

## District Career and Academic Plan: 2024-2025

District and School: Winterset Community School District (Winterset Junior High School and Winterset High School)

State Approved Career Information System (CIS): Xello

Date District Career and Academic Plan was last revised: February 20, 2025

[2023-2024 Winterset DCAP Rubric](#)

### 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](#)

**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.**

### Points to consider when completing the summaries for each section:

- 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) May 12th, 2025

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

- Review of prior 2022-2023 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
- Present current/upcoming 2023-2024 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

**Board report/review information can be included below or attached/linked from another document source.**

[Winterset Comprehensive School Counseling Plan](#)

[2024-2025 School Board Presentation](#)

May, 12th 2025

## Section 1: District Team

The team shall include, but not be limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, and individuals responsible for coordinating work-based learning activities. Additionally, consider including an Intermediary, representatives of special populations, postsecondary administrators and faculty, instructional support staff, members of local workforce development boards or organizations, parents, students, etc.

Please note, a school district with more than one attendance site for grades 8 through 12 should create one, district-wide team with designees as needed.

### District Team Members

List the current Career and Academic Planning team members. Required team members are marked with an \*.

Role	Names of Stakeholders	School/Organization/ Company	Email/Contact Information
<b>Secondary principal/administrator(s)*:</b>	Cam Smith	Winterset High School	csmith@winterset.k12.ia.us
	Josh Sussman	Winterset Junior High	jsussman@winterset.k12.ia.us
	Dr. Corey St.John	Winterset CSD	cstjohn@winterset.k12.ia.us
<b>Secondary career and academic school counselor(s)*:</b>	Sydney Slagter	Winterset High School	sslagter@winterset.k12.ia.us
	Kathy Erickson	Winterset High School	kerickson@winterset.k12.ia.us
	Sophia Volk	Winterset Junior High	svolk@winterset.k12.ia.us
<b>Secondary CTE teachers*:</b>	Scott Schiefelbein (IT)	Winterset High School	sschiefelbein@winterset.k12.ia.us
	Zach Sweeney (BUS)	Junior High/High School	zsweeney@winterset.k12.ia.us

	Adrian Eggers (BUS) Andrea Brown (FCS) Kaylee Berry (AG)	Junior High/High School Junior High/High School Junior High/High School	aeggers@winterset.k12.ia.us abrown@winterset.k12.ia.us kberry@winterset.k12.ia.us
<b>Secondary teachers*:</b>	Meredith Miller (ELA) Sara St. John (ELA) London Allen (iJAG)	Winterset High School Winterset High School Winterset High School	mmiller@winterset.k12.ia.us ssstjohn@winterset.k12.ia.us lallen@winterset.k12.ia.us
<b>Work-based Learning Coordinator*:</b>	Heather Dutrey	I-35 and Winterset Community School District	hdutrey@i-35.k12.ia.us
Secondary instructional support staff/ paraprofessional:	All JH and HS Teachers		
Postsecondary CTE faculty:	Katie Heither	Des Moines Area Community College	kheither@dmacc.edu
Postsecondary administrators:			
Members of local workforce development boards:			
Member of regional economic development organization:			
Local business and industry representatives:	<a href="#">CTE Advisory Team</a>		

Parents and students:	<a href="#">School Improvement Advisory Council</a> Superintendent Student Cabinet		
Representatives of special populations: (ex: gender, race, ethnicity, 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).	Kendra Alexander (Director of Student Services)	Winterset Community School District	kalexander@winterset.k12.ia.us
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:	Natalie Montross	Winterset Community School District	nmontross@winterset.k12.ia.us
Other stakeholders desired:			

**Section 2: District Plan Statement Summary:**

**Section 2: District Plan Statement Summary:**

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
- Future ready goals, district Portrait of a Graduate (PoG), State of Iowa Career and College Readiness definition can also be included in this section.

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

Overall, our goal at Winterset Community School District is to ensure that all of our students are Future Ready. More specifically, we believe that when a student graduates, it is our mission to ensure that they are empowered to execute the plan of their choice. Our District Career and Academic Plan

(DCAP) is the vehicle to which we articulate our expectations and opportunities for students to demonstrate their potential and skill sets. Data generated from our High School graduates indicates that 60% of our students typically move on towards some sort of post secondary education and typically graduate within five years. In turn, that creates the need for us to have a plan for the other 40% of seniors, so that they too can leave our district ready to embark on any training, career, or combination of both they desire.

Within our system, there are points of collaboration with internal and external stakeholders. Our collaborative efforts consist of our students and families, teaching staff, counseling department, district and building administration, CTE advisory team, School Improvement Advisory Council, and our superintendent student cabinet. . These collaborative efforts serve in the capacity to solidify our academic and technical skill sets we wish to deploy to our student body. Currently we are planning for grades 7-12 and into the future looking to expand to K-12. Another collaborative group is staff from Winterset CSD and external stakeholders. Since August of 2024 all teacher leaders throughout the district and an external partner have come together to focus on attributes related to our Portrait of a Graduate, which is directly related to our Career and Academic Plan. This group is vital in the form of helping us with determining essential skills, career areas of interest, collaboration in the area of guest speakers, internships, apprenticeships, mock interviews, etc. Another collaborative team is our Career and Technical Education Advisory Council. This team consists of our CTE staff, High School and district administration, and community leaders, stakeholders, business owners, farmers, etc. in all of the Iowa CTE Service Areas. This group also helps us focus on our Individual Career and Academic Planning in the forms of authentic learning experiences within CTE areas, work-based learning experiences and logistics, industry grade equipment, and skills that are essential for students once they leave High School. Another team that supports this work is our School Improvement Advisory Council (SIAC). This is a team that is focused on district initiatives and supporting us through providing feedback and ideas on our strategic plan.

Methods of communication and connection with students and their families is bi-directional. Starting in 7th grade students and families collaborate on course choices, which in 8th grade turns into a 4 year planning process. From there families are involved in the development, re-examination, and updating plans through 12th grade. We use the dual sided mode within Xello (Our Career and Information System) in order to facilitate this process. In addition, all stakeholders are communicated with as it pertains to WBL opportunities, career fairs, job shadow experiences, etc.

In the 23-24 school year, we received a 20/36 on our DCAP rubric. We were disappointed with that result due to the fact that we felt we were providing our students with the appropriate activities and experiences the DCAP demands. However, once we dug into our rubric scores, we realized we were not documenting near the amount of what was happening in all of the classrooms across the system, and we realized that we needed to increase the quality of our academic follow up. From this data we set out the goal that we would increase our score by diving deeper into classroom level experiences in addition to what was happening in the guidance office and our CIS. Our Future Ready goal of ensuring all students leave us with a plan and the ability to enact their plan has not wavered. What we have learned is that our teachers, counselors, were deploying a lot of these future ready skills, we just needed to be more intentional on how they were presented to kids. Furthermore, we have elevated our academic follow up in many of our experiences to ensure that students get the full experience they deserve. All of our DCAP work is connected back to our [Profile of a Graduate learning progressions](#) and a future goal is that we create a K-12 systemic approach to this process. That is a goal for 2024-2025 and beyond. Below you will find a strong 7-12 systemic approach to the DCAP.

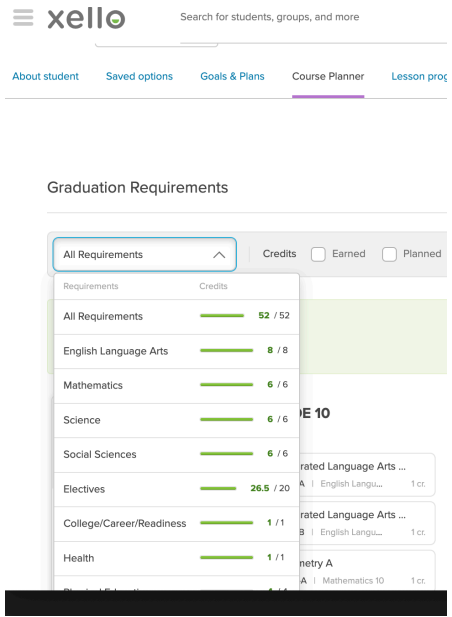
### Section 3: Four-Year plan including yearly review and revision grades 8-12:

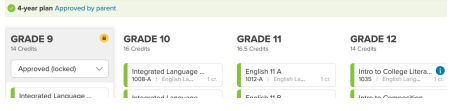
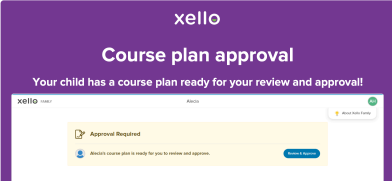
Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.

- 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

#### 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	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	100% of 8th grade students will be enrolled in a six week career exploration course taught by the junior high school counselor. At the end of this course, all students will develop a four year plan of high school coursework. The high school counselors will visit during the days they are creating the four year plans and walk through a presentation to assist the students in understanding the requirements of graduation, classes that are offered, and answer any questions regarding the creation of the 4 year plan.	Students are enrolled in a six week career exploration course during 8th grade with the JH Counselor. The 4-year plan is developed during this course.	The 8th grade school counselor leads the career exploration curriculum leading to the development of the 4-year plan. 7-12 counselors collaborate to provide course planning information necessary for high school planning, course registration and postsecondary goal advising.	<a href="#">XELLO</a> - Interest inventories to determine vocational direction, course planning and post-secondary education options  <a href="#">ONET</a> Students research various careers, labor market, bright outlook occupations, training needed  <a href="#">Career Ship</a>

	<p>The four year plan is sent to parents to be signed through Xello. Students also have the option to fill out their 4 year plan through Xello or use a hard copy.</p> <p><a href="#">4 year plan ROUGH DRAFT</a></p> <p><a href="#">Introduction to Winterset High School</a></p>			<p>Students use this site as a way to search for careers that match their personal interests.</p> <p><a href="#">Bureau of Labor and Statistics</a> Students access the Occupational Outlook Handbook for career information such as responsibilities, projected job outlook, training needed, salary and work environment</p>
<p>Advisement of coursework supporting graduation</p>	<p>Students review the <a href="#">Winterset Course Guide</a> to learn requirements for graduation. Students are encouraged to become familiar with the many electives in order to develop a balanced plan that will help them achieve academic and extra-curricular goals. Xello also provides a graduation requirement review in course planner as shown below.</p> 	<p>Careers Exploratory Course with the Junior High School Counselor</p> <p>HS Counselors advise students regarding registration for 9th grade courses during 2nd semester.</p>		

