AVIATOR
FLIGHT PLAN

Career Advising Framework

2023-24

SYCAMORE
COMMUNITY SCHOOLS
Our students. Our future.

Aviator Flight Plan District Vision

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. This connection is vital to student engagement in school and increases the likelihood that students will graduate with a successful academic resume.

Experts generally describe career advising as an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Ohio students have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.
Sycamore Community Schools has developed a comprehensive plan for grades K-12 called Aviator Flight Plan..

This career advising framework is multi-faceted based on grade level and interests. Starting in kindergarten, students are introduced to relevant content-embedded instruction and whole grade field experiences; students in middle grades participate in career-related strengths/interests inventories and goal setting; and consistent counseling and advising is provided for students in the upper grades. The Aviator Flight Plan seeks to build the capacity for our students to develop personalized academic pathways that will prepare them for the college and/or career to which they aspire.

Parent partnerships are an integral part of our Aviator Flight Plan mission. Here is a look at the process and how you can get involved:

Kindergarten-Grade 4: Students participate in career awareness opportunities within their classroom utilizing in-class and online resources, speakers, and participation in whole grade INSPIRE trips. Parents are encouraged to discuss careers related to those offerings as the classroom teacher communicates monthly plans. We welcome opportunities for parents to share their own career experiences relative to areas of study. Please contact your child's school if you would be willing to be a speaker or can offer a unique experience to our students. See Curriculum Connections for some examples of embedded activities related to each grade level. This is an organic document based on availability of site options at the time.

Grade 5-6: Students continue to participate in curriculum embedded activities and INSPIRE trips, but in addition this becomes our entry point for Grade Level Plans that students fill out as they learn how to use various Career Advising Tools. At E.H. Greene, students are introduced to the Ohio Means Jobs website in their Social Studies classes and participate in activities to develop a better understanding of the 16 career clusters and set goals to help them plan for academic success. Parents will be notified once students have developed their plan so that you can discuss the career cluster together and encourage your child to see the relevance between school success and their potential career choices. As always, we welcome opportunities for parents to share their own career experiences relative to areas of study. Please contact your child's school if you would be willing to be a speaker or can offer a unique experience to our students.

Grade 7-8: Curriculum embedded activities, INSPIRE trips, and Grade Level Plans continue at Sycamore Junior High School and the students are introduced to SchooLinks. This is the primary planning tool they will use until graduation from high school. Utilizing SchooLinks, students complete a high school course plan and career interest inventory, along with many additional self-exploration tools. Our junior high counselors guide this process and discuss grade level plans with students as they schedule courses. We encourage parents to become familiar with SchooLinks and to discuss your child's goals as they relate to school success and potential career choices.

Grade 9-12: Utilizing Schoolinks, students will move through a series of self-guided "missions" during their Aviator bell and with the assistance of their school counselors. Throughout high school each student will complete career assessments, course plan, build a resume, and explore future educational options linked to their career interests. The High School will communicate the above information as students progress through the process. Parents will continue to have access to Schoolinks and will be encouraged to assist with monitoring of their students' interests and goals as they relate to school achievement and postsecondary success.

Want more information or have questions? We encourage you to read more about the Aviator Flight Plan in this guide. Any additional questions can be directed to the following staff members at each building:

Edwin H. Greene: Jennifer Asher or Tracey Bachmann
Sycamore Junior High: Ben Brenner
Sycamore High School: Megan Brenner or Chelsea Rose

Curriculum Connections

Curriculum Connections is the purposeful integration of curriculum embedded activities that provide students a vision and experience of potential career paths.

http://aviatorflightplan.weebly.com/uploads/4/8/2/6/48268683/aviatorflightplancurriculumconnections.pdf

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Speakers

Experts from various careers visit classrooms virtually to share their work experiences and provide explanations about the path to employment in their field.

Inspire Trips

Students take whole grade virtual trips to explore the world outside of school in an area of curriculum focus. Experts provide explanations about the path to employment in their field.

Building Specific Opportunities

Virtual trips or activities specific to a particular elementary building, based on a partnership with local business/group that helps develop career/college readiness.

Curriculum Embedded Awareness/Exploration

Teachers make learning relevant to the "real" world of work via planned classroom lessons or extensions.

