Bureau Valley #340

BVision2020 Strategic Plan

Prepared by District Administration, Principals, Teachers, and Counselors for the Bureau Valley Board of Education

May 2015

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Bureau Valley CUSD #340

BVision2020 Strategic Plan

By May of 2020, every student who graduates from Bureau Valley High School will leave our doors with a Diploma PLUS one of the following: industry-recognized certification, college credit toward an associate's degree, high-quality internship experience leading to a job offer, advanced training which transitions straight into the student's career, or other career-focused training.

We believe:

- that our mission is to empower all students to EXCEL in a global society.
- that learning best occurs when each student is active in a positive and academically engaging and challenging environment.
- the educational program shall develop the intellectual, creative, social, emotional, and physical potential of each student.
- staff, parents, and community have a shared responsibility to provide learning opportunities that meet the needs of each student.
- lifelong learning should be encouraged and recognized.
- everyone deserves respect and should appreciate the diversity of all people.
- students must develop the skills to become productive and responsible citizens.
- effective communication with transparency to parents and community members about district affairs is essential and that involving community members in the functions of the school furthers this communication and transparency.
- in the necessity of maintaining the building and grounds and ensuring district sustainability through fiscal responsibility.

School Board:

The Bureau Valley School Board consists of seven professionals who lead the district through policy-making and example. Through their leadership, the district has continued its trend of improvement in student achievement while pursuing a fiscally responsible organization. Board members include: Rick Cernovich-President, Don King-Vice President, Don DeWaele-Secretary, Kent Siltman, Justin Yepsen, William Gebeck, and Matt Wiggim.

Development of BVision2020 Strategic Plan:

Dr. Steve Endress joined the Bureau Valley School District in May, 2014. After assessing the strengths and weaknesses of the district, he proposed and received School Board support to pursue implementation of BVision2020. The administration collaborated with school board members, parents, teachers, support staff, and students to identify the course of action most likely to achieve BVision2020. Members serving on the district's BVision2020 Advisory Committee are: Mr. Gavin Sronce, Mr. Eric Lawson, Mrs. Sandra Beitsch, Mrs. Kristal LeRette, Mrs. Aimee Stoller, Mrs. Ann Ledergerber, Mr. David Larkin, Mrs. Julie Decker-Platz, Miss Maria Biagioni, Mr. Rick Wilkin, Mrs. Susan Berry, Mrs. Terry Robison, Mr. Willard Mott, and Dr. Steve Endress.

While we found that this District is the envy of many educational institutions in terms of consistently scoring better than average on state assessments, high student attendance, exceptional student behavior, high levels of student participation in extra-curricular activities, uncommon commitment of school personnel, high levels of parental involvement, and deep community support, the District strives to remain a "Beacon of Excellence." We believe that this can best be achieved by channeling district resources in pursuit of one common goal, BVision2020, which requires a unified commitment from all in the district. This plan is a living document and continued input and development is valued.

