



K-12 School Guidance Plan

2024-2029

Erie's Public Schools
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A. The Role of the School Counselor

1. School Counselors & Assignments

Counselor's Name	School Building	Ratio
Morgan, Lisa <i>lmorgan@eriesd.org</i>	Diehl Elementary (814) 874-6588	464:1
Larson, Kaylie <i>klarson@eriesd.org</i>	Edison Elementary (814) 874-6473	215:1
Popovic, Kimberly <i>kpopovic@eriesd.org</i>	Edison Elementary (814) 874-6470	215:1
Romeo, Michael <i>mromeo@eriesd.org</i>	Grover Cleveland Elementary (814) 874-6673	558:1
Sider, Kayley <i>kayleysider@eriesd.org</i>	Harding Elementary (814) 874-6554	678:1
Chiapa, Amy <i>achiapa@eriesd.org</i>	Jefferson Elementary (814) 874-6654	449:1
Schamber, Jennifer <i>jschamber@eriesd.org</i>	JoAnna Connell Elementary (814) 874-6788	563:1
Anthony, Jillian <i>janthony@eriesd.org</i>	Lincoln Elementary (814) 874-6688	348:1
Perhacs, Sean <i>sperhacs@eriesd.org</i>	McKinley Elementary (814) 874-6873	260:1
Weber, Richard <i>rweber@eriesd.org</i>	McKinley Elementary (814) 874-6870	260:1

Bashline, Trent <i>tbashline@eriesd.org</i>	Perry Elementary (814) 874-6488	476:1
Feeney, Chris <i>cfeeney@eriesd.org</i>	Pfeiffer-Burleigh Elementary (814) 874-6754	647:1
Will, Amanda <i>awill@eriesd.org</i>	East Middle School (814) 874-6405	354:1
Ramirez, Rhonda <i>rramirez@eriesd.org</i>	East Middle School (814) 874-6405	354:1
Munson, Holly <i>hmunson@eriesd.org</i>	Strong Vincent Middle School (814) 874-6506	357:1
VanNette, Jessica <i>jvannette@eriesd.org</i>	Strong Vincent Middle School (814) 874-6505	357:1
Coletta, Michael <i>mcoletta@eriesd.org</i>	Wilson Middle School (814) 874-6606	373:1
Peck, Melissa <i>mpeck@eriesd.org</i>	Wilson Middle School (814) 874-6605	373:1
Kitchen, Robert <i>rkitchen@eriesd.org</i>	Erie High School (814) 874-6805	338:1
O'Connor, Carla <i>coconnor@eriesd.org</i>	Erie High School (814) 874-6814	338:1
Piganelli, Krista <i>kpiganelli@eriesd.org</i>	Erie High School (814) 874-6056	338:1
Redenz, Jacquelyn <i>jredenz@eriesd.org</i>	Erie High School (814) 874-6255	338:1
Shaut, Amy <i>ashaut@eriesd.org</i>	Erie High School (814) 874-6813	338:1

Shields, Leila <i>lshields@eriesd.org</i>	Erie High School (814) 874-6223	338:1
Talley, Josh <i>jtalley@eriesd.org</i>	Erie High School (814) 874-6228	338:1
King, Erica <i>eking@eriesd.org</i>	NWPA Collegiate Academy (814) 874-6306	368:1
Nielsen, Dan <i>dnielsen@eriesd.org</i>	NWPA Collegiate Academy (814) 874-6314	369:1
Covel, Lorraina <i>lcovel@eriesd.org</i>	Patrick J. DiPaolo Center (814)874-6450	603:1
Dzurik, Kelley <i>kdzurik@eriesd.org</i>	Patrick J. DiPaolo Center (814)874-6467	603:1

2. Role of the School Counselor: ASCA

School counselors are essential members of a student's educational team. They help students with academic achievement, career and social/emotional development in various school settings. Through leadership, advocacy and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. (ASCA)

Leader

Erie's Public-School Counselors serve as leaders in their school through their comprehensive school counseling program. The School Counselor works collaboratively with students, parents, faculty, administrators, agencies, the community, and post-secondary institutions to ensure student success.