<p>Advisement of coursework to support postsecondary goals</p>	<p>The <a href="#">Winterset Course Guide</a> has an important section that is reviewed with students related to NCAA requirements and acceptance criteria for Iowa Board of Regents schools. Regent's Admission Index is also highlighted and students are encouraged to consider coursework related to career goals. Concurrent Enrollment classes are strongly encouraged to prepare for college. Students are educated on the benefits of taking college level courses with the option of striving for an AA Degree.</p>			
<p>Parent or Guardian signs acknowledgement of plan</p>	<p>Parents/guardians are linked to the careers course via thrillshare. XELLO information is included and shares a summary of their student's reflections from career exploration assignments. Students and counselors partner with parents to begin developing post-secondary goals and finalizing/approving the four year high school plan.</p>  <p>If parents or students prefer a paper copy of their final draft: <a href="#">4 year plan final draft.docx</a></p>			 <p><b>xello</b> Course plan approval</p> <p>Your child has a course plan ready for your review and approval!</p> <p>Approval Required Your child's course plan is ready for you to review and approve.</p> <p><b>Access Xello Family</b> You'll have received an email from Xello letting you know your child's course plan is ready for review. Open the email and sign in to Xello to begin.</p> <p><b>Review and approve the course plan</b> View the progress of your child's course selection and credit history. Discuss their selections with them. How do they feel about their courses?</p> <p><b>Tip:</b> If you haven't used Xello Family before, you'll first need to set a password and link your child to your account.</p> <p>If you'd like to discuss changes to the plan, reach out to your child's counselor. Otherwise, click <b>Approve</b> to acknowledge and confirm the plan.</p>
<p>Introduction to high school</p>	<p><a href="#">High School Transition</a> Students will be introduced to the differences and similarities between JH and HS. This will help them understand the educational differences between the two and how expectations will change.</p>	<p>Careers Exploratory Course with the Junior High School Counselor</p>		

**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.

<b>Grade:</b>	<b>Activity/Experience to Support students 4-year plan portion of ICAP:</b> -Student outcomes are included -Connection to essential components -Parent/guardian involvement/communication -Concurrent enrollment	<b>Timeline &amp; embedded:</b> -When and where each year is this completed?	<b>Staff Members included:</b> -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	<b>Resources used including CIS:</b> -Description should include how each resource is used and connected to the activity/experience
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9th Grade	10th Grade	11th Grade	12th Grade
<p>I. 100% of 9th grade students will meet with their school counselor about their 4 year plan and their post-graduation plans throughout the school year. Below is the form that students receive and review with their counselor each year.</p> <p><a href="#">Transcript Preview</a></p> <p>II. Students will go through a registration process at the beginning of January. Through these three weeks of Advisory lessons,</p>	<p>I. 100% of 10th grade students will meet with their school counselor about their 4 year plan and their post-graduation plans throughout the school year. Below is the form that students receive and review with their counselor each year.</p> <p><a href="#">Transcript Preview</a></p> <p>II. Students will go through a registration process at the beginning of January. Through these three weeks of Advisory lessons,</p>	<p>I. 100% of 11th grade students will meet with their school counselor about their 4 year plan and their post-graduation plans throughout the school year. Below is the form that students receive and review with their counselor each year.</p> <p><a href="#">Transcript Preview</a></p> <p>II. Students will go through a registration process at the beginning of January. Through these three weeks of Advisory lessons,</p>	<p>I. 100% of 12th grade students will meet with their school counselor about their 4 year plan and their post-graduation plans throughout the school year. Below is the form that students receive and review with their counselor each year.</p> <p><a href="#">Transcript Preview</a></p> <p>II. Students will go through a registration process at the beginning of January. Through these three weeks of Advisory lessons,</p>

<p>students will work with their school counselor, advisory teacher and parents to begin seeing how far along they are for graduation requirements and what classes would be good for them to take the next school year based on their future aspirations. Students are encouraged to create appointments with their counselor for one-on-one sessions to ask questions and receive guidance on their next year's schedule.</p> <p><a href="#">Transcript Check Lesson</a> <a href="#">Making a Plan</a> <a href="#">Course Registration</a></p> <p>III. 100% of 9th grade students and parents will participate in an orientation session during August Back-to-School Night.</p> <p><a href="#">Registration Presentation</a></p> <p>IV. 100% of 9th grade students will participate in, and complete, the Xello Graduation Plan and ICAP Reflection Activity during Advisory Time. This is completed with their Advisory Teacher, in April. Parents have electronic access to this activity on Xello.</p>	<p>students will work with their school counselor, advisory teacher and parents to begin seeing how far along they are for graduation requirements and what classes would be good for them to take the next school year based on their future aspirations. Students are encouraged to create appointments with their counselor for one-on-one sessions to ask questions and receive guidance on their next year's schedule.</p> <p><a href="#">Transcript Check Lesson</a> <a href="#">Making a Plan</a> <a href="#">Course Registration</a></p> <p>III. 100% of 10th grade students and parents will participate in an orientation session during August Back-to-School Night.</p> <p><a href="#">Registration Presentation</a></p> <p>IV. 100% of 10th grade students will participate in, and complete, the Xello Graduation Plan and ICAP Reflection Activity during Advisory Time. This is completed with their Advisory Teacher, in April. Parents have electronic access to this activity on Xello.</p>	<p>students will work with their school counselor, advisory teacher and parents to begin seeing how far along they are for graduation requirements and what classes would be good for them to take the next school year based on their future aspirations. Students are encouraged to create appointments with their counselor for one-on-one sessions to ask questions and receive guidance on their next year's schedule.</p> <p><a href="#">Transcript Check Lesson</a> <a href="#">Making a Plan</a> <a href="#">Course Registration</a></p> <p>III. 100% of 11th grade students and parents will participate in an orientation session during August Back-to-School Night.</p> <p><a href="#">Registration Presentation</a></p> <p>IV. 100% of 11th grade students will participate in, and complete, the Xello Graduation Plan and ICAP Reflection Activity during Advisory Time. This is completed with their Advisory Teacher, in April. Parents have electronic access to this activity on Xello.</p>	<p>students will work with their school counselor, advisory teacher and parents to begin seeing how far along they are for graduation requirements and what classes would be good for them to take the next school year based on their future aspirations. Students are encouraged to create appointments with their counselor for one-on-one sessions to ask questions and receive guidance on their next year's schedule.</p> <p><a href="#">Transcript Check Lesson</a> <a href="#">Making a Plan</a> <a href="#">Course Registration</a></p> <p>III. 100% of 12th grade students and parents will participate in an orientation session during August Back-to-School Night.</p> <p><a href="#">Registration Presentation</a></p> <p>IV. 100% of 12th grade students will participate in, and complete, the Xello Graduation Plan and ICAP Reflection Activity during Advisory Time. This is completed with their Advisory Teacher, in April. Parents have electronic access to this activity on Xello.</p>
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**9th Grade Graduation Plan & ICAP Review**

Status: Not submitted

**To unlock this lesson**

Congratulations on using Xello's Course Planner to create a four-year course plan! Ensure the courses you selected fulfill the graduation requirements and align to your career and postsecondary education goals. Each year, you will come back to your Xello course plan to re-evaluate your course selections and modify based on your updated goals.

In the text box below, answer the following questions:

1. Who did you meet with to review your plan?
2. What motivated you to work hard in school?
3. Which careers are you most interested in? How well do these careers match up with the lifestyle you'd like?
4. What are you currently doing that will help you set or achieve career or educational goals?

Click "Turn In" when complete.

V. 100% of 9th grade parents and students will have access to a presentation (in-person or on video) regarding high school and post-secondary planning, including CE opportunities.

[Planning Your Future](#)

**10th Grade Graduation Plan & ICAP Review**

Status: Not submitted

Congratulations on using Xello's Course Planner to create a four-year course plan! Ensure the courses you selected fulfill the graduation requirements and align to your career and postsecondary education goals. Each year, you will come back to your Xello course plan to re-evaluate your course selections and modify based on your updated goals.

In the text box below, answer the following questions:

1. Who did you meet with to review your plan?
2. What motivated you to work hard in school?
3. Which careers are you most interested in? How well do these careers match up with the lifestyle you'd like?
4. What are you currently doing that will help you set or achieve career or educational goals?

Click "Turn In" when complete.

V. 100% of 10th grade students will review Life After High School presentation in their Advisory class, with their Advisory teacher, in November. The presentation includes a post-assessment and personal reflection.

[Life After High School](#)

[Post-secondary survey](#)

**11th Grade Graduation Plan & ICAP Review**

Status: Not submitted

Congratulations on using Xello's Course Planner to create a four-year course plan! Ensure the courses you selected fulfill the graduation requirements and align to your career and postsecondary education goals. Each year, you will come back to your Xello course plan to re-evaluate your course selections and modify based on your updated goals.

In the text box below, answer the following questions:

1. Who did you meet with to review your plan?
2. What skills would you like to develop before you graduate?
3. Which careers interest you most? What are you doing to explore/investigate those careers?
4. Which postsecondary pathway do you plan to pursue? What factors drew you to this pathway?

Click "Turn In" when complete.

V. 100% of students and parents who are registered for a CE class will participate in an information session.

[DMACC CE Presentation](#)

VI. 100% of 11th grade students will review Life After High School presentation in their Advisory class, with their Advisory teacher, in November. The presentation includes a post-assessment and personal reflection.

[Life After High School](#)

[Post-secondary survey](#)

VII. 100% of 11th grade students and parents will have access to a post-secondary planning presentation (in-person or on video) in the fall.

[Future Ready Planning Presentation](#)

**12th Grade Graduation Plan & ICAP Review**

Status: Not submitted

Congratulations on using Xello's Course Planner to create a four-year course plan! Ensure the courses you selected fulfill the graduation requirements and align to your career and postsecondary education goals. Each year, you will come back to your Xello course plan to re-evaluate your course selections and modify based on your updated goals.

In the text box below, answer the following questions:

1. Who did you meet with to review your plan?
2. How have you changed since starting high school? What are 2 ways you'll think you'll change in the next 5 years?
3. What does success in a career look like to you?
4. What are your career and educational goals? What are you doing right now to pursue these goals?

Click "Turn In" when complete.

V. 100% of students and parents who are registered for a CE class will participate in an information session.

[DMACC CE Presentation](#)

VI. 100% of 12th grade students will review Life After High School presentation in their Advisory class, with their Advisory teacher, in November. This presentation includes a post-assessment and personal reflection.

[Seniors - What is Your Plan?](#)

[Senior Planning Reflection](#)

VII. 100% of 12th grade students and parents will have access to a post-secondary planning presentation (in-person or on video) in the fall.

## 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”

The three Essential Elements of WBL must be incorporated in the experience: academic preparation, partnership between education and industry and academic follow-up. If one of these elements is not incorporated into the experience, it would be considered Essential Component #3 and should be included with that section.

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 Guide](#).

