

Goal 3

Academic & Career Planning and Management

An intentional sequence of courses reflecting progress toward accomplishment of the students PWR objectives [Rule 2.01(1)(c)]

Academic progress including courses taken, remediation or credit recovery and concurrent enrollment credits earned [Rule 2.01(1)(b)]

Concurrent Enrollment– [Rule 2.01(1)(g)]

Relevant assessment scores [Rule 2.01(1)(d)]

A record of the students college applications as they are prepared and submitted [Rule 2.01(1)(h)]

The students progress toward securing scholarships, work-study, student loans and grants, [Rule 2.01(1)(h)]

Other Examples:

- ◇ Review transcripts /academic record
- ◇ Lessons on standardized tests
- ◇ Lessons on standards for high school graduation vs. postsecondary admission
- ◇ Lessons on navigating high school
- ◇ Lessons on effective study strategies, time management, getting and staying organized taking notes.
- ◇ Defining ways to pay for college
- ◇ Learning intrinsic vs. extrinsic motivation

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INDIVIDUAL CAREER AND ACADEMIC PLANS

Kiowa High School
Information

Created under SB 09-256 with updates in following years.



What are the requirements?

There are four primary areas that are required through this process.

- Individual Exploration\Self-Discovery
- Career Exploration
- Academic & Career Planning and Management
- Annual Reflection

Our Process

Some areas are covered in various classes. Some areas are covered through the use of Advisory period. In many cases students may have out of school experiences which lend itself to them completing some of these goals.

Kiowa uses College in Colorado to help document much of the students progress.

More information can be found at

<http://www.cde.state.co.us/postsecondary/icap>

The remainder of this flier details the various areas of the ICAP other than Annual Reflection.

Students complete the reflection. Parents should review student ICAPs at least once per year.

Goal 1

Individual Exploration\Self-Discovery

Documentation of quality self-exploration activities allowing students to become aware of their passions, values, personality, strengths, abilities, skills, aptitudes, roles, financial aspirations which guide subsequent career exploration efforts.



- Interest Surveys [Rule 2.01(1)(a)]
- Identify student personality type in order to help with careers, post-secondary education.
- Identify internal strengths and external supports
- Identify their preferred learning styles
- Learn elements of decision making
- Learn about personal biases and beliefs regarding one's future
- Learning about SMART goals and set goals.

Goal 2

Career Exploration

Documentation of the student's efforts in exploring careers, including: a written PWR goal for the student, yearly benchmarks for reaching that goal; interest surveys that the student completes and anticipated postsecondary studies.

- ⇒ A written PWR goal for the student [Rule 2.01.(1)(a)]

- ⇒ Anticipated postsecondary studies [Rule 2.01(1)(a)]
- ⇒ Yearly benchmarks for reaching the postsecondary goal [Rule 2.01(1)(a)]
- ⇒ Interest surveys [Rule 2.01(1)(a)]
 - ⇒ Self assessments, background information on careers, jobs and the training that leads to them.
- ⇒ Other data reflecting student progress toward PWR including the student's understanding of the financial impact of postsecondary education [Rule 2.01(1)(i)]

⇒ **Examples:**

- ⇒ Career Fair, College Fair/visits
- ⇒ Mentor opportunities
- ⇒ Job shadow experiences
- ⇒ Informal interview of career field
- ⇒ Concurrent Enrollment

