District Career and Academic Plan: 2025-2026

District and School: Adair-Casey Guthrie Center School District ACGC High School

State Approved Career Information System (CIS): Plan Your Adventure

Date District Career and Academic Plan was last revised: 5/15/26

District Career and Academic Plan Section Outline:

Initial Section: Annual School Board Review
Section 1: District Team Members
Section 2: District Statement Summary
Section 3: Course Planning
Section 4: Work-Based Learning
Section 5: Essential Components of ICAP
Essential Component #1
Essential Component #2
Essential Component #3
Essential Component #4
Essential Component #5
Section 6: FAFSA Advisement
Section 7: District Integration
Section 8: Middle School Career

The District Career and Academic Plan (DCAP) is a roadmap for district implementation of career development and student's ICAP. Each bolded & boxed section should be completed and updated by the DCAP team each year as part of the revision process. Data and prior RPP evaluation should be considered in the yearly updates as well as the foundations of the ICAP process; scaffolded, inclusive, embedded and reflective.

Points to consider when completing the summaries for each section connected to foundations of ICAP: Inclusive, Scaffolded, Reflective and Integrated.

- Identify how internal and external team members collaborate to holistically implement self-understanding at each grade level.
- What data is utilized for each section? As part of the revision process, data should be a focus for yearly consideration and improvement. At minimum, data should be referenced and used for both the board review section and the district summary portion.
- Who are the team members assigned in grades 8-12 and what are their assigned roles in the implementation of the District Plan?
- How will completion of each essential component contribute to the successful completion of high school, including student identified and ICAP activity supported postsecondary education and career options and goals?
- How is reflection incorporated in each of the 5 Essential Components?
- What are your student outcomes? How does the team know that all students are included and connected to their ICAP?
- Add hyperlinks to relevant documents when applicable (meeting minutes, communication materials, lesson plans, syllabus, district websites, etc.)

Initial Section: Annual Review of Board of Directors (School Board)_____

Topics to discuss with the board: A link to board minutes/presentation can be included to support this section.

Due to changes in district reporting requirements, evidence must include board minutes indicating the DCAP was shared.

- Review of prior [**YEAR**] Implementation and Goals set, attained, revised
- Data to support goal attainment
    - Prior year RPP evaluation/rubric score and movement to update and improve based upon feedback
    - DCAP team reflection/insight
    - Consider the Foundations of the ICAP process: Inclusive, scaffolded, embedded and reflective
- Present current/upcoming [**YEAR**] Goals;
    - Data reviewed to implement change
    - Focus for DCAP team
    - Connection to district integration (Portrait of a Graduate, Comprehensive School Counseling Plan, Future Ready Initiatives, etc)
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership
- Student ICAP utilization including CIS and ICAP outcome

Section 1: District Team

The district team plays a crucial role in implementing ICAP, bringing together required members including school administrator(s), counselor(s), teachers (including career and technical education instructors), and the person responsible for work-based learning. It also includes representatives from various backgrounds such as those working with special populations, postsecondary institutions, workforce/industry stakeholders, parents, and students.

In addition to drafting the DCAP, the team strategically aligns ICAP with district educational goals and ensures compliance with established standards. The evaluation rubric assesses their active engagement and collaboration in achieving ICAP objectives, emphasizing their role in promoting meaningful educational outcomes and comprehensive student support initiatives. Team members collaborate to establish, implement, review, and coordinate ICAP activities, regularly consulting with employers, state and local workforce agencies, higher education institutions, and postsecondary training programs to ensure alignment with regional and state workforce needs. It is essential that the team's work goes beyond membership lists; their contributions should be clearly evident in the connection to district goals, initiatives, and the effective implementation of ICAP for all students.

District Team Members: Required team members are marked with an *.