<b>Grade:</b>	<b>Activity/Experience to Support WBL each year; Identification of each of the 3 elements of WBL:</b> -Include how <b>all students</b> are advised of opportunities and have access -Connection to essential components & course planning. -Student outcomes are detailed -Academic prep, connection to industry and academic follow-up are included	<b>Timeline &amp; embedded:</b> -When and where each year is this completed?	<b>Staff Members included:</b> -Who/what group will coordinate this event/activity? -How is each staff member connected to the WBL experience?	<b>Resources used including CIS:</b> -Description should include how each resource is used and connected to the activity/experience
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Review the google document to understand the importance of authentic learning and how we are incorporating it into our daily classes: <a href="#">Authentic Learning</a>	<a href="#">Winterset High School Career and Connected WBL Playbook</a> - This document is an all encompassing resource that articulates all of the	<a href="#">Winterset High School Career and Connected WBL Playbook</a> - This document is an all encompassing resource that articulates all of the	<a href="#">Winterset High School Career and Connected WBL Playbook</a> - This document is an all encompassing resource that articulates all of the	<a href="#">Winterset High School Career and Connected WBL Playbook</a> - This document is an all encompassing resource that articulates all of the

<p><a href="#">Showcase Definition</a></p> <p><a href="#">Winterset Junior High Authentic Learning Showcase</a></p> <p>Students will be presenting their authentic learning to board members, community businesses, and parents on March 3rd and March 4th.</p> <p>In 7th grade, students will have the opportunity to tour the DMACC Ankeny campus, learn about possible career paths, tour the dorms, labs, and classes. <a href="#">Community College Campus Visit Reflection</a></p> <p>In 7th grade, students will have the opportunity to complete an employer visit at Agrivision. Students will learn about the different career paths within this business such as; the sales team, service team, parts team, and field support team. <a href="#">AgriVision Employer Visit Reflection</a></p> <p>In 8th grade, students will complete an employer visit to ABC of Iowa. This will present them with information about apprenticeship programs and the possible career paths they can travel</p>	<p>WBL opportunities at Winterset High School.</p> <p><b>SAE (Supervised Agricultural Experience)</b> Supervised Agricultural Experience (SAE) is an integral part of the three-component model of agricultural education. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your Career Plan of study.</p> <p><b>School Based Enterprises</b> School-based enterprises are a career preparation experience where students have the opportunity to run a school store. School-based enterprises provide students with an opportunity to develop professional skills and career skills as students learn the different roles and aspects of a successful business while directly managing the school store. When carefully planned and managed by an educator, school-based enterprises</p>	<p>WBL opportunities at Winterset High School.</p> <p><b>SAE (Supervised Agricultural Experience)</b> Supervised Agricultural Experience (SAE) is an integral part of the three-component model of agricultural education. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your Career Plan of study.</p> <p><b>School Based Enterprises</b> School-based enterprises are a career preparation experience where students have the opportunity to run a school store. School-based enterprises provide students with an opportunity to develop professional skills and career skills as students learn the different roles and aspects of a successful business while directly managing the school store. When carefully planned and managed by an educator, school-based enterprises</p>	<p>WBL opportunities at Winterset High School.</p> <p><b>SAE (Supervised Agricultural Experience)</b> Supervised Agricultural Experience (SAE) is an integral part of the three-component model of agricultural education. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your Career Plan of study.</p> <p><b>School Based Enterprises</b> School-based enterprises are a career preparation experience where students have the opportunity to run a school store. School-based enterprises provide students with an opportunity to develop professional skills and career skills as students learn the different roles and aspects of a successful business while directly managing the school store. When carefully planned and managed by an educator, school-based enterprises</p>	<p>WBL opportunities at Winterset High School.</p> <p><b>SAE (Supervised Agricultural Experience)</b> Supervised Agricultural Experience (SAE) is an integral part of the three-component model of agricultural education. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your Career Plan of study.</p> <p><b>School Based Enterprises</b> School-based enterprises are a career preparation experience where students have the opportunity to run a school store. School-based enterprises provide students with an opportunity to develop professional skills and career skills as students learn the different roles and aspects of a successful business while directly managing the school store. When carefully planned and managed by an educator, school-based enterprises</p>
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<p>through this pathway such as; HVAC, electrician, and plumbing. They will get to tour the campus, sit in on each section and learn a little more about the process of this pathway. <a href="#">Apprenticeship Program</a> <a href="#">Employer Visit Reflection</a></p> <p>In 8th grade, students will complete an employer visit to Pulse Radio. This employer visit will introduce them to possible career paths within the media. Students will be able to observe the different sections offered in this career path such as; program director, on air personality, administrative director, outreach coordinator, and advancement director. <a href="#">Radio Station Employer Visit Reflection</a></p>	<p>simulate real world business experiences that can lead to direct skill development and authentic learning.</p> <ul style="list-style-type: none"> <li>• The Husky Brew Coffee Shop is run by the Winterset FBLA organization at the school. Adrian Eggers is our business teacher so runs this with our FBLA group. They are open on Mondays, Wednesdays, and Fridays in the mornings before school and serve different types of Cappuccinos, Energy Drinks, and also baked goods that are provided by the Winterset FCS classes. All of their products are sugar free and comply with the healthy snack standards that are required by law.</li> </ul>	<p>simulate real world business experiences that can lead to direct skill development and authentic learning.</p> <ul style="list-style-type: none"> <li>• The Husky Brew Coffee Shop is run by the Winterset FBLA organization at the school. Adrian Eggers is our business teacher so runs this with our FBLA group. They are open on Mondays, Wednesdays, and Fridays in the mornings before school and serve different types of Cappuccinos, Energy Drinks, and also baked goods that are provided by the Winterset FCS classes. All of their products are sugar free and comply with the healthy snack standards that are required by law.</li> <li>• Social Media Marketing Students utilize their skills in order to build the brand for WCSD. Responsibilities include creating videos for extracurricular programs, posting</li> </ul>	<p>simulate real world business experiences that can lead to direct skill development and authentic learning.</p> <ul style="list-style-type: none"> <li>• The Husky Brew Coffee Shop is run by the Winterset FBLA organization at the school. Adrian Eggers is our business teacher who runs this with our FBLA group. They are open on Mondays, Wednesdays, and Fridays in the mornings before school and serve different types of Cappuccinos, Energy Drinks, and also baked goods that are provided by the Winterset FCS classes. All of their products are sugar free and comply with the healthy snack standards that are required by law.</li> <li>• Social Media Marketing Students utilize their skills in order to build the brand for WCSD. Responsibilities include creating videos for extracurricular programs, posting</li> </ul>	<p>simulate real world business experiences that can lead to direct skill development and authentic learning.</p> <ul style="list-style-type: none"> <li>• The Husky Brew Coffee Shop is run by the Winterset FBLA organization at the school. Adrian Eggers is our business teacher so runs this with our FBLA group. They are open on Mondays, Wednesdays, and Fridays in the mornings before school and serve different types of Cappuccinos, Energy Drinks, and also baked goods that are provided by the Winterset FCS classes. All of their products are sugar free and comply with the healthy snack standards that are required by law. Social Media Marketing Students utilize their skills in order to build the brand for WCSD. Responsibilities include creating videos for extracurricular programs, posting</li> </ul>
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		<p>on social media, posting, creating and sharing logos and branding through various modalities at school and in the community. Students are able to re-take this class in order to maintain continuity and leadership for student marketing.</p>	<p>on social media, posting, creating and sharing logos and branding through various modalities at school and in the community. Students are able to re-take this class in order to maintain continuity and leadership for student marketing.</p> <p><b>CNA</b> The CNA course is designed to offer students the opportunity to explore health care fields. This class is completed by our school nurse. The course will cover an introduction to the health care systems along with basic anatomy and physiology of the human body. Students will develop nursing assistant skills and the basic skills of a health care giver. Students will complete the 90-hour Nurse's Aide training and will be eligible for certification testing.</p> <p><b>MOC Experience</b> Multi-Occupations coursework targets students who plan to immediately enter the workforce after high school or for those who wish to explore career</p>	<p>on social media, posting, creating and sharing logos and branding through various modalities at school and in the community. Students are able to re-take this class in order to maintain continuity and leadership for student marketing.</p> <p><b>CNA</b> The CNA course is designed to offer students the opportunity to explore health care fields. This class is completed by our school nurse. The course will cover an introduction to the health care systems along with basic anatomy and physiology of the human body. Students will develop nursing assistant skills and the basic skills of a health care giver. Students will complete the 90-hour Nurse's Aide training and will be eligible for certification testing.</p> <p><b>MOC Experience</b> Multi-Occupations coursework targets students who plan to immediately enter the workforce after high school or for those who wish to explore career</p>
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			<p>areas prior to gaining a vocational, two-year, or four-year degree or training certificate. Areas of student include: Orientation to the world of work, workplace safety, human relations, communication, business ethics, business math, law and taxation, consumer issues, and job seeking skill sets.</p> <p>MOC Pacing Guides  <a href="#">Term 1</a>  <a href="#">Term 2</a>  <a href="#">Term 3</a>  <a href="#">Term 4</a></p> <ul style="list-style-type: none"> <li>a. <a href="#">MOC Essential Standards</a></li> <li>b. <a href="#">MOC Introduction</a></li> <li>c. <a href="#">MOC Student Expectations</a></li> <li>d. <a href="#">MOC Student Training Agreement</a></li> <li>e. <a href="#">MOC Student Application</a></li> <li>f. <a href="#">MOC Performance Evaluation</a></li> <li>g. <a href="#">MOC Course Syllabus</a></li> <li>h. <a href="#">MOC Final Project</a></li> </ul> <p><b>Internships</b>  An internship is a professional training experience that provides students the opportunity to gain professional and technical skills while under the supervision of an</p>	<p>areas prior to gaining a vocational, two-year, or four-year degree or training certificate. Areas of student include: Orientation to the world of work, workplace safety, human relations, communication, business ethics, business math, law and taxation, consumer issues, and job seeking skill sets.</p> <p>MOC Pacing Guides  <a href="#">Term 1</a>  <a href="#">Term 2</a>  <a href="#">Term 3</a>  <a href="#">Term 4</a></p> <ul style="list-style-type: none"> <li>i. <a href="#">MOC Essential Standards</a></li> <li>j. <a href="#">MOC Introduction</a></li> <li>k. <a href="#">MOC Student Expectations</a></li> <li>l. <a href="#">MOC Student Training Agreement</a></li> <li>m. <a href="#">MOC Student Application</a></li> <li>n. <a href="#">MOC Performance Evaluation</a></li> <li>o. <a href="#">MOC Course Syllabus</a></li> <li>p. <a href="#">MOC Final Project</a></li> </ul> <p><b>Internships</b>  An internship is a professional training experience that provides students the opportunity to gain professional and technical skills while under the supervision of an</p>
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			<p>industry professional in a career path of interest. Internships are structured experiences for a semester that require student interns to complete real work to reach specific learning goals/competencies toward their future career path. Internships provide students with the opportunity to participate in training while gaining experience in problem-solving, decision-making, and skill-building with a business partner. Internships will include ample support from the work-based learning coordinator, including visits to the internship site, regular evaluations, and program documentation.</p> <ul style="list-style-type: none"> <li>I. Basic Internship = 75 hrs/semester (1 credit)</li> <li>II. Internship = 150 hrs/semester (2 credits)</li> <li>III. <a href="#">South Central WBL Internship Application</a></li> <li>IV. <a href="#">South Central WBL Internship Agreement Form</a></li> <li>V. <a href="#">South Central WBL Internship Evaluation/Training Form</a></li> <li>VI. <a href="#">Job Log</a></li> </ul>	<p>industry professional in a career path of interest. Internships are structured experiences for a semester that require student interns to complete real work to reach specific learning goals/competencies toward their future career path. Internships provide students with the opportunity to participate in training while gaining experience in problem-solving, decision-making, and skill-building with a business partner. Internships will include ample support from the work-based learning coordinator, including visits to the internship site, regular evaluations, and program documentation.</p> <ul style="list-style-type: none"> <li>I. Basic Internship = 75 hrs/semester (1 credit)</li> <li>II. Internship = 150 hrs/semester (2 credits)</li> <li>III. <a href="#">South Central WBL Internship Application</a></li> <li>IV. <a href="#">South Central WBL Internship Agreement Form</a></li> <li>V. <a href="#">South Central WBL Internship Evaluation/Training Form</a></li> <li>VI. <a href="#">Job Log</a></li> </ul>
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			<p>VII. <a href="#">Internship Reflection 1</a></p> <p>VIII. <a href="#">Internship Reflection 2</a></p> <p>IX. <a href="#">Internship Reflection 3</a></p> <p>X. <a href="#">Internship Final Reflection</a></p> <p>*Students are informed of this opportunity through the course guide book, announcements, and advisory.</p> <p>*IRCs depend on the students' placements.</p> <p>*Students will take Husky Ready, as well as meet with the WBL coordinator to ensure academic preparation for specific internship placements before their start date.</p> <p>*Students work with a business/industry that connects to their post-secondary career path.</p>	<p>VII. <a href="#">Internship Reflection 1</a></p> <p>VIII. <a href="#">Internship Reflection 2</a></p> <p>IX. <a href="#">Internship Reflection 3</a></p> <p>X. <a href="#">Internship Final Reflection</a></p> <p><b>Pre-Apprenticeships</b> Pre-apprenticeship programs are sets of strategies to prepare individuals to enter and succeed in a Registered Apprenticeship. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.</p> <p><b>Registered Apprenticeships</b> Registered Apprenticeship programs provide a proven solution for recruiting, training, and retaining an educated and skilled workforce in the state. Combining on-the-job learning with related classroom instruction, Registered Apprenticeship programs enable students to earn while they learn.</p>
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				<p>Students earn wage increases as they progress through a Registered Apprenticeship program. In addition, portable industry credentials are awarded to those who complete Registered Apprenticeship Programs by the United States Department of Labor. Registered Apprenticeships can last between one and six years, but must entail at least 144 hours of related educational training and at least 2,000 hours of hands-on training.</p> <ul style="list-style-type: none"><li>a. Welding Apprenticeship</li><li>b. Banking (Teller) Apprenticeship</li><li>c. Nursing Apprenticeship</li><li>d. <a href="#">Winterset CSD Apprenticeship Standards</a></li></ul>
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## Section 5: Essential Components 1-5