	Coursework	Experiences/Activities	Extra-Curriculars
Grades K-3	• Core skill development: reading, writing, math, science, social studies, technology, physical education, art, and music **(S 1: See further detail in corresponding sections at end of plan—(S 1) = Section 1, etc.) • Developmental counseling lessons emphasizing essentials skills delivered by school counselors consistently (S 2)	• Teacher-led class exercises about goal-setting where teachers model goal-setting, progress monitoring, goal achievement for students with class-wide goals (S 4)	• Coordination and increased support of community organizations to develop essential skills: 4H, Brownies, Girl Scouts, Cub Scouts, Boy Scouts, park districts, libraries, youth sports, churches, others (S 5)
Grades 4-5	• Core skill development: reading, writing, math, science, social studies, technology, physical education, art, and music (S 1) • Developmental counseling lessons emphasizing career awareness delivered by school counselors consistently (S 2)	• Student-led exercises about goal setting where teachers guide and students take increasing responsibility for goal setting, progress monitoring, and goal achievement for students with student-specific goals (S 4) • Guest speakers coordinated throughout these grades so students are systematically introduced to individuals working in the 16 career clusters (S 3)	• Coordination and increased support of community organizations to develop essential skills: 4H, Brownies, Girl Scouts, Cub Scouts, Boy Scouts, park districts, libraries, youth sports, churches, others (S 5)
Grades 6-8	• Core skill development: reading, writing, math, science, social studies, technology, physical education, art, and music (S 1) • Developmental counseling lessons emphasizing careers and job skills delivered by school counselors consistently (S 2) • Exploratory classes introducing the 16 career clusters utilizing facilities, tools, resources, and staff in the 6-12 building (S 3) • High school core classes for advanced students who wish to complete graduation requirements earlier (S 1) • Career experiences embedded in core classes (S 1)	• Students receive introduction to Career Cruising software and process (S 4) • Students develop career exploratory plans using goal-setting skills previously developed with input and support from school staff and parents (S 4) • Guest speakers coordinated throughout these grades so students are systematically re-introduced to individuals working in the 16 career clusters (S 3) • Field trips coordinated throughout these grades so students are exposed to workplace settings in the 16 career clusters (S 3)	• Extra-curricular activities are systematically tied to the 16 career clusters to provide students with opportunities outside of the classroom to develop skills specific to their career clusters of interest (S 5) • Coordination and increased support of community organizations serving adolescents (S 5)
Grades 9-10	• Core skill development: English/language arts, math, science, social sciences, physical education, fine arts (S 1) • Core classes for advanced students who wish to complete graduation requirements earlier (S 1) • Introductory courses to 16 career clusters (S 3) • Intermediate courses for career and college paths (S 3)	• Students develop and follow college/career plans using goal setting skills previously developed with input and support from school staff and parents utilizing information from Career Cruising, Compass test, and others (S 4) • Job shadowing experiences embedded in introductory-level courses (S 3) • Micro-internships embedded in introductory and intermediate courses (S 3)	• Extra-curricular activities are systematically tied to the 16 career clusters to provide students with opportunities outside of the classroom to develop skills specific to their career clusters of interest (S 5) • Coordination and increased support of community organizations serving adolescents and young adults (S 5)
Grades 11-12	• Core skill development: English/language arts, math, science, social Sciences, physical education, fine arts (S 1) • Dual credit, dual enrollment courses, and CLEP tests for college paths (S 3) • Whiteside Area Career Center courses for career paths (S 3) • Online and blended courses for career and college paths (S 3) • Intermediate and capstone courses for career and college paths (S 3)	• Students develop and follow college/career plans using goal setting skills previously developed with input and support from school staff and parents utilizing information from Career Cruising, Compass test, and others (S 4) • Advanced internships in career and college paths (S 3) • Capstone experiences during transition of coursework to career or college (S 3)	• Extra-curricular activities are systematically tied to the 16 career clusters to provide students with opportunities outside of the classroom to develop skills specific to their career clusters of interest (S 5) • Coordination and increased support of community organizations serving adults (S 5)

District Supports Needed to Ensure Success of BVision2020	
Educators	• Support and incentivize current staff in developing career experiences and additional certifications. • Pursue educators with multiple endorsements, career experience, and passion in BVision2020. • Provide high-quality, ongoing, local professional development to: increase technology integration, increase student engagement, and build educators' career awareness. • Shift roles of school counselors to proactive delivery of developmental counseling instruction and increase staff as needed.
Parents and Community Partners	• Increase parental involvement in current practices: parent/teacher conferences, problem-solving team process, IEP goals/meetings, PTO, fine arts and academic programs, concerts and experiences, extra-curricular programs, and district counseling program. • Involve parents in child's goal-setting experiences, college/career plan development and implementation. • Develop and support a parent/community advisory committee to ensure close relationship of school and community. • Pursue and strengthen community partnerships (business, family, government, religious/non-profit) to support student coursework, field trips, and internships.
Finances	• Maintain a balanced budget in operations. • Increase efficiency of district operations to allow reduction in district tax rate.
Facilities	• Join junior high and high school campuses to increase opportunities, efficiency, and effectiveness of staff, facilities, and resources. • Join K-5 campuses where possible to increase opportunities, efficiency, and effectiveness of staff, facilities, and resources. • Liquidate unused facilities and land and focus those resources in remaining campuses.
Technology and Instructional Materials	• Invest in and maintain high-speed internet access and wireless infrastructure at all campuses. • Invest in and maintain mobile computing solutions that adequately serve all 6-12 students. • Invest in and maintain mobile and desktop computing solutions that adequately serve all K-5 students. • Invest in and maintain high-quality instructional materials, including physical and digital textbooks.

