.</p>	August 2023 to June 2024	Admin, Employability Coaches, Counselors, & Lori H.	Data on postsecondary trends, Initial Plan for Year 2 Draft
3.2 Align governance structures to support expanded access to business, post-secondary and the community	<p>All: Create a document with scope and sequence of what is happening K-12</p>	August 2023 to June 2024	School board, Tactical Team 3, CTE Dept.	Scope and Sequence Document
3.5 Develop an intentional communication plan	<p>High: District level</p> <p>Create "Talking Points" document for staff, students with targeted audience</p> <p>Talking points document should include information about grad and career pathways that would go out to K-12 Families</p>	August 2023 to June 2024	Admin, CTE Dept. Comm. Director, Employability Coaches, Focus Group Members	Brief talking points document for staff and students
	<p>Middle: Create "Talking Points" document for teachers, staff with</p>	August 2023 to June 2024	Admin, CTE Department, Comm.	Brief talking points document for staff

	targeted audience Talking points document should include information about grad and career pathways that would go out to K-12 Families		Director, Employability Coaches, Focus Group Members	and students
	<u>Elementary</u> "Talking Points" for staff, teachers with targeted audience Talking points document should include information about grad and career pathways that would go out to K-12 Families	August 2023 to June 2024	Admin, CTE Department, Comm. Director, Employability Coaches, Focus Group Members	Brief talking points document for staff and students
3.5 Informational videos and social media	<u>High:</u> Continue to develop Bring back career posters for hall ways, blog posts, socials, etc. "Toilet Talk" newsletter	August 2023 to June 2024	Comm. Director, Admin, Employability Coaches, Jordan Glaza	Created messages and videos for informational purposes
	<u>Middle:</u> Create editorial calendar "Toilet Talk" newsletter Showcase experiences on social media for grades 6-8.	August 2023 to June 2024	Comm. Director, Admin, Employability Coaches, Jordan Glaza	Created messages and videos for informational purposes
	<u>Elementary:</u> Awareness level and creation "Toilet Talk" newsletter	August 2023 to June 2024	Comm. Director, Admin, Employability Coaches, Jordan Glaza	Created messages and videos for informational purposes
3.5 Academy events to educate all stakeholders	<u>High:</u> CTE Night, Academy Breakfasts	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	Scheduled Academy events
	<u>Middle:</u> CTE Night Highlight CTE clubs Charitable Champions Continue Food Truck assignment	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	Scheduled Academy events
	<u>Elementary:</u> Formally use Lemonade Day Highlight careers/academies from older students Teacher videos "Dress As" Day: Careers/Academy Ties	August 2023 to June 2024	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	Scheduled Academy events

Year 2: August 2024-June 2025

Strategy/Task	Action Steps	Timeline	Responsibility	Deliverables
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(What do you want to accomplish?)	(How will you accomplish it?)	(What are your start and end dates?)	(Who will lead and support the work?)	(What are the measurable outcomes?)
2.3 Create a parent and family outreach committee with goals	<u>High:</u> Maintain an outreach committee	August 2024 to June 2025	Admin, Employability Coaches & Comm. Director	Schedule of meetings & Goal List
	<u>Middle:</u> Maintain an outreach committee	August 2024 to June 2025	Admin, Employability Coaches & Comm. Director	Schedule of meetings & Goal List
	<u>Elementary:</u> Maintain comm with current PTOs.	August 2024 to June 2025	Admin. Team, Parent Group & Comm. Director	Schedule of meetings & Goal List
2.3 Assemble intentional focus groups to learn the best ways to engage families	<u>High:</u> Continue with existing corporate strategic groups and expand capabilities	August 2024 to June 2025	Admin, Employability Coaches & Comm. Director	Written plan for Family Engagement
	<u>Middle:</u> Continue with existing corporate strategic groups and expand capabilities	August 2024 to June 2025	Admin, Employability Coaches & Comm. Director	Written plan for Family Engagement
	<u>Elementary:</u> Continue with existing corporate strategic groups and expand capabilities	August 2024 to June 2025	Admin, Employability Coaches & Comm. Director	Written plan for Family Engagement
2.3 Develop a plan of events to engage families	<u>High:</u> Evaluate last year's open house/back to school event and host again if effective Follow a schedule for routine parent meetings with data and preferences from focus group surveys.	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director, Staff, & Parents	Yearly Parent Meetings Schedule
	<u>Middle:</u> Evaluate last year's open house/back to school event and host again if effective Follow a schedule for routine parent meetings with data and preferences from focus group surveys.	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director Staff, & Parents	Yearly Parent Meetings Schedule
	<u>Elementary:</u> Continue meetings with their back to school night	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director, Staff, & Parents	Yearly Parent Meetings Schedule
2.3 Engagement of family members in places where they currently participate in regular activities	<u>High:</u> Sports media inclusion, performing center, youth organizations, school signs and Collaborate with asset map	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director & Athletic	Written plan for communication at regularly scheduled activities