	Member Name	School/Organization	Role on DCAP Team
Secondary principal/administrator(s)*:	Cody Matthewson	ACGC High School	
Secondary school counselor(s*):	Jen Betterton	ACGC High School	
Secondary CTE teachers*:	Skie Shull, Bill Messinger, Jen Betterton, Lindsay Fluharty	ACGC High School	
Secondary teachers*:	Skie Shull, Bill Messinger, Jen Betterton, Lindsay Fluharty	ACGC High School	

Work-based Learning Coordinator*:	Jen Betterton, Skie Shull	ACGC High School	
Middle school representation (school counselor, administrator, etc.) ***Strongly recommended with HF316**	Kari Chavez, Ed Den Beste	ACGC Junior High	
Secondary instructional support staff/ paraprofessional:	Christina Wilson	ACGC	
Postsecondary CTE faculty/Concurrent enrollment partners, administration, etc:	DMACC	DMACC	
Members of local workforce development boards:			
Member of regional economic development organization:			
Local business and industry representatives:	Mike Underwood, Dennis Flannery		
Parents/guardians and students:	ACGC Parents & Students		
Representatives of special populations: (ex: underserved, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out-of-work-individuals, English-language learners (ESOL), homeless, foster care, active duty military, corrections).	Taylor Tiernan, Tricia Schreck	ACGC At-Risk Coordinator, Country View Estates	
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:	Taylor Tiernan	At Risk Coordinator	

Other stakeholders:			

Section 2: District Plan Statement Summary:

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Consider and include in your summary:

- Identified district goals connected to data, prior evaluation or other methods of implementation
- Data points and data sources that were used in the formation of the district goals for student ICAP completion
- Points of collaboration with internal and external stakeholders
- Methods of communication and connection with students, their families and their community
- Connection to prior year rubric score and steps taken to evaluate prior DCAP and improve with DCAP team reflection
- Foundations of the DCAP Process: Inclusive, Scaffolded, Reflective and Integrated

Statement Summary can be included below or attached/linked from another document source.

The AC/GC Schools DCAP is reviewed by a district team that is composed of individuals that are appointed by the high school principal. This team includes the following individuals: the High School Principal, the High School Counselor, the Work-Based Learning Coordinator(s), a CTE Teacher, and a Gen Ed Teacher. The High School Principal and CTE Teachers will be in charge of overseeing the implementation of the DCAP, however, all staff that are on the committee will have a role in the supplementing activities on the report. Communication of the DCAP report and plan will happen through an annual report that is presented to the school board and posted on the AC/GC High School Website for viewing.

This plan will be reviewed annually every fall to look at data points of post-secondary enrollment and completion, Special Education student outcomes, FAFSA completion data, etc.

Section 3: Four-Year plan including yearly review and revision grades 8-12:

Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.

- 4-year plan is created in 8th grade
- Parent/guardian signs acknowledgment of review
- Plan is reviewed each year by student/family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection
- **Concurrent enrollment opportunities are included and shared with students/parent/guardians***
- Course selection and concurrent enrollment is tied to student's postsecondary goals/planning
- Industry recognized credentials, career academy, apprenticeship, pre-apprenticeship, internships are identified and incorporated into planning

8th Grade: Creation of 4-year plan of coursework that meets graduation requirements & supports student's current postsecondary plan

8th grade	**Activity/Experience to Support students 4-year plan portion of ICAP:** ● Student outcomes are included ● Connection to essential components ● Parent/guardian involvement/communication ● Concurrent enrollment connection ● Foundations of the DCAP process- considerations for identification of misalignment	**Timeline & embedded:** When and where each year is this completed?	**Staff Members included:** ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized?	**Resources used including CIS:** Description should include how each resource is used and connected to the activity/experience
4-year plan is completed	Complete the career interest and career cluster inventories in Plan Your Adventure. - Students complete their 4-year plan in a required 8th grade workshop taught by our high school CTE teachers.	-Completed in 8th grade during the 4th quarter by May of 2026	WBL Instructor/ Counselor	
Advisement of coursework	In 8th grade, the counselor	Completed in 8th	CTE Teachers	

supporting graduation	covers the graduation requirements at ACGC to help students complete their 4-year plans.	grade during the 4th quarter by May of 2026		
Advisement of coursework to support postsecondary goals	- CTE Teachers go over different avenues for learning at the secondary level. This will be completed during the CTE workshop.	-Completed in 8th grade in May of 2026	CTE Teachers	
Parent or Guardian signs acknowledgement of plan	Students will complete the 4-year plan on Plan Your Adventure and return it to the administration and DCAP Committee signed by a parent or guardian.	-Completed in 8th grade in May of 2026	ACGC Middle School and High School Generation; CTE Teachers	

Grades 9-12: Student reviews plan each year for graduation progress and alignment to postsecondary goal(s); parent/guardian are included and advised in the yearly review.

