



August Newsletter

Office of Curriculum & Instruction

SDWD PI. 26 Education for Employment Plan

Wisconsin PI. 26 requires all public school districts to annually create an Education for Employment Plan. This can also be referred to as an Academic & Career Plan (ACP). Families and community members can find the full SDWD PI. 26 Plan on our district website by [clicking here](#). Further explanation about academic and career planning can be found on the website by [clicking here](#). Looking forward to a new school year, we just wanted to highlight some of the goals related to academic, college, and career readiness that we have put forth to accomplish during 2025-26:

SDWD Education for Employment Plan Goals

1. Increase Postsecondary Preparation as reported on the SDWD Report Card (2022-23 data below):
 - 250 (42.3%) were enrolled in at least one Postsecondary Prep Course
 - 5.1% SDWD enrolled in work-based learning (Youth Apprenticeship) compared to 8.5% of State
 - 32.7% of SDWD received Dual Enrollment Credit compared to 25.7% of State
 - 15.6% of SDWD received AP Credit compared to 21.1% of State
 - 0.0% of SDWD received Industry Recognized Credential compared to 4.7% of State
2. Complete all SDWD Xello Course Curriculum Guides for Grades 6-12 in time for SDWD Board approval on July 14, 2025. Guides to be posted with all other SDWD courses on the public webpage.
3. Continue to complete the individual 4-Year Plan as part of Freshman Extension course at WDHS. Individual student plans will be communicated to parents (goal for 2025-26) and stored in Xello (goal for 2025-26).
4. Include pieces of Xello (perhaps the matchmaker or SDWD Passion Survey) as part of Student-led conferences at WDMS. 8th grade students will complete a resume as part of the economics strand in Social Studies. Resume uploaded into Xello.

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5. Improve communication to families regarding ACP in SDWD (newsletters, parent bulletins, etc.). This will begin with an ACP overview in the C/I Newsletter in August 2025.
6. Provide at least one guest speaker from specific careers for each CTE course per semester. These should be documented as part of the regular curriculum on each CTE Course Curriculum Guide.
7. Ensure WDMS and WDHS non-CTE staff are made aware of ACP/Xello as well as career connections to their content. Each subject-area PLC should identify a monthly career within their field. These careers should be commonly discussed across the entire content (could be a common classroom opener, etc.). Over time, these careers are attached to the Course Curriculum Guides.
8. Expanding the use of our WDHS Pre-ACT Self-Reporting document to include the *Ideas for Progress* as identified by ACT.
9. Utilize Xello and the SDWD Passion Survey results as part of IEP considerations for students in grades 6-12.
10. Seek ways and increase the frequency of in school “work-based” opportunities. One example of this would be having bilingual (exited or nearly exited ELL students) students provide language interpretation of in-class documents, slide shows, etc. Provide a period in their schedule as a “work-type” opportunity to do so.