			Director	
	<u>Middle:</u> Continued collaboration with asset map. Sports inclusion and announcements	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director & Activities Coordinator	Written plan for communication at regularly scheduled activities
	<u>Elementary:</u> Drop off lines, pickup lines signage. Classroom handouts Program night (music; school carnivals, etc.) Title I Parent Night (legals??)	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director, Related Arts Teachers	Written plan for communication at regularly scheduled activities
3.2 Asset map community partners	<u>High:</u> Continue with Lori Heuer and continue to grow asset map	August 2024 to June 2025	Admin, Employability Coaches & Lori H.	Identified gaps or possible relationships
	<u>Middle:</u> Continue with Lori H. and continue to grow asset map	August 2024 to June 2025	Admin, Employability Coaches & Lori H.	Identified gaps or possible relationships
	<u>Elementary:</u> Continue with Tactical Team No. 1. Jennifer and Lori's group. Parent connections; review survey results	August 2024 to June 2025	Admin, Employability Coaches & Lori H.	Identified gaps or possible relationships
3.2 Succession and sustainability plan with community partners	<u>High:</u> Continue academy breakfasts Evaluate and celebrate partnerships annually Continue regular phone calls, visits. KEEP LORI	August 2024 to June 2025	Admin, Employability Coaches, Counselors, & Lori H.	Written plan including scheduled events, celebrations, and communication process
	<u>Middle:</u> Grow annual celebration attendance KEEP LORI. Middle school visits to places of business.	August 2024 to June 2025	Admin, Employability Coaches, Counselors, & Lori H.	Written plan including scheduled events, celebrations, and communication process
	<u>Elementary:</u> Engage with classroom visits Blend Group 1 thoughts & parent survey results	August 2024 to June 2025	Admin, Employability Coaches, Counselors, & Lori H.	Written plan including scheduled events, celebrations, and communication process
3.2 Develop partnerships and deep relationships with community organizations, business and civic partners	<u>Middle and High:</u> Review and create a plan for Year 3.	August 2024 to June 2025	Admin, Employability Coaches, Counselors, & Lori H.	Revised/Updated plan for Year 3
	<u>Middle:</u> Review information on current	August 2024 to June	Admin,	Revised/Updated

	and possible future relationships, review and create a plan for Year 3.	2025	Employability Coaches, Counselors, & Lori H.	plan for Year 3
	<u>Elementary</u> Review information on current and possible future relationships, review and create a plan for Year 3.	August 2024 to June 2025	Admin, Employability Coaches, Counselors, & Lori H.	Revised/Updated plan for Year 3
3.2 Align governance structures to support expanded access to business, post-secondary and the community	<u>All:</u> Review a with scope and sequence of what is happening K-12	August 2024 to June 2025	School board, Tactical Team 3, CTE Dept.	Revised/Updated Scope & Sequence
3.5 Develop an intentional communication plan	<u>High:</u> Determine how and when talking points are shared.	August 2024 to June 2025	Admin, CTE Dept., Comm. Director, Employability Coaches, Focus Group Members	Written plan for implementation of talking points
	<u>Middle:</u> Revisit "Talking Points" document for teachers, staff with targeted audience	August 2024 to June 2025	Admin, CTE Department, Comm. Director, Employability Coaches, Focus Group Members	Written plan for implementation of talking points
	<u>Elementary</u> Revisit "Talking Points" for staff, teachers with targeted audience	August 2024 to June 2025	Admin, CTE Department, Comm. Director, Employability Coaches, Focus Group Members	Written plan for implementation of talking points
3.5 Informational videos and social media	<u>High:</u> Continue to develop Bring back career posters for hall ways, blog posts, socials, etc. "Toilet Talk" newsletter	August 2024 to June 2025	Comm. Director, Admin, Employability Coaches, Jordan Glaza	Written plan for implementation of videos and messages through specified channels
	<u>Middle:</u> Maintain editorial calendar "Toilet Talk" newsletter	August 2024 to June 2025	Comm. Director, Admin, Employability Coaches, Jordan Glaza	Written plan for implementation of videos and messages through specified channels
	<u>Elementary:</u> Awareness level and continuation of "Toilet Talk" newsletter	August 2024 to June 2025	Comm. Director, Admin, Employability Coaches, Jordan Glaza	Written plan for implementation of videos and messages through specified channels
3.5 Academy events to educate all stakeholders	<u>High:</u> CTE Night, Academy Breakfasts	August 2024 to June 2025	Admin, Employability Coaches, Comm.	Schedule of Academy events