Service Learning

Students participate in building-wide virtual service learning as they work toward helping others.
Virtual Internships - students participate in job embedded experiences within our local community.

Career Advising Framework - Grades 5-12

Edwin H. Greene Intermediate School

❏ **Grade 5**

Learning Target:	I understand Ohio's 16 career clusters
Activity:	**Ohio Means Jobs: Career Interest Inventory** **16 Career Clusters - Identify with one**

❏ **Grade 6**

Learning Target:	I understand Ohio's 16 career clusters. I know and can describe my interests and work traits. I know how to locate and use career information resources.
Activity:	**Ohio Means Jobs - Career Profile**

Sycamore Junior High School

❏ **Grade 7**

Learning Target:	I understand Ohio's 16 career clusters. I know and can describe my interests and work traits. I know and can describe my academic strengths.
Activity:	**SchooLinks Introduction: Various Career and learning inventory activities**

❏ **Grade 8**

Learning Target:	I know and can describe my academic strengths. I can describe the educational options available to me.
Activity:	**Tour of Great Oaks Campus/Information Preview** **SchooLinks Exploration: Career, learning styles, and college preview**

Sycamore High School

❏ **Grade 9**

Learning Target:	I can describe the educational options available to me I know the high school graduation requirements I know my readiness for college/career I know and can describe academic strengths
Activity:	SchooLinks - Introduction, Complete onboarding & grade 9 tasks Create annual goal

❏ **Grade 10**

Learning Target:	I know the high school graduation requirements. I know the educational requirements to reach my chosen career goal. I can locate and identify local job opportunities. I can identify nontraditional career options. I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher. I have drafted my student resume.
Activity:	SchooLinks - Great Oaks - Presentation, shadow experience, application process

❏ **Grade 11**

Learning Target:	I understand market trends for my chosen career goals I can identify nontraditional career options I have explored College and Postsecondary Education and Training I have updated my student resume
Activity:	SchooLinks - Attend College Rep visits

❏ **Grade 12**

Learning Target:	I have discussed my plans for after high school with my parent/guardian and counselor/teacher I have taken action on my plans for after high school I know how to navigate and complete applications.
Activity:	SchooLinks - Utilize College Application Tracker as needed, Complete graduation survey

E.H. Greene Execution Guide

Grade 5 Learning Target: I will understand Ohio's 16 Career Clusters.

Activity #1:
Students will log-on to Ohio Means Jobs website and create an account. Students will complete the Career Cluster Inventory on Ohio Means Jobs website.
Activity #2:
Students will be introduced to Ohio's 16 Career Clusters and will be able to identify with at least one cluster.
Activity #3:
Students will complete Grade Level Aviator Flight Plan on Dashboard.

Parents will be notified of their child's exposure to Ohio Means Jobs website, the career cluster inventory, Ohio's 16 career clusters, and the grade level Aviator Flight Plan.

Grade 6 Learning Target: I will understand Ohio's 16 Career Clusters. I will know and can describe my interest and work traits. I will know how to locate and use career information resources.

Activity #1:
 Students will log-on to Ohio Means Jobs website and create an account. Students will complete the Career Cluster Inventory on Ohio Means Jobs website.
Activity #2:
Students will be introduced to Ohio's 16 Career Clusters and will be able to identify with at least one cluster.
Activity #3:
Students will complete the Career Profile on Ohio Means Jobs website.
Activity #4:
Students will complete Grade Level Aviator Flight Plan on Dashboard.

Parents will be notified of their child's exposure to Ohio Means Jobs website, the career cluster inventory, Ohio's 16 career clusters, the career profile, and the grade level Sycamore Flight Plan.

Sycamore Junior High Execution Guide

The Aviator Flight Plan for each grade level will be accomplished through a combination of Social Studies classes, Flex Time bells, and instructional video for additional activities. This plan includes three sections: Career Exploration, Yearly Flight Plan, Student Success Plan. It will be communicated to staff and students utilizing the following timeline:

Career Exploration

7th Grade

March - May

All students will be seen through Social Studies classes to introduce SchooLinks. Content will be delivered by the Junior High Counselors. Students will receive a brief introduction to college concepts to help them understand options beyond high school. Students will be able to visit the counselors at any time throughout the year with questions related to Schoolinks. Reminder emails/announcements will be made for students to revisit these activities to continue exploring their career interests.