### Essential Component #1: Self-Understanding (assessments, inventories, reflections)

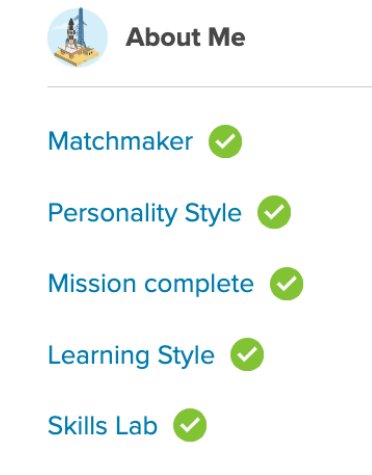
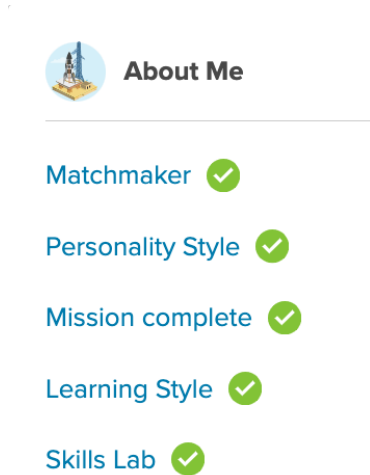
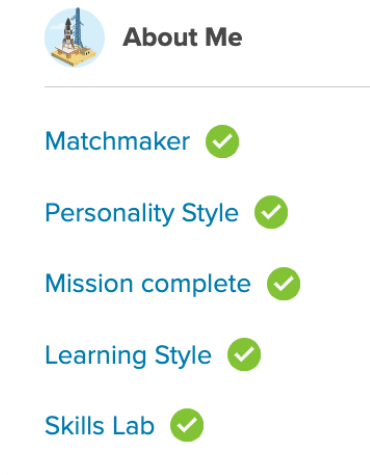
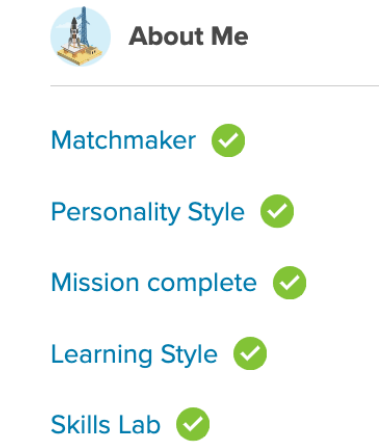
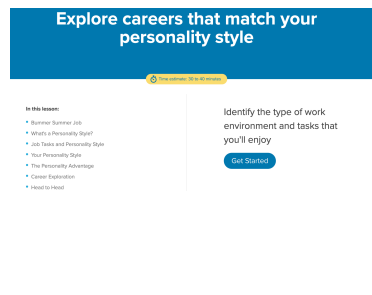
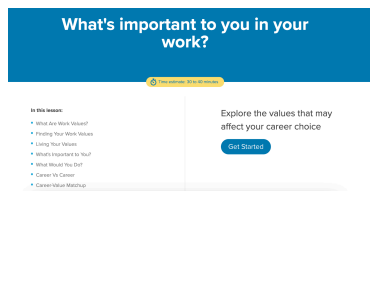
Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in **meaningful reflective activities about the results.**

Self-understanding can include but is not limited to:

- Interest inventories
- Work values assessments
- Personal values inventories
- Abilities strengths and skills assessments
- Career cluster inventories and assignments
- Learning styles inventories
- Noncognitive skills assessments

<b>Grade:</b>	<b>Activity/Experience to Support students Essential Component #1</b> -Provide an overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component	<b>Timeline &amp; embedded:</b> -When and where each year is this completed?	<b>Staff Members included:</b> -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	<b>Resources used including CIS:</b> -Description should include how each resource is used and connected to the activity/experience
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
I. 8th Grade students complete a 6 week exploratory Careers Course. Students develop and increase self-awareness of personal interests, values and skills and understand how these relate to	I. All students are required to be in an advisory class every year. Counselors prepare and organize the lessons for all grade levels to be implemented by teachers. Each high school teacher is responsible for an Advisory group that remains the same	I. During Advisory, 10th grade students will repeat the About Me surveys in Xello and reflect upon ways their answers have changed and stayed the same. In addition, they will complete a True Colors Personality Quiz for an additional data point.	I. During Advisory, 11th grade students will repeat the About Me surveys in Xello and reflect upon ways their answers have changed and stayed the same. In addition, they will complete an Introvert/Extrovert quiz for additional information about	I. During Advisory, 12th grade students will repeat the About Me surveys in Xello and reflect upon ways their answers have changed and stayed the same. In addition, they will complete a Holland Code Career Quiz for additional career and personality

<p>the world of work.  <a href="#">Interest Mapping &amp; Reflection</a>        II. Students learn how to navigate and evaluate career information. The four year high school plan is developed to guide them with future academic planning. Post-secondary training options are researched and financial planning for training is introduced. Xello lessons along with other resources are utilized to develop self-awareness</p>	<p>throughout each student's 4 years in high school. Students will work on multiple activities throughout their advisory time that are focused around social-emotional learning and post-secondary planning. Students will complete a reflection after completing the various assignments about what they have learned from the activity and how they will apply it to their own plans.</p>	<p><a href="#">True Colors Assessment</a>  <a href="#">True Colors Assessment Reflection</a></p> 	<p>what factors in their personality might impact their decision about a career.  <a href="#">Introvert/Extrovert Quiz</a>  <a href="#">Introvert/Extrovert Assessment Reflection</a></p> 	<p>match information.  <a href="#">Holland Code Career Quiz</a>  <a href="#">Holland Code Quiz Reflection</a></p> 
<p>III. Reflection is built into the Xello lessons at the end of each 'survey'.</p>	 <p>9th grade students will complete a Skills Profile lesson with an embedded reflection.</p>	<p><a href="#">About Me Reflection 10th Grade</a></p> <p>10th grade students will complete a Personality Profile lesson with an embedded reflection.</p>  <p>II. Implementation of</p>	<p><a href="#">About Me Reflection 11th Grade</a></p> <p>11th grade students will complete a Work Values assessment lesson with an embedded reflection.</p> 	<p><a href="#">About Me Reflection 12th Grade</a></p> <p>II. Implementation of Learning Progressions around the Profile of a Graduate for Winterset CSD. Students are asked to reflect on where they are at within these competencies.  <a href="#">Winterset Critical Thinker/Problem Solver Learning Progression</a>  <a href="#">Winterset Effective</a></p>

**About Me**

Matchmaker ✓

Personality Style ✓

Mission complete ✓

Learning Style ✓

Course Planner

LESSONS

Discover Learning Pathways

Discover Learning Pathways 24%

Explore Career Matches 7%

Business and Career Choices 7%

Jobs and Employers 4%

Transition to High School 0%

8th Grade Graduation Plan & P... 0%

Overview of Financial Aid 0%

**Example summary**

TOP COURSE RECOMMENDATIONS	CUSTOMIZED
<ul style="list-style-type: none"> <li>Journal</li> <li>Communications</li> <li>Writing</li> <li>Mathematics</li> <li>Art</li> <li>Computer</li> <li>History</li> <li>Science</li> <li>Business</li> <li>Health</li> </ul>	<ul style="list-style-type: none"> <li>Art, AV, Technology &amp; Communications</li> <li>Science, Technology, Engineering &amp; Math</li> </ul>

IV. Implementation of Learning Progressions around the Profile of a Graduate for Winterset CSD. Students are asked to reflect on where they are within these competencies. [Winterset Critical](#)

**Explore your skills and build your profile**

In this lesson

- What Are Skills?
- Life of a Student Star
- Transferable Skills
- What Are You Good at?
- Your Skills on the Job
- Building Your Skills
- Show What You Know

See how your skills relate to careers that interest you

Get Started

II. All 9th grade students will complete a Husky Ready class taught by Mr. Sweeney, which focuses on 21st Century Employability Skills. Using Xello as well as additional resources, students learn about various career pathways and their requirements, and store evidence of their learning in Xello portfolios. Students complete multiple different career inventories and use the results to guide them toward further investigation.