Section 1: Core Coursework and Skills

Kindergarten-12th Grade Core Skill Development

Six INSTRUCTIONAL Shifts in ELA/Literacy

1. Balancing Informational and Literary Text (PK–5): Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world — science, social studies, the arts and literature — through text. At least 50 percent of what students read is informational.
2. Building Knowledge in the Disciplines (6–12): Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read.
3. Staircase of Complexity: To prepare students for the complexity of college- and career-ready texts, each grade level requires a "step" of growth on the "staircase." Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
4. Text-Based Answers: Students have rich and rigorous conversations that depend on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation and in writing to assess comprehension of a text.
5. Writing from Sources: Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts and arguments presented in the texts they read.
6. Academic Vocabulary: Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory" and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

Six INSTRUCTIONAL Shifts in Mathematics

1. Focus: Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the mathematics classroom. They do so to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
2. Coherence: Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event but an extension of previous learning.
3. Fluency: Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions such as arithmetic operations so that they are more able to understand and manipulate more complex concepts.
4. Deep Understanding: Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students are able to see mathematics as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core mathematics concepts by applying them to new situations as well as by writing and speaking about their understanding.
5. Applications: Students are expected to use mathematics and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply mathematics concepts in real-world situations. Teachers in content areas outside of mathematics, particularly science, ensure that students are using mathematics — at all grade levels — to make meaning of and access content.
6. Dual Intensity: Students are practicing and understanding. There is more than a balance between these two things in the classroom — both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of mathematics concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and, therefore, varies throughout the given school year.

Collectively, these shifts mean teaching and learning need to be organized to have students: conduct short, focused projects and longer term in-depth research; produce clear and coherent writing, whatever the selected format; communicate research findings (speaking and listening skills) and mathematical thinking; model quantitative problems with mathematics; persevere in solving problems; and reason deeply about mathematics and mathematical situations by applying concepts to real world situations while demonstrating higher-level thinking.

Next Generation Science Standards

- Dimension 1 - Practices: The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.
- Dimension 2 - Crosscutting Concepts: Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change. The Framework emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.
- Dimension 3 - Disciplinary Core Ideas: Disciplinary core ideas have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:
  - Have broad importance across multiple sciences or engineering disciplines or be a key organizing concept of a single discipline;
  - Provide a key tool for understanding or investigating more complex ideas and solving problems;
  - Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge;
  - Be teachable and learnable over multiple grades at increasing levels of depth and sophistication.
  - Disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

High School Core Classes Open to Advanced 6th-8th Grade Students and Upper-Level High School Core Classes Open to Advanced 9th-10th Grade Students

Current graduation requirements from the state/our district include: 4 years of language arts, 2 years of writing-intensive courses (one must be offered as an English language arts course and the other may be counted toward the fulfillment of other state graduation requirements), 3 years of mathematics (one must be Algebra 1 and one must include geometry content), 3 years science, 2 years social studies (one year must be the history of the U.S. or combination of the history of the U.S. and American government,) and 1 year from any of the areas of art, music, foreign language and vocational education. Students must also complete a health education course, a physical education course and a consumer education course.

High school credit can be awarded to junior high students who successfully complete high school courses such as English 1, Math 1, sciences, and possibly others. These courses must be taught by high school teachers in the high school building for students to receive high school credit. Past student performance will determine eligibility of this coursework for junior high students. Grades received in these classes are included on the student's high school transcript.

Students in grades 9-10 have the opportunity to complete upper-level core courses through dual credit, dual enrollment, and courses offered traditionally in the high school building such as English 4 Honors and Advanced Placement Calculus. Past student performance and placement tests will determine eligibility of this coursework for freshmen and sophomore students.

Section 2: Bureau Valley Developmental Counseling Program

A developmental counseling program assumes that as individuals grow, they encounter certain developmental challenges that, if met, allow the students to act in responsible ways. If school counselors offer a developmental and preventive curriculum that employs both individual and group methods, students will be able to learn to communicate effectively, resolve conflicts, make good decisions, act responsibly, and live lives that are safe, satisfying and productive.[1] The philosophy of a developmental school counseling program is based on two assumptions: (a) that each individual student is unique and (b) that individuals normally grow and develop in ways similar to other individuals of the same age. Thus, a developmental school counseling program contains components that address the individual and group needs of children and adolescents. In terms of the philosophy of the developmental program, the school counselor has the major responsibility for the design and implementation of the program. However, classroom teachers, school administrators, nurses, psychologists, social workers, parents, and community resource personnel also contribute to this important goal.[1] Developmental counseling lessons will be delivered by the school counselors.
([1]http://www.isbe.state.il.us/spec-ed/pdfs/il_dev_counseling_model.pdf, 05.04.15.)