			Director, & Designated Event Leaders	
	<u>Middle:</u> CTE Night Highlight CTE clubs Charitable Champions Continue Food Truck assignment	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	Schedule of Academy events
	<u>Elementary:</u> Formally use Lemonade Day Highlight careers/academies from older students Teacher videos "Dress As" Day: Careers/Academy Ties	August 2024 to June 2025	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	Schedule of Academy events


Year 3: August 2025-June 2026				
Strategy/Task (What do you want to accomplish?)	Action Steps (How will you accomplish it?)	Timeline (What are your start and end dates?)	Responsibility (Who will lead and support the work?)	Deliverables (What are the measurable outcomes?)
2.3 Create a parent and family outreach committee with goals	<u>High:</u> Grow outreach committee	August 2025 to June 2026	Admin, Employability Coaches & Comm. Director	
	<u>Middle:</u> Grow an outreach committee	August 2025 to June 2026	Admin, Employability Coaches & Comm. Director	
	<u>Elementary:</u> Grow comm with current PTOs.	August 2025 to June 2026	Admin. Team, Parent Group & Comm. Director	
2.3 Assemble intentional focus groups to learn the best ways to engage families	<u>High:</u> Evaluate focus of existing corporate strategic groups and expand focus groups	August 2025 to June 2026	Admin, Employability Coaches & Comm. Director	
	<u>Middle:</u> Evaluate focus of existing corporate strategic groups and expand focus groups	August 2025 to June 2026	Admin, Employability Coaches & Comm. Director	
	<u>Elementary:</u> Evaluate focus of existing corporate strategic groups and expand focus groups	August 2025 to June 2026	Admin, Employability Coaches & Comm. Director	

2.3 Develop a plan of events to engage families	<u>High:</u> Evaluate last year's open house/back to school event and host again if effective Follow a schedule for routine parent meetings with data and preferences from focus group surveys.	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director, Staff, & Parents	
	<u>Middle:</u> Evaluate last year's open house/back to school event and host again if effective Follow a schedule for routine parent meetings with data and preferences from focus group surveys.	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director Staff, & Parents	
	<u>Elementary:</u> Formally evaluate back-to-school night and create new engagement activities	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director, Staff, & Parents	
2.3 Engagement of family members in places where they currently participate in regular activities	<u>High:</u> Sports media inclusion, performing center, youth organizations, school signs and Collaborate with asset map	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director & Athletic Director	
	<u>Middle:</u> Continued collaboration with asset map. Sports inclusion and announcements	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director & Activities Coordinator	
	<u>Elementary:</u> Drop off lines, pickup lines signage. Classroom handouts Program night (music; school carnivals, etc.) Title I Parent Night (legals??)	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director, Related Arts Teachers	
3.2 Asset map community partners	<u>High:</u> Continue with Lori Heuer and continue to grow asset map	August 2025 to June 2026	Admin, Employability Coaches & Lori H.	
	<u>Middle:</u> Continue with Lori H. and continue to grow asset map	August 2025 to June 2026	Admin, Employability Coaches & Lori H.	
	<u>Elementary:</u> Continue with Tactical Team No. 1. Jennifer and Lori's group. Parent connections; review survey results	August 2025 to June 2026	Admin, Employability Coaches & Lori H.	
3.2 Succession and sustainability plan with community partners	<u>High:</u> Continue academy breakfasts Evaluate and celebrate partnerships annually Continue regular phone calls, visits. KEEP LORI	August 2025 to June 2026	Admin, Employability Coaches, Counselors, & Lori H.	