[2023 Husky Ready 2 Surveys .pdf](#)

III. Implementation of Learning Progressions around

Learning Progressions around the Profile of a Graduate for Winterset CSD. Students are asked to reflect on where they are within these competencies. [Winterset Critical Thinker/Problem Solver Learning Progression](#) [Winterset Effective Communicator Learning Progression](#) [Winterset Growth Mindset Learning Progression](#)

II. Implementation of Learning Progressions around the Profile of a Graduate for Winterset CSD. Students are asked to reflect on where they are within these competencies. [Winterset Critical Thinker/Problem Solver Learning Progression](#) [Winterset Effective Communicator Learning Progression](#) [Winterset Growth Mindset Learning Progression](#)

[Communicator Learning Progression](#) [Winterset Growth Mindset Learning Progression](#)

<p><a href="#">Thinker/Problem Solver Learning Progression Winterset Effective Communicator Learning Progression Winterset Growth Mindset Learning Progression</a></p>	<p>the Profile of a Graduate for Winterset CSD. Students are asked to reflect on where they are at within these competencies.</p> <p><a href="#">Winterset Critical Thinker/Problem Solver Learning Progression Winterset Effective Communicator Learning Progression Winterset Growth Mindset Learning Progression</a></p> <p>IV. Student Reflections from Interest Surveys and Employability Surveys</p> <p><a href="#">HR 9 Bryanna D DISC Personality Type Quiz.pdf</a>  <a href="#">HR 9 Career Clusters -- Emelia T.pdf</a>  <a href="#">HR 9 HIGH 5 Reflections.pdf</a></p>			
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**Essential Components #2 Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)**

Students shall research careers based on self-understanding results and engage in **meaningful reflection about the findings.**

Career information shall include, but is not limited to:

- State and national wage earnings
- Employment outlook data for a given occupation
- Education and training requirements
- Job descriptions including such information as:
  - Essential duties
  - Aptitudes
  - Work conditions
  - Physical demands

<b>Grade:</b>	<b>Activity/Experience to Support students Essential Component #2:</b> -Provide an overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed	<b>Timeline &amp; embedded:</b> -When and where each year is this completed?	<b>Staff Members included:</b> -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	<b>Resources used including CIS:</b> -Description should include how each resource is used and connected to the activity/experience
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	-An overview of the intended student outcome is included for this component -Connection to essential component #1			
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<p>I. 8th grade students are introduced to career exploration tools including ONET, Future Ready Iowa, Iowa Works, Bureau of Labor and Statistics. This is helpful for students to learn how to research and navigate career information such as job responsibilities, training needed, salary, job outlook and work environment and application processes.</p>	<p>I. All 9th grade students will complete the following lessons in Xello during Advisory. Each student is assigned an advisory teacher who checks in on their progress and answers as needed. In each of these activities, Xello brings the “saved careers” into the lesson and sees how it relates to the career. Within the Xello activity, students answer reflection questions based on what they have learned. An example of the questions have been attached below.</p> <p><b>Skills</b></p>	<p>I. All 9th grade students will complete the following lessons in Xello during Advisory. Each student is assigned an advisory teacher who checks in on their progress and answers as needed. In each of these activities, Xello brings the “saved careers” into the lesson and sees how it relates to the career. Within the Xello activity, students answer reflection questions based on what they have learned. An example of the questions have been attached below.</p> <p><b>Personality Styles</b></p>	<p>III. All 9th grade students will complete the following lessons in Xello during Advisory. Each student is assigned an advisory teacher who checks in on their progress and answers as needed. In each of these activities, Xello brings the “saved careers” into the lesson and sees how it relates to the career. Within the Xello activity, students answer reflection questions based on what they have learned. An example of the questions have been attached below.</p> <p><b>Work Values</b></p>	<p>I. All 9th grade students will complete the following lessons in Xello during Advisory. Each student is assigned an advisory teacher who checks in on their progress and answers as needed. In each of these activities, Xello brings the “saved careers” into the lesson and sees how it relates to the career. Within the Xello activity, students answer reflection questions based on what they have learned. An example of the questions have been attached below.</p> <p><b>Work/Life Balance</b></p>

### Explore your skills and build your profile

**In this lesson:**

- What Are Skills?
- Life as a Softball Star
- Transferable Skills
- What Are You Good at?
- Your Skills on the Job
- Building Your Profile
- Show What You Know

See how your skills relate to careers that interest you

[Get Started](#)

## Career and Lifestyle Costs

### Dollars and sense

**In this lesson:**

- The Life You Want
- Future Trade-offs
- Average Time, USA
- Budget Decoder
- Secret Thoughts

Set lifestyle goals and explore careers to achieve them

[Get Started](#)

## Decision Making

### Decisions, decisions

**In this lesson:**

- Attention Span
- Options Brainstorm
- Outcome Matchup
- What Would You Do?
- Your Big Decision
- Got on Logic?

Develop the skills to help you make the best big and small decisions

[Get Started](#)

## Getting Experience

### What Counts as Work Experience?

A lot of stuff that you might not assume! You don't have to get a paying job to gain skills and knowledge you may use in a career someday. Informal and unpaid work experiences are valuable, too.

You can start getting work-related experience now, while you're in school. Check out what! This and her friends are involved to see some examples.

[Start Activity](#)

Pick the 2 skills that friends can build in each experience.

## Program Pros and Cons

### Program Pros & Cons

Once you have a career in mind, you can plan for the education and training you'll need after high school. Looking at the required education is an important factor in thinking about careers. We you interested in completing the required education or training for the career? In the activity you'll decide which type of program works best for 2 career by creating a career-based goal in Xello.

- For 2 saved careers read the Education & Training section and review the list of Related Majors on the career profile.
- Access and read the program profiles and see if you can identify different education pathways for each career. Give at least 2 reasons for each career if listed that you think are a good fit.
- In the last step add your thoughts about both programs.

What are 2 pros and 2 cons for each program?

## Example of Reflection Questions:

### Explore careers that match your personality style

**In this lesson:**

- Summer Summer Job
- What's a Personality Style?
- Job Tasks and Personality Style
- Your Personality Style
- The Personality Advantage
- Career Exploration
- Head to Head

Identify the type of work environment and tasks that you'll enjoy

[Get Started](#)

## Exploring Career Factors

### Which factors will affect your career choice?

**In this lesson:**

- History Career Game
- Building Career Factors
- Career Factor Matchup
- Identifying the Important Questions
- What's Important to You?
- Career Exploration
- Building Your Friends

Discover which priorities may influence your career decision

[Get Started](#)

## Career Demand

### The ups and downs of career demand

**In this lesson:**

- Exotic Job
- Job Outlook the Best
- Factors that Affect Career Demand
- Career Decision
- Your Career High-Low
- Guessing or Squaring?
- Career Exploration
- Research Fun!

How job market trends could impact your career choices

[Get Started](#)

## Program Prospects

### Picking a program that fits

**In this lesson:**

- Planning Post-High School
- Education Options
- Planning the Right Program
- Your Program Preferences
- What's Important to You?
- Planning a Map
- Career Program Matchup

Consider which education or training is best for you

[Get Started](#)

## Create Your Resume

### Create Your Resume

Great! You've started using Xello's Resume Builder to draft a resume. Check out these 2 articles on resumes for some great resume writing tips:

- How to Write a High School Student Resume, written by Susan Shuc, Content Writer & Editor
- Resume Basics, written by Matt Box, Content Specialist

Once you've updated your resume in Xello, you can choose to download it as a formatted PDF or the Rich Text option (if you'd like to change section headings or design the layout yourself).

Ready, attach your resume here and click "Turn In!"

II. All students will participate in a

### What's important to you in your work?

**In this lesson:**

- What Are Work Values?
- Listing Your Work Values
- Living Your Values
- What's Important to You?
- What Should You Do?
- Career VS Career
- Career Value Matchup

Explore the values that may affect your career choice

[Get Started](#)

## Entrepreneurial Skills

### How to be your own boss

**In this lesson:**

- A Business Idea is Born
- Skills for Entrepreneurial Skills
- Being Business
- The Right Business Model
- How to Represent Your Skills
- Entrepreneurship in Any Career
- In the Entrepreneur Life for You?

Explore the potential risks and rewards of entrepreneurship

[Get Started](#)

## Workplace Skills and Attitudes

### Get hired, stay hired

**In this lesson:**

- What are Workplace Skills?
- What Soft Skills for the Job?
- Connect Soft Skills to a Career
- Employer Expectations
- Know Your Workplace Rights
- Workplace Wins

Discover the workplace skills and attitudes that employers value

[Get Started](#)

## Choosing a College

### What's After High School?

It's a question that you probably have a lot these days. And it's a big choice to think about! Your next step after high school may involve:

- A 2-year or 4-year college
- An apprenticeship
- Vocational training

Even if more education or training isn't part of your plan right now, it could be in your future.

It's common to feel a little stressed about choosing a school. If you identify what you're worried about, you can square these concerns with your game plan. Ready to reflect on a few tough questions?

Consider your plans for after high school, and how you feel about picking a college.

## Learning ACT/SAT Tests

### About ACT/SAT Entrance Tests

Check out Xello's College Planning Knowledge Hub to learn about the ACT and SAT. Answer the following questions in the text box below:

- Which pathway interests you the most?
- What are the ACT and SAT exams used for?
- How would you find out which test to take?
- Do you plan to take or have you taken either test? Why or why not?

Instructions for Students:

Check out Xello's College Planning Knowledge Hub to learn about the ACT and SAT. Answer the following questions in the text box below:

### Balancing act

**In this lesson:**

- What's a Healthy Balance?
- A Better Balance
- Building Healthy and Happy
- The Time/Money Balance
- Balance in the Workplace
- Career Exploration
- Making Time for You

Finding a healthy balance between work and home

[Get Started](#)

## Defining Success

### What does success mean to you?

**In this lesson:**

- Uncover Your Motivation
- Your Vision of Success
- Set the Success Trail
- Your Success Story
- Exploring Career Success
- Choose the Change Maker

Define success and explore how you want to achieve it

[Get Started](#)

## Career Backup Plans

### What's your backup plan?

**In this lesson:**

- Uncover Career Story
- Building Skills for Backup Careers
- Unleash Your Edge
- Skills on Classroom Canvas
- Explore Career Connections
- Explore a Backup Career
- Are You Ready?

Prepare for the unexpected with a solid career backup plan

[Get Started](#)

## Career Path Choices

### Shaping a career path

**In this lesson:**

- Career Check MyBusters
- Changeable You
- Future Possible
- Reasons for Change
- Exploring a Career Shift
- Planning for Your Career
- What's Backing About Change?

Explore why and how people choose to make career changes

[Get Started](#)

## Job Interviews

### Ace that interview

**In this lesson:**

- Prep for the P
- Perfect Your Pitch
- Making a Good Impression
- Answers to an Interview
- Prep for the Unexpected
- Selling Your Soft Skills
- After the Interview

Learn how to give a stellar job interview

[Get Started](#)

Learn how to give a stellar job interview

[Get Started](#)

**CAREER EXPLORATION**

Identify the time management skills you could use to do the daily tasks for a career you like.

Career you chose  
 School Counselor

Choose all the tasks you think people would do every day in the School Counselor career:

- Teach communication, problem-solving, and teamwork skills
- Help students cope with personal and social issues
- Organize and/or workshops and do form
- Provide information on post-secondary education and training, and financial aid
- Use assessment tests to help students define their interests and abilities

Think about what you'd need to do in this career. Then choose 2 time management skills you would use to get your work done.

- Staying Focused
- Organizing

Staying Focused ★★★★☆  
 test

Organizing ★★★★☆  
 test

Why is time management important for people in the School Counselor career?

II. All students will participate in a College and Career Fair at Winterset High School. The experience consists of 2 parts: First is a large fair with employers in the gym where students can interact with employers, ask questions, and participate in demonstrations. Students attend in grade-level groups with their teachers, who take attendance. Second, employers lead 20 minute small group discussions about their careers. Students sign up and experience a rotation of 3 different employers in their interest areas. Attendance is also completed by the supervising teacher in the sessions so that everyone is

College and Career Fair at Winterset High School. The experience consists of 2 parts: First is a large fair with employers in the gym where students can interact with employers, ask questions, and participate in demonstrations. Students attend in grade-level groups with their teachers, who take attendance. Second, employers lead 20 minute small group discussions about their careers. Students sign up and experience a rotation of 3 different employers in their interest areas. Attendance is also completed by the supervising teacher in the sessions so that everyone is accounted for.

[Career Fair](#)  
[Career Fair PP](#)  
[Career Fair](#)  
[Engagement Activity](#)  
[Reflection Survey](#)

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**Essential Component #3: Career Exploration Experiences**

Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and **engage in meaningful reflection**.