Kindergarten-3rd Grade Developmental Counseling Program

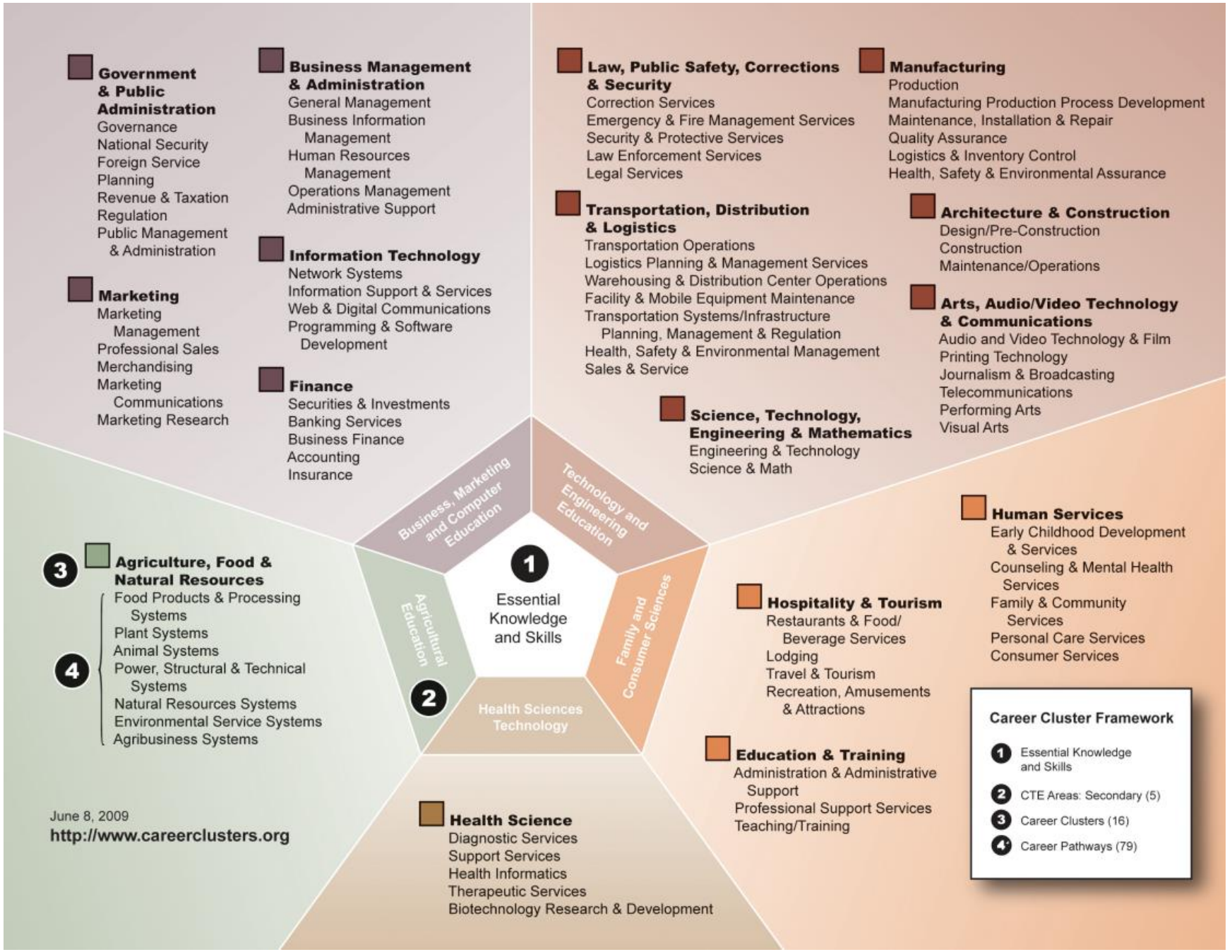
Academic Goals	**Kindergarten**	**Grade One**	**Grade Two**	**Grade Three**
Applying Effective Study Skills	Describe the tools they need to do their work at school	Describe how they plan to do a school assignment	Recognize some benefits of learning	Realize that effective note taking can help them learn more
Setting Goals	Describe why school is important	Describe what they would like to become	Describe a goal	Describe the differences between a short and long term goal
Learning Effectively	Describe how they learn something	Describe their favorite subjects	Describe types of situations that make learning difficult for them	Describe types of situations that make learning easy
Gaining Test Taking Skills	Describe how they try to remember important information	Describe what a test is	Describe some purposes for taking tests	Explain how practicing memory skills can help them remember facts for a test
Career Goals	**Kindergarten**	**Grade One**	**Grade Two**	**Grade Three**
Planning a Career Identity	Identify workers in various settings	Recognize how peers differ from themselves	Distinguish which work activities in their school environment are done by specific people	Recognize why people choose certain work activities and that choices may change
Planning for The future	Describe what they think is important	Describe how they have changed since last year	Recognize what they would like to accomplish when they are three years older	Define what "future" means
Combating Career Stereotyping	Describe work of family members	Describe why work is important	Define "work" and recognize that adults work	Recognize that people have many life roles and have them describe those roles