8th Grade

December - May

All students will be re-introduced to SchooLinks and complete activities through their Flex Time bell. Content will be delivered by the Junior High Counselors. All Students will have a brief review of College concepts and career exploration. All Students will be introduced to SchooLinks, log in, and begin familiarizing themselves with the course selection tool for high school courses (where available). Reminder emails/announcements will be made for students to revisit SchooLinks and continue exploring their career interests.

Yearly Flight Plan

Utilizing SchooLinks, student participation can be tracked regarding completion of assigned activities. Additional updates and activities can also be distributed through SchooLinks if students are in need of additional support or want to expand their career awareness.

Student Success Plan

Throughout the school year, students may be identified to create a student success plan providing additional support for their career education. Indicators that may be used include grades, attendance, and discipline.

Sycamore High School Execution Guide

The Aviator Flight Plan for each grade level will be completed quarterly during group meetings & presentations and be communicated to staff and students on the following timeline:

9th Grade
- Semester 1: Freshmen day activity, Academic/transcript review, mental health discussion, evening parent meeting
- Semester 2: Individual Scheduling Meetings, Review Graduation Plan, Review high school graduation requirements., Complete Schoolinks activities.

10th Grade
- Semester 1: PSAT or Practice ACT, Scarlet Oaks introduction & Career Assessments in Schoolinks
- Semester 2: Individual Scheduling Meetings, Update resume

 11th Grade
- Semester 1: -Mental Wellness/Junior Year Success Tips, PSAT/ ACT Work Keys, Schoolinks activities Updates/College Search/Course Plan Updates
- Semester 2: Individual Scheduling Meeting, Schoolinks College Research, Future Planning Family Meetings with individual students

12th Grade
- Semester 1: Class Meeting to review College Application requirements/steps (Schoolinks College Application Tracker), Individual senior family meetings to review plans & graduation requirements
- Semester 2: Individual progress check meetings, Graduation Survey in Schoolinks providing information regarding their post high school plans

*Throughout the school year students may be identified to create a student success plan providing additional support for their career education.

Grade Level Plans - Grades 5-12

Edwin H. Greene Intermediate School - Grade 5

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
  - I understand Ohio's 16 career clusters.
- **Activity:**
  - Ohio Means Jobs - career interest inventory
  - 16 cluster posters - identify with one
    - The cluster I chose was: _____

- **Goal Setting:**

Things that I do well in school include...

_____

Things that I do well outside of school include...

_____

A job that I'm interested in having when I am older is

_____because_____

The things I can do to help me get this job include...

At the Greene School

  1. _____
  2. _____
  3. _____

At the Junior High

  1. _____
  2. _____
  3. _____

Edwin H. Greene Intermediate School - Grade 6

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
  - I understand Ohio's 16 career clusters.
  - I know and can describe my interests and work traits.
  - I know how to locate and use career information resources.

- **Activity:**
  - Ohio Means Jobs - Career Profile

- **Goal Setting:**

Things that I do well in school include…

_____

Things that I do well outside of school include…

_____

A job that I'm interested in having when I am older is

_____because_____

The things I can do to help me get this job include…

At the Greene School

    4. _____
    5. _____
    6. _____

At the Junior High

    4. _____
    5. _____
    6. _____

Sycamore Junior High School - Grade 7

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
    - I understand Ohio's 16 career clusters.
    - I can locate career resources to help me with choosing a career path.

- **Activity:**
    - Introduce SchooLinks
    - Introduce College Basics

- **Goal Setting:**

Things that I do well in school include…

_____

Things that I do well outside of school include…

_____

A job that I'm interested in having when I am older is

_____because_____

The things I can do to help me get this job include…

At the Junior High

1. _____
2. _____
3. _____

At the High School

1. _____
2. _____
3. _____

Sycamore Junior High School - Grade 8

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
  - I can describe the educational options available to me in high school.
  - I can describe some of the post secondary options available to me.

- **Activity:**
  - SchooLinks: Course Planner Tool
  - Tour of Great Oaks

- **Goal Setting:**

Things that I do well in school include…

_____

Things that I do well outside of school include…

_____

A job that I'm interested in having when I am older is

_____because_____

The things I can do to help me get this job include…

At the Junior High

1. _____
2. _____
3. _____

At the High School

1. _____
2. _____
3. _____

Sycamore High School - Grade 9

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
    - I understand Ohio's 16 career clusters.
    - I can describe the educational options available to me.
    - I know the high school graduation requirements.
    - I know my readiness for college/career.
    - I know and can describe academic strengths.