**If all 3 elements of WBL are present (Academic preparation, connection to industry & academic follow-up) the event listed below is a WBL experience and should be included in the WBL section of the DCAP.**

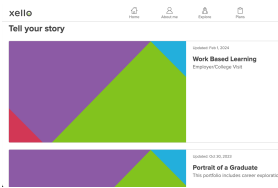
Career exploration experiences may be face-to-face or virtual and may include, but are not limited to

- Job tours
- Career days or career fairs
- Lunch and learn activities
- Speakers

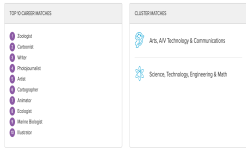
<b>Grade:</b>	<b>Activity/Experience to Support students Essential Component #3:</b> -Provide an overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-2	<b>Timeline &amp; embedded:</b> -When and where each year is this completed?	<b>Staff Members included:</b> -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	<b>Resources used including CIS:</b> -Description should include how each resource is used and connected to the activity/experience
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<p data-bbox="107 168 474 228"><a href="#">K-12 WCSD Articulation of Employer Visits/Activities</a></p> <p data-bbox="107 233 474 464">This document is a K-12 articulation of business and industry partnerships across the district. Goals and summaries of the partnership are also included.</p> <p data-bbox="138 505 474 1036">I. Students help coordinate, lead and experience a career fair with speakers each year at the junior high. 8th grade students also toured ABC of Iowa and learned about 3 different pathways within the industry. They will also visit Pulse Radio to learn about the different pathways within a media career.</p> <p data-bbox="107 1073 323 1101"><a href="#">Employer letter</a></p> <p data-bbox="107 1141 296 1169"><a href="#">Career Bingo</a></p> <p data-bbox="107 1209 401 1269"><a href="#">DCAP 24' Career Day 7th/8th Grade</a></p> <p data-bbox="201 1344 464 1437">Students reflect and capture learning in the XELLO -</p>	<p data-bbox="495 168 863 228"><a href="#">K-12 WCSD Articulation of Employer Visits/Activities</a></p> <p data-bbox="495 233 863 464">This document is a K-12 articulation of business and industry partnerships across the district. Goals and summaries of the partnership are also included.</p> <p data-bbox="527 505 863 1068">I. All 9th grade students will complete a Husky Ready class, which focuses on 21st Century Employability Skills. Using Xello as well as additional resources, students learn about various career pathways and their requirements, and store evidence of their learning in Xello portfolios.</p> <p data-bbox="594 1109 772 1169"><a href="#">Husky Ready Surveys</a></p> <p data-bbox="527 1209 863 1437">II. All students will participate in a College and Career Fair at Winterset High School. The experience consists of 2 parts: First is a</p>	<p data-bbox="894 168 1262 228"><a href="#">K-12 WCSD Articulation of Employer Visits/Activities</a></p> <p data-bbox="894 233 1262 464">This document is a K-12 articulation of business and industry partnerships across the district. Goals and summaries of the partnership are also included.</p> <p data-bbox="926 505 1262 906">I. All 10th grade students will take part in a Mock Interview Activity through their English Class. These interviews will focus on communication skills, as well as questions that would relate to their future profession.</p> <p data-bbox="982 946 1241 971"><a href="#">Mock Interview Info</a></p> <p data-bbox="915 1011 1262 1437">II. All students will participate in a College and Career Fair at Winterset High School. The experience consists of 2 parts: First is a large fair with employers in the gym where students can interact with employers, ask questions, and</p>	<p data-bbox="1287 168 1654 228"><a href="#">K-12 WCSD Articulation of Employer Visits/Activities</a></p> <p data-bbox="1287 233 1654 464">This document is a K-12 articulation of business and industry partnerships across the district. Goals and summaries of the partnership are also included.</p> <p data-bbox="1318 505 1654 1304">I. All 11th grade students will participate in a Job Shadow Activity as a part of their English class. Students will choose a profession that they want to pursue a career in, and shadow that profession. Students will do exploration activities prior to their experience, identify key characteristics and qualities of a successful employee (tied to district P.O.G.), and then conduct a reflective activity once the experience is finished.</p> <p data-bbox="1346 1344 1598 1372"><a href="#">Job Shadow Toolkit</a></p> <p data-bbox="1346 1412 1644 1440"><a href="#">Job Shadow Reflection</a></p>	<p data-bbox="1680 168 2047 228"><a href="#">K-12 WCSD Articulation of Employer Visits/Activities</a></p> <p data-bbox="1680 233 2047 464">This document is a K-12 articulation of business and industry partnerships across the district. Goals and summaries of the partnership are also included.</p> <p data-bbox="1711 505 2047 1437">I. All students will participate in a College and Career Fair at Winterset High School. The experience consists of 2 parts: First is a large fair with employers in the gym where students can interact with employers, ask questions, and participate in demonstrations. Students attend in grade-level groups with their teachers, who take attendance. Second, employers lead 20 minute small group discussions about their careers. Students sign up and experience a rotation of 3 different employers in their</p>

## Work-based Learning Portfolio



Students complete assignments in XELLO and other resources are also utilized to highlight career cluster connections.



### [Career Clusters Activity - EducationPlanner.org](#)

All 8th graders engaged in academic groundwork by meeting with the school counselor and using Xello to begin understanding their passions and interests; such as the Matchmaker Survey. This interactive tool assists students in aligning their passions and strengths with diverse career pathways.

Students will be introduced to what opportunities await

large fair with employers in the gym where students can interact with employers, ask questions, and participate in demonstrations. Students attend in grade-level groups with their teachers, who take attendance. Second, employers lead 20 minute small group discussions about their careers. Students sign up and experience a rotation of 3 different employers in their interest areas. Attendance is also completed by the supervising teacher in the sessions so that everyone is accounted for.

### [Career Fair](#) [Career Fair PP](#) [Career Fair](#) [Reflection Survey](#)

- III. 100% of students will explore careers through Xello surveys and activities. This will be done during our Advisory Time.

participate in demonstrations. Students attend in grade-level groups with their teachers, who take attendance. Second, employers lead 20 minute small group discussions about their careers. Students sign up and experience a rotation of 3 different employers in their interest areas. Attendance is also completed by the supervising teacher in the sessions so that everyone is accounted for.

### [Career Fair](#) [Career Fair PP](#) [Career Fair](#) [Reflection Survey](#)

- III. Students are given the opportunity to go to [Explore Days](#) at DMACC. During these events, students are able to look at different careers within one program area and meet others in the industry. Students are required to complete a reflection

- II. All students will participate in a College and Career Fair at Winterset High School. The experience consists of 2 parts: First is a large fair with employers in the gym where students can interact with employers, ask questions, and participate in demonstrations. Students attend in grade-level groups with their teachers, who take attendance. Second, employers lead 20 minute small group discussions about their careers. Students sign up and experience a rotation of 3 different employers in their interest areas. Attendance is also completed by the supervising teacher in the sessions so that everyone is accounted for.

### [Career Fair](#) [Career Fair PP](#) [Career Fair](#) [Reflection Survey](#)

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### [Career Exploration](#) [Reflection](#)

### [Worksite Exploration](#) [Reflection](#)

### [College & Career](#) [Visit Reflection](#)

- III. All WHS teachers will provide Authentic Learning experiences within and outside their

<p>them after high school graduation by learning about the 6 pathways.  <a href="#">DCAP 6 pathways for learning</a></p> <p>Students will complete an 'assessment' based on the 6 pathways to help them reflect on the information learned such as; duration of each pathway, advantages and disadvantages of each pathway, and an example of a possible career you could go into based on each pathway. <a href="#">6 Pathways for Learning Assessment</a></p> <p>Winterset Junior High School's Career Exploration kicked off in September of the 24-25 school year with a targeted focus on 8th-grade students. To prepare for the Career Day Snapshot. 8th grade students are given the opportunity to conduct mock interviews with 6 of the employers attending the 2024 Oct 24th Career Day at Winterset Junior High. After the interview the 6 employers shared how their career connects to the Profile of the Graduate such as; collaboration, communication, problem</p>	<p>IV. All WHS teachers will provide Authentic Learning experiences within and outside their classrooms. These include workplace visits, classroom speakers, trade expos, skills competitions, and more, as outlined in the spreadsheets below.</p> <p><a href="#">Authentic Learning in the Classroom</a></p>	<p>survey after.</p> <p><a href="#">Career Exploration Reflection</a></p> <p><a href="#">Worksite Exploration Reflection</a></p> <p><a href="#">College &amp; Career Visit Reflection</a></p> <p>IV. All WHS teachers will provide Authentic Learning experiences within and outside their classrooms. These include workplace visits, classroom speakers, trade expos, skills competitions, and more, as outlined in the spreadsheets below.</p> <p><a href="#">Authentic Learning in the Classroom</a></p>	<p>III. Students are given the opportunity to go to <a href="#">Explore Days</a> at DMACC. During these events, students are able to look at different careers within one program area and meet others in the industry. Students are required to complete a reflection survey after.</p> <p><a href="#">Career Exploration Reflection</a></p> <p><a href="#">Worksite Exploration Reflection</a></p> <p><a href="#">College &amp; Career Visit Reflection</a></p> <p>IV. All WHS teachers will provide Authentic Learning experiences within and outside their classrooms. These include workplace visits, classroom speakers, trade expos, skills competitions, and more, as outlined in the spreadsheets below.</p> <p><a href="#">Authentic Learning in the Classroom</a></p>	<p>classrooms. These include workplace visits, classroom speakers, trade expos, skills competitions, and more, as outlined in the spreadsheets below.</p> <p><a href="#">Authentic Learning in the Classroom</a></p>
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solving, etc. 10 other local employers discussed their career with all 7th grade students allowing for more in-depth career exploration.

Winterset Junior High School's commitment to Work Based Learning continued with an enriching Employer Visit to ABC of Iowa, Pulse Radio, and Agrivision, while also touring the DMACC campus in Ankeny. In the Work Based Learning portion - you can find more information on each work based experience in section 4. To further enhance the reflective learning experience, students participated in small group discussions during Homeroom. These discussions provided a platform for students to share their insights, ask questions, and learn from each other's perspectives.

[DCAP 24/25 Career Day Snapshot 7th Grade Letter](#)

[Career Bingo](#)

Career Day Planning

DCAP C. St. John Career Day Snapshot 24/25 8th grade

**This is an example letter that was sent to each of the employers participating in the mock interviews.**

Students also participated in a 'public speaking seminar' January 23rd. Listening to a speaker discuss public speaking helps junior high students learn essential skills like confidence, clear communication, audience engagement, and overcoming nervousness. They also gain tips on body language, voice modulation, and structuring speeches effectively.

On February 25th, the second portion of the public speaking workshop was conducted. Students will be presenting their authentic learning presentation and will receive feedback on their presentation and public speaking skills. Students will have time to revise their presentations for the showcase which will be on March 4th.

**Public Speaking  
Workshop Reflection**

Think back to the public speaking workshop you attended. Reflect on what you learned and how you felt. Answer the following questions to guide your reflection:

1. **What was one key skill you learned that will help you in public speaking?**  
(Example: Did you learn how to use your voice or body language to connect with the audience?)
2. **How did the speaker's tips help you feel more confident about speaking in front of others?**  
(Example: Did you feel less nervous or more prepared after hearing the advice?)
3. **Was there a moment during the workshop that stood out to you?**  
(Example: Did you practice speaking, or hear something that inspired you?)