Analyzing skills and interests	Describe what they like to do	Identify skills they have	Recognize activities that interest them and those that do not	Realize that people are influenced by interests and abilities
Social-Emotional Goals	**Kindergarten**	**Grade One**	**Grade Two**	**Grade Three**
Gaining Self- Awareness	Describe their own appearances and recognize their bodies are special	Recognize special personal traits	Recognize and describe happy and sad feelings	Describe themselves accurately to someone who does not know them
Developing Positive Attitudes	Describe people they enjoy	Describe what attitude means	Describe what they think is positive about themselves	Discuss two skills they have
Making Healthy Choices	Describe ways they take care of themselves	Describe how exercise and nutrition affect their mental health	Describe how they care for their physical health	Describe how they relax when feeling stressed
Respecting Others	Describe ways people are different	Recognize special or unusual characteristics about others	Recognize commonalities and uniqueness in themselves & others	Describe what they like about other people
Gaining Responsibility	Describe things they can do without help	Describe what responsibilities they have at home	Recognize their abilities to perform specific tasks	Describe the responsibilities of adults they know
Developing Relationship Skills	Describe their play relationships	Describe what cooperation is	Describe the process of making & keeping a friend	Recognize how their actions affect others
Resolving Conflicts	Recognize that they listen to and speak with a variety of people	Describe feelings they have in various situations	Describe why listening is important	Recognize differing ways that they talk with friends & acquaintances
Making Effective Decisions	Describe choices they make at school	Describe decisions they make by themselves	Recognize why some choices are made for them	Recognize that decisions have consequences