- Plan is reviewed each year by student and family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection
- **Concurrent enrollment opportunities are addressed and shared with students/parent/guardians***
- Course selection and concurrent enrollment is tied to a student's postsecondary goals/planning
- Industry recognized credentials, career academy, apprenticeship, pre-apprenticeship, internships are identified and incorporated into planning and yearly revisions.

Grade:	**Activity/Experience to Support Students 4-year plan portion of ICAP:** ● Student outcomes are included ● Connection to essential components ● Parent/guardian involvement/communication ● Concurrent enrollment connection and incorporation	**Timeline & embedded:** When and where each year is this completed?	**Staff Members included:** ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized?	**Resources used including CIS:** Description should include how each resource is used and connected to the activity/experience

	• Foundations of the DCAP process- considerations for identification of misalignment			
9th Grade	- All students will complete Career Readiness during the school year. Part of the curriculum for this course will be to review and revise their 4-year plan.	August 2026	-Business Teacher	4-year plan is utilized to help students determine their schedule and possible future career path
10th Grade	- All students will complete Money Management during the school year. Part of the curriculum for this course will be to review and revise their 4-year plan	May 2026	-Business Teacher and Ag Teacher	4-year plan is utilized to help students determine their schedule and possible future career path.
11th Grade	- All students will complete Workplace Readiness during the school year. Part of the curriculum for this course will be to review and revise their 4-year plan.	May 2026	- Business Teacher	4-year plan is utilized to help students determine their schedule and possible future career path
12th Grade	- Students' work experience and class schedule compliment the career goals of students.	May 2026	- Work-Based Learning Coordinators	Completing the work experiences and having a complimentary class schedule allows students to support their goals post graduation.

***Districts are highly encouraged to link a copy of their course handbook or other document(s) that outline their SYP/concurrent enrollment policies to their DCAP template. This can be done within the course planning section above or with a direct link included below this statement. For additional information on SYP, the Iowa Department of Education's SYP website provides a guide as well as additional resources to support districts.**

Section 4: Work-Based Learning Incorporated into the student's ICAP

"Identify the coursework and work-based-learning needed in grades nine through twelve to support the student's postsecondary education and career options"

For additional detailed information on WBL including implementation, activity clarification, integration strategies and ICAP connection, please refer to the Iowa Department of Education's Work-Based Learning site.

Work- Based Learning: Defined as, “sustained project-based learning in partnership with an employer, simulated work experiences aligned with industry-recognized credentials (IRC), high-quality pre-apprenticeships aligned to an apprenticeship, student learner programs, internships and apprenticeships.”				
Grade:	**Activity/Experience to Support career-based learning each year; Identification of each of the 3 elements:** ● Include how **all students** are advised of opportunities and have access ● Connection to essential components & course planning. ● Student outcomes are detailed ● Connected IRCs (IRC information) ● Employability skill highlights	**Academic Preparation**	**Connection to Industry/Career Development**	**Academic Follow-up**
Grade 8	All 8th grade students will be sent an email to communicate the date and time of the workshop.	-8th grade CTE Workshop and Plan your Adventure in May 2026 (agriculture, business, industrial technology, careers)	CTE Teachers and School Counselor	Complete courses
Grade 9	All students will be sent home a description about what the day is and the importance of participation. This will also include the list of careers and presenters available.			
Grade 10	All students will be sent home a description about what the day is and the importance of participation. This will also include the list of careers and presenters available.			
Grade 11	All students will be sent home a description about what the day is and the importance of participation. This will also include the list of careers and presenters available.			
Grade 12	All students will be sent home a description about what the day is and the importance of participation. This will also include the list of careers and presenters available.	ACGC Career Fair Participation and Survey During May 2026 -With Reflection to	-Work-Based Learning Coordinator, CTE Teachers,	-Work-Based Learning Course Grade -Career Fair reflection survey