- **Activity:**
    - Schoolinks Activities: Career Interest Inventory & Add favorite careers and career clusters to Favorites List

- **Goal Setting:**

One goal I have for my education is:

_____

One goal I have for myself personally is:

_____

How will I get there?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Sycamore High School - Grade 10

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
    - I know the high school graduation requirements.
    - I know the educational requirements to reach my chosen career goal.
    - I can locate and identify local job opportunities.
    - I can identify nontraditional career options.
    - I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher.
    - I have drafted my student resume.

- **Activity:**
    - Schoolinks Activities
    - Great Oaks Career Specialist addresses all Sycamore High School 10th graders
    - All 10th graders interested in Great Oaks are permitted to shadow on Great Oaks Campus

- **Goal Setting:**

One goal I have for my education is:

_____

One goal I have for myself personally is:

_____

How will I get there?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Sycamore High School - Grade 11

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
  - I understand market trends for my chosen career goals.
  - I can identify nontraditional career options.
  - I have explored College and Postsecondary Education and Training.
  - I have updated my student resume.

- **Activity:**
  - Schoolinks Activity: College Search, build Final college list, update resume, update career/post high school plan

- **Goal Setting:**

One goal I have for my education is:

_____

One goal I have for myself personally is:

_____

How will I get there?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Sycamore High School - Grade 12

Contact Information

First and Last Name	
Student ID	
Graduation Year	

- **Learning Target:**
    - I have discussed my plans for after high school with my parent/guardian and counselor/teacher.
    - I have taken action on my plans for after high school.
    - I know how to navigate and complete applications.

- **Activity:**
    - Apply to programs and track application status via Schoolinks
    - Activity: Graduation Survey

- **Goal Setting:**

One goal I have for my future education is:

_____

One goal I have for myself personally is:

_____

How will I get there?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Student Success Plans - Grades 5-12

State law requires that school districts identify students who are at risk of dropping out of school using local criteria with input from teachers, school counselors and other appropriate school staff. Sycamore Community Schools looks at chronic absenteeism, failing grades, and repeated code of conduct offenses as risk indicators and will initiate a Student Success Plan as needed for students who meet this criteria, beginning at the fifth grade level. Parent participation in the development of the plan is vital and will include a discussion with the student about the importance of a high school diploma, a listing of the pathways to graduation available to the student, and a comprehensive plan for graduation developed with the help of the student's guidance counselor.

Edwin H. Greene Intermediate School

- Grade 5 & 6
- Identification
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance**: 30 hours of unexcused absences
    - **Behavior**: 2 or more office referrals in one quarter
    - **Academics**: student has new failing grade in one of the core academic classes
- Activity:
  - Meet with School Counselor
    - Meeting 1: SC/Student - Initial Student Success Plan Meeting
    - Meeting 2: Team meeting (teachers, SC, admin) - discuss student success plan as created in meeting 1 & academic and career interest data for student/grade level reflection sheet.
    - Meeting 3: SC/Student - academic update - planning for academics & set goals for next school year
  - Reinforce Learning Targets for 5&6:
    - I understand Ohio's 16 career clusters.
    - I know and can describe my interests and work traits.
    - I know how to locate and use career information resources.

*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

Sycamore Junior High School

- Grade 7 & 8
- Connection
    - School Counselor collaboration regarding students identified in grades 5 & 6, transition of Student Success Plans & other information regarding the students
    - Identification of new students/Re-evaluate list of participants
- Identification
    - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
        - **Attendance**: 30 hours of unexcused absences
        - **Behavior**: 2 or more office referrals in one quarter
        - **Academics**: student has RTI previously in place, new failing trend other than typical transition concerns
- Activity
    - Meet with School Counselor Quarterly
        - Meeting 1: SC/Student - Student Check-In (or initial meeting) using Guiding Question sheet
        - Meeting 2: Team meeting (parents, teachers, SC, admin) - academic and career interest data for student/grade level reflection sheet and goals for the year
        - Meeting 3: SC/Student - academic update - planning for academics & set goals for next school year
        - For 8th grade: review high school planning/course options

- Reinforce Learning Targets for 7&8:
    - I know and can describe my interests and work traits.
    - I know and can describe my academic strengths.
    - I understand Ohio's 16 career clusters.
    - I can describe the educational options available to me.