4th- 8th Grade Developmental Counseling Program

Academic Goals	**Grade Four**	**Grade Five**	**Grade Six**	**Grade Seven**	**Grade Eight**
Applying Effective Study Skills	Describe why listening is important	Recognize the importance of completing assignments	Learn how to assert themselves by asking questions	Develop a plan for monitoring study time	Evaluate the importance of maintaining a balance between study time and extra-curricular activities
Setting Goals	Learn to set short term educational goals	Value learning both in and out of school	Evaluate how parents' goals influence them	Describe what motivates them to perform well	Develop a tentative four year educational plan for high school (to be reviewed each year)
Learning Effectively	Recognize that people learn in different ways	Recognize differences in the way they learn for different subjects, settings, and objectives	Describe how to design study areas at home	Describe ways in which others learn	Identify learning styles used both in and out of the school environment
Gaining Test Taking Skills	Describe things they can learn about themselves from taking a test	Describe how they prepare for tests	Review memory skills to improve their recall of information	Describe ways to study for different types of tests	Develop skills needed to predict test questions
Career Goals	**Grade Four**	**Grade Five**	**Grade Six**	**Grade Seven**	**Grade Eight**
Planning a Career Identity	Discuss the changing nature of work for women and men	Define lifestyle and discuss what influences it	Predict how stereotypes might affect their career identities	Explain how needs can be met in work and in leisure	Analyze how stereotypes are affecting their career identities
Planning for The future	Imagine what their lives might be like in the future	Imagine what they would like to be doing in fifteen years	Predict what jobs will be available in twenty years	Predict ways in which present careers may be in the future	Predict what they need to know to find a satisfying career in the future
Combating Career Stereotyping	Define the meaning of "stereotypes" and indicate how stereotypes affect them	Describe stereotypes that are associated with certain jobs	Discuss how their parents' work influences their lives at home	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced	Evaluate the ways in which certain groups (men, women, minorities) are stereotyped in the workplace
Analyzing skills and interests	Recognize different methods of evaluating "progress"	Describe the meaning of "value" and how values influence goals	Analyze the relationship between interests and abilities	Analyze various methods of monitoring progress toward goals	Describe their present skills and predict their future skills
Social-Emotional Goals	**Grade Four**	**Grade Five**	**Grade Six**	**Grade Seven**	**Grade Eight**
Gaining Self-Awareness	Analyze how characteristics and traits develop	Specify personal characteristics they value	Analyze how abilities change and how they can be expanded	Compare their characteristics and abilities with those of others, and identify their strengths	Discuss what self-concept is
Developing Positive Attitudes	Recognize that they are important to themselves and others	Define "values" and describe their own	Analyze how their attitudes influence what they do	Discuss ways to organize their time and personal resources	Predict their feelings in a variety of settings
Making Healthy Choices	Describe ways their bodies are special	Determine situations that produce unhappy, angry, or anxious feelings & describe responses	Understand what "stress" means and describe methods for handling stress	Distinguish between substances helpful and harmful to physical health	Practice dealing with pressure to use drugs or alcohol
Respecting Others	Describe and appreciate differences in interests, aptitudes, abilities, and achievements	Specify personal characteristics they value in others	Recognize differences in others and evaluate their own effect on others	Compare their personalities with others and identify their unique traits	Describe positive qualities of people that are culturally different from themselves
Gaining Responsibility	Describe their responsibilities as students	Describe ways to express feelings in a socially acceptable manner	Describe how responsibilities have changed since childhood	Discuss the responsibilities of students in the school environment	Evaluate how responsibility helps them manage their lives
Developing Relationship Skills	Evaluate how what is said affects each other's actions	Recognize cultural differences and describe ways to accept these differences	Apply problem solving skills to conflict situations	Analyze the pressure they feel from peers	Analyze how conflict resolution skills improve relationships with others
Resolving Conflicts	Describe methods that lead to effective cooperation with children and adults	Describe one conflict resolution skill	Use appropriate nonverbal communication	Evaluate how listening and talking accurately helps to solve problems	Describe conflict resolution skills
Making Effective Decisions	Describe why they might want to change a decision and recognize when it is possible to change	Apply a decision making process	Recognize how school decisions influence them	Provide examples of how past decisions have affected present actions	

Section 3: Career Clusters, Paths, and Experiences

16 Career Clusters



6th-8th Grade Exploratory Courses

During junior high, students select exploratory courses covering the 16 career clusters. These exploratory classes may vary in length and content depending on the needs of the grade and student group, availability of junior high and high school teachers, and facilities and resources available to these students. The primary goal of these classes is to allow students to experience several career clusters, before high school, in a more intense manner than field trips and guest speakers allowed. Classes focus in career areas such architecture, business, agriculture, health sciences, and hospitality.

9th-10th Grade Introductory Courses

In 9th and 10th Grades, students review their previous career experiences and select one or more introductory level year-long courses in the areas of: agriculture, business, health sciences, hospitality and beverage, science/technology/engineering/mathematics/information technology (STEM+IT). These courses provide a comprehensive introduction to the each career field while also providing students with real-world, on-the-job experiences, with the primary goal of helping each student determine whether they want to continue pursuing a career path. Students who decide to pursue another career path and supported and encouraged to do so at any time. The Introductory courses prepare students for the Intermediate and Capstone Courses.

Intermediate Courses and Capstone Courses

Students, typically in grades 10-12, continue down their selected career interest by completing the second course in a career sequence. These intermediate courses build on the introductory courses and provide students with the solid base of content knowledge and career experiences to further cement their interest in that career cluster. Classroom experiences are even more real-world in nature and students are challenged and supported by like-minded peers.

After completion of intermediate courses, students narrow their focus to a career cluster, and then to a career pathway. For example, students who complete Business 1 and Business 2 could choose the Finance cluster for their third course, and Accounting as their fourth. The capstone courses are geared toward the junior/senior years. In addition to courses offered on campus, other course types, identified below, can be used to provide students with introductory, intermediate, and capstone coursework opportunities.