<p>4. <b>What is one thing you'd like to improve about your public speaking skills?</b> (Example: Would you like to practice more on speaking clearly or making eye contact?)</p> <p>5. <b>How can you use what you learned from this workshop in your everyday life?</b> (Example: Can you use these skills in class presentations, group projects, or social situations?)</p> <p><a href="#">Public Speaking Workshop Reflection</a></p>				
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**Essential Component #4: Postsecondary Exploration**

Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and **engage in meaningful reflection on the exploration experience including a connection to the student's current postsecondary thoughts/goals.**

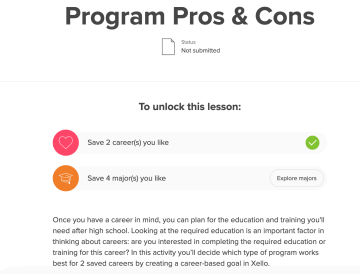
Postsecondary exploration activities may be face-to-face or virtual and may include, but are not limited to:

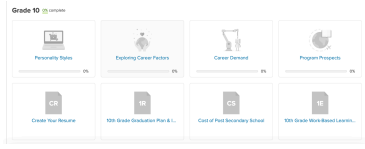
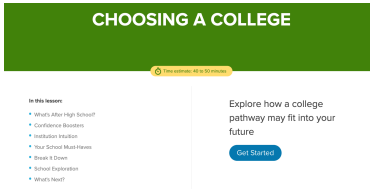
- Site or campus visits
- Career, employment, or college fairs
- Visits with recruiters and representatives of postsecondary education and training options.
- Postsecondary research and connection

Grade:	Activity/Experience to Support students Essential Component #4:	Timeline & embedded:	Staff Members included: Who/what group will coordinate this	Resources used including CIS: Description should include how each resource is used and
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	<p>-Provide an overview of the activity/experience</p> <p>-Reflection must be included for each activity/experience</p> <p>-A connection to course planning and review is present and detailed</p> <p>-An overview of the intended student outcome is included for this component</p> <p>-Connection to essential component #1-3</p>	<p>-When and where each year is this completed?</p>	<p>event/activity? How is a team/system approach utilized?</p>	<p>connected to the activity/experience.</p>
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<p>I. 8th grade students tour a community college in 7th grade. A 4 year college program is toured in 8th grade. Both experiences combine learning of various training pathways and career opportunities. Reflections of these experiences are included in the work-based portfolio in XELLO.</p> <p>Students research Iowa community colleges and a 4 year college or University of their choice. They are encouraged to explore websites to find out information about the school and identify</p>	<p>I. Armed forces representatives visit with students on WHS Campus throughout the year</p> <p>II. All students will participate in a College and Career Fair that we host at Winterset High School  <a href="#">Career Fair</a>  <a href="#">Career Fair PP</a>  <a href="#">Career Fair</a>  <a href="#">Reflection Survey</a></p> <p>III. Classroom presentations and authentic learning opportunities for students in the classroom  <a href="#">WBL Teacher Form</a></p> <p>IV. Regular visits to campus by college admissions</p>	<p>I. Armed forces representatives visit with students on WHS Campus throughout the year</p> <p>II. College Visit Experiences (on-site) provided for students throughout the year (SWCC, DMACC, ISU, Grandview, Simpson, Central, NWMS, Aveda, etc.)  <a href="#">College Visit Reflection</a></p> <p>III. All students will participate in a College and Career Fair that we host at Winterset High School. Overall student attendance for this event is done by the high school secretaries.</p>	<p>I. Armed forces representatives visit with students on WHS Campus throughout the year</p> <p>II. College Visit Experiences (on-site) provided for students throughout the year (SWCC, DMACC, ISU, Grandview, Simpson, Central, NWMS, Aveda, etc.)  <a href="#">College Visit Reflection</a></p> <p>III. All students will participate in a College and Career Fair that we host at Winterset High School. Overall student attendance for this event is done by the high school secretaries.</p>	<p>I. Armed forces representatives visit with students on WHS Campus throughout the year</p> <p>II. College Visit Experiences (on-site) provided for students throughout the year (SWCC, DMACC, ISU, Grandview, Simpson, Central, NWMS, Aveda, etc.)  <a href="#">College Visit Reflection</a></p> <p>III. All students will participate in a College and Career Fair that we host at Winterset High School. Overall student attendance for this event is done by the high school secretaries.</p>

<p>programs of interest.</p> <p><a href="#">Community College Research</a></p> <p><a href="#">DMACC Reflection</a></p> <p>Parents are encouraged to be involved as well:</p> <p><a href="#">DMACC Parent Letter</a></p> <p>8th grade students will also be attending a 'college workshop' provided by Northwest Missouri State. This presentation will provide our students with the following tips</p> <ul style="list-style-type: none"> <li>- Discovering why you should go to college</li> <li>- Factors to consider when making your college decision</li> <li>- Steps to take now so you are prepared for college</li> <li>- Preparing for the ACT</li> <li>- Preparing for the cost of your college education</li> </ul> <p><a href="#">College Workshop Reflection Worksheet</a></p>	<p>representatives.</p> <p><a href="#">College Visits to WHS</a></p> <p>V. All 9th graders are completing this lesson that focuses on planning for their career after high school. There is a reflection point at the end of the lesson.</p> <p><b>Program Pros &amp; Cons</b></p>  <p>Once you have a career in mind, you can plan for the education and training you'll need after high school. Looking at the required education is an important factor in thinking about careers: are you interested in completing the required education or training for this career? In this activity you'll decide which type of program works best for 2 saved careers by creating a career-based goal in Xello.</p>	<p>Advisory teachers do walk down their advisory to the event to ensure that everyone attends. Attendance is also completed in the sessions so that everyone is accounted for.</p> <p><a href="#">Career Fair</a>  <a href="#">Career Fair PP</a>  <a href="#">Career Fair Reflection Survey</a></p> <p>IV. Trade expo and center visits (Trade Expo, MidAmerican, MO Valley Lines)  <a href="#">College Visit Reflection</a></p> <p>V. Classroom presentations and authentic learning opportunities for students in the classroom  <a href="#">WBL Teacher Form</a></p> <p>VI. Regular visits to campus by college admissions representatives.  <a href="#">College Visits to WHS</a></p> <p>VII. All 10th grade students will learn about Post-secondary</p>	<p>Advisory teachers do walk down their advisory to the event to ensure that everyone attends. Attendance is also completed in the sessions so that everyone is accounted for.</p> <p><a href="#">Career Fair</a>  <a href="#">Career Fair PP</a>  <a href="#">Career Fair Reflection Survey</a></p> <p>IV. Trade expo and center visits (Trade Expo, MidAmerican, MO Valley Lines)  <a href="#">College Visit Reflection</a></p> <p>V. Classroom presentations and authentic learning opportunities for students in the classroom  <a href="#">WBL Teacher Form</a></p> <p>VI. Regular visits to campus by college admissions representatives.  <a href="#">College Visits to WHS</a></p> <p>VII. All 11th grade students will learn about Post-Secondary</p>	<p>Advisory teachers do walk down their advisory to the event to ensure that everyone attends. Attendance is also completed in the sessions so that everyone is accounted for.</p> <p><a href="#">Career Fair</a>  <a href="#">Career Fair PP</a>  <a href="#">Career Fair Reflection Survey</a></p> <p>IV. Trade expo and center visits (Trade Expo, MidAmerican, MO Valley Lines)  <a href="#">College Visit Reflection</a></p> <p>V. Classroom presentations and authentic learning opportunities for students in the classroom  <a href="#">WBL Teacher Form</a></p> <p>VI. Regular visits to campus by college admissions representatives.  <a href="#">College Visits to WHS</a></p> <p>VII. All 12th grade students will learn about Post-Secondary</p>
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		<p>options in an Advisory Lesson: <a href="#">Post-Secondary Options</a> <a href="#">Post-Secondary reflection</a></p> <p>VIII. All 10th graders will complete the Xello lesson Program Prospects that helps them compare different post-secondary education and training paths. This includes a reflection at the end of the lesson.</p> 	<p>options in an Advisory Lesson: <a href="#">Post-Secondary Options</a> <a href="#">Post-Secondary Reflection</a></p> <p>VIII. All 11th grade students will complete this Xello lesson that focuses on choosing their next step in life. This includes a reflection at the end.</p> 	<p>options in an Advisory Lesson: <a href="#">Post-Secondary Options 12th</a> <a href="#">Post-Secondary Reflection</a></p> <p>VIII. Senior students who attend Future Ready Friday presentations will learn about how to compare college aid offers and make a post-secondary decision.</p>
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**Essential Component #5: Career and Postsecondary Decision**


Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention and **engage in meaningful reflection on the connection to the prior essential components and the student’s current career and postsecondary thoughts/goals.**

Relevant career and postsecondary decision activities may include, but are not limited to:

- Completion of required college or university admission or placement examinations
- Completion of relevant entrance applications and documents
- Job applications, résumés, and cover letters
- Completion of financial aid and scholarship applications

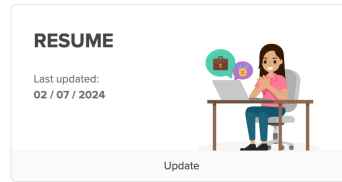
- Review and comparison of award letters
- Completion requirements for different postsecondary options, such as annual financial aid requirements, the role of remedial courses, course-of-study requirements and the role of the academic advisor

<b>Grade:</b>	<b>Activity/Experience to Support students Essential Component #5:</b> -Provide overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-4 -FAFSA/financial aid/planning incorporation	<b>Timeline &amp; embedded:</b> -When and where each year is this completed?	<b>Staff Members included:</b> -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	<b>Resources used including CIS:</b> -Description should include how each resource is used and connected to the activity/experience.
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<p>I. Students are introduced to various learning pathways through XELLO lessons, speakers and career research.</p> <p><b>DISCOVER LEARNING PATHWAYS</b></p> <p><small>Lesson details</small> The Many Roads to Success Explore training and education options for your future</p> <p><small>What's a Learning Pathway?</small> Explore 6 common learning pathways to careers: apprenticeship; Supported training or living; college or technical school; military; straight to work; and university</p> <p>Students research an Iowa</p>	<p>I. All of our students complete a resume for the career fair. Students utilize the Xello account to complete this and have it formatted correctly.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>RESUME</b></p> <p style="font-size: 8px;">Last updated: 02 / 07 / 2024</p>  <p style="text-align: center; font-size: 8px;">Update</p> </div>	<p>I. All 10-11th grade students are offered an opportunity to take the PSAT test in October.</p> <p>II. All students are offered an opportunity to take the ASVAB exams for the military and meet with a representative to discuss their scores.</p> <p>III. All of our students complete a resume for the career fair.</p>	<p>I. All 10-11th grade students are offered an opportunity to take the PSAT test in October.</p> <p>II. All students are offered an opportunity to take the ASVAB exams for the military and meet with a representative to discuss their scores.</p> <p>III. All students are offered an opportunity to take</p>	<p>I. Our counseling secretary shares a monthly scholarship newsletter to all 12th grade students. This is done throughout the year and can also be found on our guidance webpage. Below is an example of a newsletter. In addition, all students have access to a spreadsheet with local/national scholarships and their requirements and deadlines.</p>

Community College and a 4-year college or university of their choice. This is accompanied by college visits to each type of training program during their junior high years.

Students utilize the Xello account to complete this and have it formatted correctly.