*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

Sycamore High School

- Grades 9-12
- Identification of new students/Re-evaluate list of participants from previous building
  - New Identification - End of Each Quarter
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance**: 30 hours of unexcused absences
    - **Behavior**: 2 or more office referrals in one quarter
    - **Academics**: student has RTI previously in place, new failing trend other than typical transition concerns, student is failing 2+ core courses
- Connection of Previously identified
  - School Counselors/Admins meet to transition Student Success Plans from Grade 8 to 9.
  - If additional counselor transition meetings need to happen, implement accordingly

- <u>Student Success Plan Meetings</u>
  - Initial Meeting/Newly Identified:
  - **Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.**
    - Admin/Student - Communicate with parent/guardian about meeting with student who is identified and Complete Student Success Plan within Dashboard
      - Follow Up Meetings:
        - See Suggested Grade Level topics
        - If identifying criteria continues, hold a Team Meeting including Parents, Counselor, Administrator to inform and problem solve
        - Yearly Team Meeting - Review current SSP & discuss plan for senior year (any credit recovery needed, any steps necessary during senior year for post high school/career success)

*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect the student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

- **9th Grade Suggested Topics:** Review academics, career assessment/course plan, set goals for 10th grade, discuss study skills/time management
- **10th Grade Topics:** Review academics (credit recovery, if needed), career assessment results, course path
- **11th Grade Topics:** Review academics, complete college/career education search, set graduation goals
- **12th Grade Topics:** build steps necessary for executing plan for career success/post high school education

Example Junior High/High School Student Success Plan

Student Name: _____   Date: _____

Current Grade: _____

Areas that I need to improve in school:

	My Attendance	# of days Absent: _____	# of Tardies: _____
	My Grades	English: ____ Math: ____	Science: _____ Social Studies: _____
	My Behavior	# of office referrals: _____	

On a scale of 1 - 10 (1 is awful - 10 is awesome)

School		Because:
Homelife		Because:
Friendships		Because:

One person who cares about me at school is _____.
- I know this because......

My education is important because..........

The difference between a job and a career is.......

When I am older, 3 careers that I am interested in include:

①_____   ②_____   ③_____

7) Below is a list of skills/character traits that make a **_good_** employee.
Circle the ones that you are demonstrating here at school.
How will these traits be helpful in your career?

Punctual (on time)	Trustworthy	Responsible
Helpful	Compliant (follows rules)	Team-Player
Caring	Hard Worker	Motivated
Eager to Learn	Creative	Organized
Determined	Efficient (gets work done on time)	

8) Below is a list of behaviors/character traits that make a **_poor_** employee or cause people to lose a job.
Circle the ones that you have been demonstrating at school.
How might these behaviors/traits keep you from achieving your career goals?

Lazy	Negative
Absent Often	Late
Rebellious (breaks rules)	Disrespect
Not Prepared	Not Meeting Deadlines
Uncooperative	Not Listening

9) I can improve my attendance by:

- What changes do I need to make for this to happen?

- Who can help me with this?

 I can improve my behavior by:

- What changes do I need to make for this to happen?

- Who can help me with this?

 I can improve my grades by:

- What changes do I need to make for this to happen?

- Who can help me with this?

Example E.H. Greene School Student Success Plan

Name _____ Date _____

<u>Success Plan: E.H. Greene Intermediate</u>

1)Areas that I need to improve in school include:

☐ **My attendance**

☐ **My quarter grades**

☐ **My behavior**

2) One person who cares about me at school is _____.
I know this because…...

3) My education is important because……….

4) The difference between a job and a career is…….

5) When I am older, 3 <u>careers</u> that I am interested in include:

① _____
② _____
③ _____

6) What skills/character traits do I have that will make me a good employee? How will these traits be helpful in my career?

7) What behaviors/character traits am I displaying that may cause me to lose a job? How might these behaviors/traits keep me from achieving my career goals?

8) My Goal is:

⊠ _____

⇒ **The changes I need to do to make are...**

⇒_____ **can help me with this by...**