	<u>Middle:</u> Grow annual celebration attendance KEEP LORI. Middle school visits to places of business.	August 2025 to June 2026	Admin, Employability Coaches, Counselors, & Lori H.	
	<u>Elementary:</u> Engage with classroom visits Blend Group 1 thoughts & parent survey results	August 2025 to June 2026	Admin, Employability Coaches, Counselors, & Lori H.	
3.2 Develop partnerships and deep relationships with community organizations, business and civic partners	<u>Middle and High:</u> Review and create a plan for Year 3.	August 2025 to June 2026	Admin, Employability Coaches, Counselors, & Lori H.	
	<u>Middle:</u> Review information on current and possible future relationships, review and create a plan for Year 3.	August 2025 to June 2026	Admin, Employability Coaches, Counselors, & Lori H.	
	<u>Elementary:</u> Review information on current and possible future relationships, review and create a plan for Year 3.	August 2025 to June 2026	Admin, Employability Coaches, Counselors, & Lori H.	
3.2 Align governance structures to support expanded access to business, post-secondary and the community	<u>All:</u> Review a with scope and sequence of what is happening K-12	August 2025 to June 2026	School board, Tactical Team 3, CTE Dept.	
3.5 Develop an intentional communication plan	<u>High:</u> Develop talking points document and edits	August 2025 to June 2026	Admin, CTE Dept., Comm. Director, Employability Coaches, Focus Group Members	
	<u>Middle:</u> Revisit "Talking Points" document for teachers, staff with targeted audience	August 2025 to June 2026	Admin, CTE Department, Comm. Director, Employability Coaches, Focus Group Members	
	<u>Elementary:</u> Revisit "Talking Points" for staff, teachers with targeted audience	August 2025 to June 2026	Admin, CTE Department, Comm. Director, Employability Coaches, Focus Group Members	
3.5 Informational videos and social	<u>High:</u> Continue to develop Work with Mr. Glaza to create	August 2025 to June 2026	Comm. Director, Admin, Employability	

media	professional videos		Coaches, Jordan Glaza	
	<u>Middle:</u> Maintain editorial calendar	August 2025 to June 2026	Comm. Director, Admin, Employability Coaches, Jordan Glaza	
	<u>Elementary:</u> Maintain and create informational videos with elementary audience focus	August 2025 to June 2026	Comm. Director, Admin, Employability Coaches, Jordan Glaza	
3.5 Academy events to educate all stakeholders	<u>High:</u> CTE Night, Academy Breakfasts	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	
	<u>Middle:</u> CTE Night Highlight CTE clubs Charitable Champions Continue Food Truck assignment	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	
	<u>Elementary:</u> Formally use Lemonade Day Highlight careers/academies from older students Teacher videos "Dress As" Day: Careers/Academy Ties	August 2025 to June 2026	Admin, Employability Coaches, Comm. Director, & Designated Event Leaders	

ASSESSMENT



Beginning in the Fall of 2024, Whitley County Consolidated Schools will assess our **Eagle PRIDE** framework on an annual basis to ensure there is alignment to our outlined Master Plan and that all stakeholders are implementing the work with fidelity. We will also evaluate for relevance to existing and projected workforce needs, and progress toward performance indicators.

The Steering Committee will oversee the annual assessment and work closely with the Talent Development Director (Whitley County Consolidated Schools' Ford NGL Implementation and District Lead) to review assessment data and feedback from business partners, community leaders, post-secondary institutions, parents, students, educators across the WCCS district. The feedback and assessment will help Whitley County Consolidated Schools navigate the implementation of necessary modifications as we continue to grow and enhance **Eagle PRIDE**.

All stakeholders will have access to a data dashboard that will present Whitley County Consolidated Schools' progress of **Eagle PRIDE** and its impact to strengthen the talent pipeline and future workforce.