Dual-Credit, Dual-Enrollment, CLEP, Online, Blended, and Vocational Center Courses

The district uses every available resource to give our students the opportunity to pursue career interests as far as they wish to take them. The school district is committed to providing flexibility with scheduling and the school day to utilize all types of learning. Students can enroll in online high school and college courses, dual-credit courses (taking a course on our campus with a qualified instructor to receive high school and college credit concurrently), on-campus college courses, and career-focused 'hands-on' courses at community colleges and career centers. Given our rural location, blended classes (part online, part face-to-face) are a viable avenue for our students. Students also can earn college credit by passing college proficiency exams called CLEPs. These many avenues for completing coursework allow students to build and pursue solid career plans.

Guest Speakers, Field Trips, Job Shadowing, Internships, and Capstone Experiences

The district supports and encourages a number of experiences in many grade levels to allow students to build familiarity with and knowledge of careers. These experiences have been purposefully developed with a ladder approach—where students have basic exposure to careers in earlier grades and then have more complex and intense experiences as they progress into high school. For students' first real-world exposure to careers, the district orchestrates a serious of guest speakers who each come from one of the 16 career clusters. In 4th and 5th grades, and again in junior high, guest speakers provide students with a quick glance into the actual every-day work environment of people in real careers in and around our communities. In junior high, students are encouraged to attend field trips to workplaces which represent one of the sixteen career clusters as they learn about those clusters in their exploratory classes. As students progress to their introductory career courses in high school, they will have additional opportunities for field trips, and be encouraged to participate in job-shadowing experiences. Once students are able to secure their own transportation, the district supports students in securing internship experiences, whether 'mini' or semester-long, to further their skills in their career pathways. Advanced students may also participate in longer internships and in capstone experiences, which can resemble a unique partnership between school, industry, community, and the student for the betterment of all.

Section 4: Student Goal-Setting and Development of Career/College Plans

Goal-Setting Instruction and Practice

In early elementary, students observe and begin participating in class-level goal setting activities that are planned and modeled by their teacher. In these early grades, teachers help develop the vocabulary of students so that goal-setting, progress monitoring, and goal achievement become part of students' frame of mind. Teachers plan and model a series of class-level goal setting experiences, relating to class learning, grades, gross motor skill development, memory, and attention. Through these experiences, students learn how an adult sets goals, monitors progress, and achieves goals and sub-goals.

In late elementary, students continue observing and participating in class-level goal-setting activities, but also begin taking a central role in personal goal-setting and goal achievement. With assistance from classmates and teachers, students identify their own interests, strengths, and weaknesses in order to build goals that enhance their abilities and skills. Their vocabulary develops in complexity around goals, sub-goals, and measuring progress as their skills reflect a greater understanding of the cause-effect relationship of actions and goals.

As students move into junior high and then high school, they continue to use their goal-setting skills to focus on career exploratory activities and plans as outlined below. Teachers at all grade levels work cooperatively with school counselors to reinforce goal-setting experiences delivered class-wide in the Developmental Counseling program.

Developing College/Career Plans with Career Cruising, Compass Testing, and Others

The district offers several tools to parents and students in the setting of goals, development of career/college plans, and assessment of student knowledge and skills. These tools include ASVAB, ACT, PARCC, MAP, and more will be added as the district develops this program. Career Cruising is an Internet-based career exploration and planning tool useful for exploring career and college options and develop a career plan. Career Cruising can be accessed from anywhere with an internet connection. The program includes:

ASSESSMENTS
World-renowned assessment tools to help your child identify his or her career interests, skills, abilities, and learning styles
CAREER PROFILES
Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs
MULTIMEDIA INTERVIEWS
Interviews with real people in each occupation, which add depth and realism to career profiles
COLLEGE AND FINANCIAL AID INFORMATION
Comprehensive college and financial aid information, with a number of useful search tools to help your child find the right college and the right scholarships
EMPLOYMENT GUIDE
Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job
MY PLAN
An online portfolio where your child can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future
RESUME BUILDER
Integrated with the My Plan tool to help your child create, format, and print professional-looking resumes quickly and easily
PARENT PORTAL
Allows you to view the information your child has stored in his or her Plan, learn more about the careers and schools that your child is interested in, and communicate with your child's career advisor

Beginning in junior high, students access Career Cruising which allows them to explore careers and colleges from any device that has access to the internet. Using goal-setting skills learned previously, and reviewing their experiences with the 16 career clusters, students develop and follow their career exploratory plans. In High School, students continue to refine their plans as they gather more knowledge and experiences about careers. As students complete assessments such as COMPASS, ASVAB, and ACT, scores on those assessments help narrow students' college/career path options. At least once per year, the student, parents, and school personnel meet to review the student's career exploration experiences and develop the next strategies for exploration, course sequences, career experiences, and extra-curriculars.