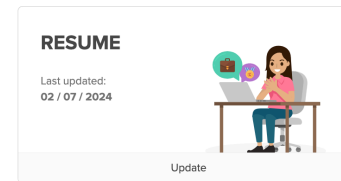


IV. All 10th grade students will take part in a Mock Interview Activity through their English Class. These interviews will focus on communication skills, as well as questions that would relate to their future profession.

[Mock Interview Info](#)

the ACT exams on-site.

IV. All of our students complete a resume for the career fair. Students utilize the Xello account to complete this and have it formatted correctly.



V. All 11th grade students will participate in a Job Shadow Activity as a part of their English class. Students will choose a profession that they want to pursue a career in, and shadow that profession. Students will do exploration activities prior to their experience, identify key characteristics and qualities of a successful employee (tied to district P.O.G.), and then conduct a reflective activity

[Scholarship Monthly Newsletter](#)

[Financial Aid/Scholarship Summary](#)

II. All seniors are invited to attend workshops related to completing college applications, college scholarships, and comparing award offers.

[Future Ready Friday calendar](#)

III. Counselors offered a FAFSA completion event during winter parent-teacher conferences in conjunction with a college and career fair.

once the experience is finished.

[Job Shadow Toolkit](#)

[Job Shadow Reflection](#)

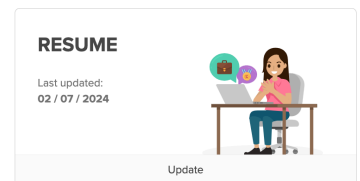


- IV. Counselors receive weekly FAFSA reports and do targeted outreach and support to parents and students to assist with completion.
- V. Seniors receive monthly updates and checklists for college applications, scholarships, and FAFSA updates.



VI. All students are offered an opportunity to take the ACT exams on-site.

VII. All of our students complete a resume for the career fair. Students utilize the Xello account to complete this and have it formatted correctly.



VIII. Our student council created a Winterset Senior Spotlight on

Instagram. This page highlights senior students' plans.

IV. Our seniors are also invited to Decision and Donuts. During this event, students are invited to wear their post-secondary plans such as a college or military shirt. This event allows us to celebrate the students with their next steps and also help younger students see many post-secondary options.



## DECISIONS AND DONUTS

Seniors, please join us on Friday, May 9 in the WHS Cafeteria from 8:00 - 9:00 am as we celebrate your next adventures!

Please wear your college t-shirt or anything that represents your new journey!



## Section 6: FAFSA Advisement:

**Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)**

For additional information on the addition of FAFSA to ICAP, please review the [FAFSA addition to ICAP guidance](#).

Considerations for this section:

- Financial aid & FAFSA vocabulary
- Process for completion & reasons for FAFSA completion regardless of plans or income
- Connections to financial aid including scholarships & all connections to state and federal aid (Last Dollar Scholarship, Iowa specific scholarships, Iowa Financial aid form, merit scholarships, etc.)
- FAFSA verification and other FAFSA complications
- State-wide resources for student and family support of FAFSA completion (Iowa College Aid, ICAN, Latino Access Network, etc)
- Parent/guardian engagement

Grade:	Activity/Experience to support FAFSA Advisement -Provide an overview of the activity/experience -Connection is present to connect with Essential Components including #4 & #5 -Parent/guardian communication is provided to support all students -An overview of the intended student outcome is included	Timeline & embedded: -When and where each year is this completed?	Staff member(s) included in implementation with involvement/role; -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
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
I. Students complete the Xello lesson and are introduced to financial planning for schooling by discussing FAFSA, scholarships and resources available such as <a href="#">ICAN</a>	I. All 9th graders are required to complete the Xello Lesson called "Career and Lifestyle Costs" In this presentation, they look at real lifestyle costs and the reality of life after high school.	I. All 10th graders are required to complete the Xello Lesson called "Cost of Postsecondary School" In this lesson, they will take a hard look at how much programs cost to better plan for the future.	I. All 11th and 12th grade students are required to take the Financial Literacy course to meet their graduation requirements. Students will either take this course during their junior or senior year. During	I. All 11th and 12th grade students are required to take the Financial Literacy course to meet their graduation requirements. Students will either take this course during their junior or senior year. During



### DOLLARS AND SENSE

In this lesson:

- The Life You Want
- Future Trade-offs
- Average Item Cost
- Budget Deficit
- Second Thoughts

Set lifestyle goals and explore careers to achieve them

Get Started

II. All grade parents and students will have access to a presentation (in-person or on video) regarding high school and post-secondary planning, including CE opportunities.

[Planning Your Future](#)

### Cost of Post Secondary School

Draft Not submitted

To unlock this lesson:



Save 3 major(s) you like

Explore majors

Remember that financial aid is money to help pay for your education after high school. It can include federal aid, state aid, or money from the college you attend. The FAFSA is a form you complete to determine your eligibility for student financial aid.

Part of planning how to pay for school is knowing how much it will cost. Tuition is an important part of this. Let's look at some tuition and other cost information in Xello!

II. All grade parents and students will have access to a presentation (in-person or on video) regarding high school and post-secondary planning, including CE opportunities.

[Planning Your Future](#)

this class, Mr. Shaw and Mr. Ellis has a project where students go over the FAFSA and the important details to remember within it.

II. All 11th/12th grade parents/guardians are invited to attend a Future Planning event in the fall to help them understand the college application and financing process, including the FAFSA. Following the presentation, counselors host a FSA ID completion workshop. The presentation was emailed to all families who could not attend.

[Future Planning presentation](#)

III. All 11th grade students will go through the "Financial Aid - What is It?" during advisory. Through this activity, they will receive information about the FAFSA and other ways to

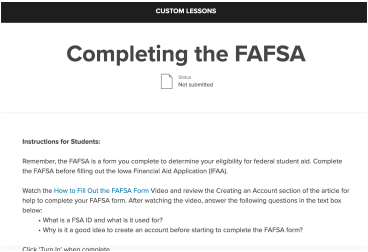
this class, Mr. Shaw and Mr. Ellis has a project where students go over the FAFSA and the important details to remember within it.

II. Every senior meets with their school counselor at the beginning of the year to ensure they are on track to graduate and know what steps to take next to help with their post-secondary plans. During this meeting, we identify students who want to go to college. We continually check in with these students about completing the FAFSA.

III. Our counseling secretary shares a monthly scholarship newsletter to all 12th grade students. This is done throughout the year and can also be found on our guidance webpage. Below is an example of a newsletter.

[Scholarship Monthly Newsletter](#)

			<p>pay for their post-secondary plans. Students were required to complete a survey to see what the students learned and where more teaching is needed.</p> <p><a href="#">Financial Aid Presentation-11th</a></p> <p><a href="#">Financial Aid post-test/surveys</a></p> <p>III. All grade parents and students will have access to a presentation (in-person or on video) regarding high school and post-secondary planning, including CE opportunities.</p> <p><a href="#">Planning Your Future</a></p>	<p>IV. During our winter conferences, all 11th/12th grade parents/guardians are invited to attend a Future Planning event to help them understand the college application and financing process, including the FAFSA. Following the presentation, counselors host a FSA ID completion workshop. The presentation was emailed to all families who could not attend.</p> <p><a href="#">Future Planning presentation</a></p> <p>V. All 12th grade students and parents are sent an email each week on Friday in regard to completing the FAFSA. This email includes how to apply, appointments to connect with a FAFSA expert and the reasoning behind filling out the FAFSA. The links are included below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Why file??</a></li> </ul>
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				<ul style="list-style-type: none"> <li>● <a href="#">FAFSA expert</a></li> <li>● Step-by-step help : <a href="#">Student Aid ID</a></li> </ul> <p>VI. All 12th grade students will go through the “Financial Aid - What is It?” during advisory. Through this activity, they will receive information about the FAFSA and other ways to pay for their post-secondary plans. Students were directed to complete a Xello lesson, “Completing the FAFSA”.</p> <p><a href="#">Financial Aid - What is It?</a></p>  <p>The screenshot shows a Xello lesson interface. At the top, it says 'CUSTOM LESSONS' and 'Completing the FAFSA'. Below that, it indicates 'Data Not Submitted'. The main content area is titled 'Instructions for Students:' and contains the following text: 'Remember, the FAFSA is a form you complete to determine your eligibility for federal student aid. Complete the FAFSA before filling out the Free Financial Aid Application (FFAA). Watch the How to Fill Out the FAFSA Form Video and review the Creating an Account section of the article for help to complete your FAFSA form. After watching the video, answer the following questions in the text box below: - What is a FSA ID and what is it used for? - Why is it a good idea to create an account before starting to complete the FAFSA form? Click "Turn in" when completed.'</p>
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**Section 7: District plan integration**

Describe how other functions of the school which may include the district’s counseling plan, national best practices and/or prior DCAP reflection will be integrated into the implementation of the district plan.

Consider the following:

- How will the district implement current best practices for working with students on their career plans in grades 8-12, K-12 and how does the district team stay current with such best practices?
- What is the current comprehensive plan for career implementation and connection to District Portrait of a Learner and/or the State Of Iowa's definition of [College and Career Readiness](#)?
- How does the district team research and keep current on local, regional, state and national occupational outlook data?
- Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student's ICAP?
- What prior year data was included to address gaps in implementation of the ICAP requirements?
- Connection to district initiatives and student outcomes

### [Profile of a Graduate Link](#)

The district will implement current best practices in grades K-12 utilizing the model of Pre-Support, Experience Implementation, and Academic Follow Up. This cadence will allow our students to get a full range of understanding and provide a framework for the development of future ready skills beginning as early as Kindergarten. Our comprehensive plan is to deploy our Portrait of a Graduate, to work in tandem with our DCAP as one unified source of educating our students. This will create opportunities for all students and staff to embark on our district vision of having all students leave our district's future ready and have the ability to enact the plan of their choice. Our district currently and will continue to examine both internal data (Course completion, registrations, relevancy) and external data (Iowa Workforce Development salaries, trends, postsecondary training/education needs, etc.) in order to stay on the cutting edge of four year planning, course development, skills articulation, and the overall mindset of a future ready environment.

Prior to 23-24 our district reviewed the previous DCAP rubric and plan we have made several revisions. First and foremost, we documented a tremendous amount more of what is really happening at the classroom level. Previously documented was predominantly what was coming out of the guidance office. In addition, we have elevated our Pre and post activities that tie into the DCAP activities in the forms of preplanning, and reflection. The data that was reviewed was our previous DCAP rubric and we examined all the feedback as well in order to update our plan. This plan is a direct connection with our Profile of a Graduate and our Strategic Directions (Plan). For example, one area is centered on building authenticity in our classrooms. This is a strong connection to the real-world skills our students are learning. Other areas focus on relationships within our school community and our business/industry stakeholders, and building self worth. All four strategic directions have a direct connection to our DCAP plan and our goal in the future is to articulate this concept beginning at Kindergarten.

#### 1. Work with students on career plans

- 8th Grade in Careers Exploratory Class; by the end of March every 8th grade student has a plan completed and parents sign off on these plans.

-9th - 12th Grade Students - meet with their counselor every school year to review their career plan, review transcripts, and work on their post-high school plans.

2. Comprehensive Plan for Career Readiness (do we have one of these?) + Portrait of a Graduate Symbol
3. Use [Iowa Work Force Development](#) to look at labor statistics for the state. This information is shared with staff and students during Advisory time throughout the school year.