Section 5: Extra-Curricular Opportunities

Kindergarten-5th Grade Coordination with Community Organizations

The district works with community organizations to ensure maximum student benefit in their experiences between school-based and community based activities. Opportunities for teamwork and planning between school employees and leaders from local community organizations are systematically organized so that coordination of activities between school and community opportunities can eliminate doubling up of activities that focus on some essential skills while building programs to focus on other essential skills that are currently not being supported. A couple of examples of this at the K-5 level are the following: Many students are involved in either Cub Scouts or Brownies. With some coordination between Scout leaders and teachers, the lessons that students have at school could reflect upon and enhance the lessons learned at the organizations' activities. The district also coordinates with libraries to ensure that reading lessons delivered by libraries and schools support student learning during the summer months. Reading and vocabulary enhancement will be very important to opening many future opportunities to students both with an advanced reading skill and with the knowledge students will gain from reading.

6th-8th Grade Extra-Curricular Activities and Coordination with Community Organizations

The 6th to 8th grade timeframe is very important to formulating particular student's interests while building their skills. Students at this age benefit from experiences in a wide variety of areas, both in the classroom during the school day and other formative experiences outside of the normal school day. To ensure that every student gets the opportunity to build a skill and interest base, the coordination between school staff and community group leaders will be important to offering students an expansive number of opportunities for experience and growth. School-sponsored activities are offered in athletics, fine arts, and career development. School-sponsored sports such as basketball, volleyball & track offer the students the opportunity to experience individual growth in skill while learning how to work cooperatively with others, and develop leadership skills. Clubs and activities such as speech team, literacy club, yearbook, and student council allow students to explore career-related skills and experiences. Fine arts develop students' creative abilities which are essential to problem-solving skills throughout life. Scholastic Bowl, Chess Club, (not currently offered) Drama and other school clubs all offer opportunities to further enhance educational opportunities to students in a fun way that also emphasize academic pursuits such as strategizing, reading, acting, and other BVision2020 goals. Other activities traditionally offered to junior high students are contingent upon student interest, curricular offerings, and participation rates. On the 6-12 campus, junior high extra-curricular activities benefit in several ways: increased student participation rates meaning more activities are available to students, access to high-quality facilities, tools, and resources, and access to staff with expertise managing high school-quality programs. The new combined JH in Bureau Valley offers greater opportunities in athletics and fine arts. Career clubs such as agriculture, foods, industrial tech, information technology, clothing and automotive support the exploratory classroom experiences offered to junior high students. The district works to ensure that every extra-curricular activity offered by schools or community organizations directly supports at least one of the sixteen career clusters so that students will have opportunities outside of the school day to enhance their preparation for their career.

9th-12th Grade Extra-Curricular Activities and Coordination with Community Organizations

The district offers a wide variety extra-curricular activities that can be classified in three broad groups: fine arts, career development, and athletics. Sports at the high school level encourage students to push themselves to excel both individually and cooperatively. In sports, students learn a number of skills including teamwork, self-discipline, responsibility, dedication, and work ethic. Fine arts, such as art, drama, chorus, and band, develop fine motor skills, creativity, and many essential thinking skills. Career development clubs, such as FFA, FCS, Yearbook, Student Council, and Renaissance, teach students essential career skills. At the high school level, students need and are provided with direct opportunities to be involved in the careers or clusters that set them on a career path. The district continues to add classes and opportunities in career fields such as industrial tech (automotive, Auto Cad, etc.) which opens up the possibility of new extra-curricular clubs to support these students. The district works to ensure that every extra-curricular activity offered by schools or community organizations directly supports at least one of the sixteen career clusters so that students will have opportunities outside of the school day to enhance their preparation for their career.