EPS counselors demonstrate leadership at the elementary level by:

- Coordinating state-mandated standardized testing (PSSA) and local assessments (CDT)
- Introducing students to the building and their teachers
- Assisting in identifying student needs and collaborate with school and community leaders for solutions for a greater school experience
- Creating a positive school environment for students, staff, and parents

EPS counselors demonstrate leadership at the middle school level by:

- Developing, delivering, and evaluating a comprehensive school counseling program for all students
- Using data to identify and remove barriers to student learning using PAYS and PBIS Surveys
- Promoting student success by helping close the achievement gap among underrepresented populations
- Membership on school-based leadership teams/school improvement teams to advocate for all students
- Promoting College and Career Readiness through Smart Futures, CTE tours and guest speakers
- Supporting the school as a safe and welcoming learning community by offering a nonjudgmental space for all kids to go.
- Engaging educational community stakeholders in helping the school with its mission
- Using data to promote and evaluate school counseling program
- Using Pennsylvania Specific Data analysis to determine program needs (iReady, HMH, CDT, PVAAS, PA Future Ready Index)
- Coordinating state mandated standardized testing (Algebra I Keystone and PSSA) and local assessments, (CDT)

EPS counselors demonstrate leadership at the high school level by:

- Developing, delivering, and evaluating a comprehensive school counseling program for all students
- Using data to identify and remove barriers to student learning
- Promoting student success by participating in efforts to close the existing achievement gaps among underrepresented populations
- Coordinating and administering state-mandated and district level standardized testing including Keystones, CDT, HMH WIDA, NOCTI and AP
- Facilitating PSAT and ASVAB testing to 9th, 10th and 11th grade to prepare them for graduation pathways
- Providing Naviance, Smart Futures and My Readiness Coach training to staff and students throughout the year for College and Career Readiness
- NCAA eligibility renewal and course submission to for accurate student athlete participation
- Scheduling appropriate courses for all students to ensure timely credit earnings and graduation trajectory
- Student Orientation for all new and incoming freshmen
- Disseminating scholarship opportunities to students and reviewing the specific requirements with students who meet qualifying criteria.
- Collaborating with school-level teams such as ILT to review data including PBIS and PVASS
- Providing support and education to students and parents around the Financial Aid process for higher education

Advocate

EPS counselors demonstrate advocacy at the elementary school level by:

- Enabling students to become advocates for themselves by engaging in community support and resources and collaborating with Community School Directors, MHS, and BIS.
- Removing barriers to student learning by serving as secretary and case managers for and participate in SAP Team
- Serving on various teams including attendance committee, TAT, SWPBIS, ILT, bully prevention and behavior plan development
- Ensuring equitable access to educational and career exploration opportunities for all students by use of Smart Futures and Career Street
- Ensuring that all three domains and corresponding standards (National-ASCA Standards and Pennsylvania CEW Standards) are addressed and central to the mission of the school as stated in the mission statement

EPS counselors demonstrate advocacy at the middle school level by:

- Adjusting student schedules to meet needs
- Introducing new students to the building and their teachers and providing student orientation to all incoming 6th grade students
- Assisting students fill out high school applications
- Enabling students to become advocates for themselves by engaging them in community support and resources by collaborating with Community School Directors, MHS, and BIS.
- Removing barriers to student learning by serving as secretary and case managers for and participate in SAP Team
- Serving on various teams including attendance committee, TAT, SWPBI, ILT, bully prevention and behavior plan development
- Ensuring equitable access to educational and career exploration opportunities for all students by use of Smart Futures and Career Street
- Ensuring access to and success in a rigorous academic curriculum for every student based on PVASS data when scheduling students and recommending high achieving students to take the PSAT
- Ensuring the academic, personal/social, and career development of all students through Second Step SEL Curriculum
- Ensuring equitable access to educational and career exploration opportunities for all students by use of Smart Futures and Career Street
- Establishing and promoting a school environment that supports rigor, relevance, and relationships through PAYS and SWPBIS surveys
- Promoting systemic change in schools to ensure academic success through ILT

- Organizing CTE tours for students in 8th grade to introduce the world of career and technical education
- Using Career Interest Inventories to assist students on what career pathway they may be interested in.
- Ensuring that all three domains and corresponding standards (National-ASCA Standards and Pennsylvania CEW Standards) are addressed and central to the mission of the school as stated in the mission statement

EPS counselors demonstrate advocacy at the high school level by:

- Enabling students to become advocates for themselves by engaging them in community support and resources by collaborating with Community School Directors, MHS, and BIS
- Removing barriers to student learning by serving as secretary and case managers for and participate in SAP Team
- Serving on various teams including attendance committee, TAT, SWPBI, ILT, bully prevention and behavior plan development
- Ensuring equitable access to educational and career exploration opportunities for all students by use of Smart Futures, Career Street, Naviance and My Readiness Coach
- Providing academic, social/emotional, and career support for ELL students, including accommodations, translation services, and referral to international agencies through MCRC and collaborate with the cultural navigators
- Serving on IEP team meetings to identify student academic needs and help set realistic goals to transition out of high school, including post-secondary options and job placement
- Developing a Food Pantry Program to deliver non-perishable food items and clothing to students in need
- Teaching students to be self-advocates with their teachers and peers through skills taught in seminar classes and individual counselor meetings
- Organizing parent-teacher meetings to discuss academic and social services for any student in need
- Conducting student orientation for all new students including introducing students to the various support services
- Checking student credits to ensure on-time graduation or provide a student trajectory plan to get students back on track for graduation by meeting individually with students 4 times throughout the year
- Organizing yearly job fair for students to participate in representing all the career pathways
- Organizing yearly college fairs to represent 2-year, 4-year, trade school, and military to assist all students
- Providing interventions to ensure academic success and preparation for post-secondary options through graduation 5-Year Plans
- Advising students on schedule choices based upon career pathway, interest and personality inventories and skill set
- Promoting post-secondary education through use of My Readiness Coach, FAFSA, and PHEAA
- Ensuring that all three domains and corresponding standards (National-ASCA Standards and Pennsylvania CEW Standards) are addressed and central to the mission of the school

Collaborator

EPS counselors demonstrate collaboration at the elementary school level by:

- Working with teachers, parents, and support staff to enhance the school experience for at-risk students by organizing meetings and developing plans for success
- Collaborating with various agencies such as United Way, Safe Harbor, OCY and Bethesda for supports for students in need
- Working with parents, students, staff, cultural navigators and Community School Directors to utilize school and community resources to develop more opportunities for students.
- Collaborating with teachers and provide resources that align with Respectful Ways SEL curriculum
- Working directly with Career Street to bring in elementary appropriate career learning opportunities including the use of activity books, guest speakers and literature.

EPS counselors demonstrate collaboration at the middle school level by:

- Meeting with students who are failing courses and organize meeting with teachers, parents and students to devise a plan to get students on track
- Collaborating with families, agencies, and school staff for students who have specific needs
- Establishing a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program with Career Readiness
- Offering parent/guardian information to enhance the educational opportunities for students and their families such as honors courses, participation in PSAT, CTE and SEL resources
- Maintaining open communication to foster an effective team culture and sense of community for the school system to include email, Schoology posts, social media posts and utilizing the One Call System
- Collaborating on school leadership teams to ensure all student populations are being represented
- Using counseling skills to teach and promote cooperative learning, problem solving, and other employability skills in the school setting
- Embracing feedback that supports continuous program improvement using survey data from parents and students
- Meeting weekly with administration and supervisor to discuss student and counselor needs, develop goals, and plan schedules
- MTSS/MTSI collaboration to streamline multiple services

EPS counselors demonstrate collaboration at the high school level by:

- Planning and adjusting student schedules to meet student abilities and career pathway, especially special education students by means of classroom presentations and individual meetings
- Meeting with parents to discuss student academic, social/emotional, and career needs and plan realistic goals
- Collaborating with the special education supervisor and special education teachers, students, and parents to devise a transition plan based on student needs, ability, and interest post-graduation.
- Collaborating with students and families and use parent information nights to prepare families for post-secondary planning including filling out college applications and fee waivers and filing the FAFSA
- Utilizing resources for higher education such as PHEAA, My Readiness Coach and Naviance
- Collaborating with CTE counselors to ensure proper certifications and testing has been completed for Industry Certification and graduation requirements under Act 158
- Working directly with community organizations and businesses to increase opportunities for students including scholarships, student safety, personal needs, academic enhancement, community service and career opportunities

- Through articulation agreements with local colleges/universities provide top performing students dual enrollment opportunities
- Training staff on comprehensive guidance programs such as Naviance, Smart Futures and My Readiness Coach to measure student college and career readiness
- Communicating regularly with post-secondary representatives to schedule visits and receive information on new initiatives provided to our students such as NextGen 814 and EC3
- Introducing students to local employers through a career day and individual classroom speakers through Erie Insurance Exchange and Career Street
- Meeting weekly with administration and supervisor to discuss student and counselor needs, develop goals, and plan schedules
- Working with staff to identify high-need students who would benefit from a food pantry program and other social services and refer them to the Community School Director, Cultural Navigator or Blended Case Manager
- Collaborating with families, agencies, and school staff for students who have specific needs
- MTSS/MTSI collaboration to streamline multiple services

Agent of Systemic Change

EPS counselors demonstrate being an agent of systemic change at the elementary school level by:

- Enhancing relationships with staff, students, families and agencies to develop a more positive atmosphere for students by inviting community members and families into the building
- Using Cultural Navigators, collaborate with MCRC to inform ELL populations about school initiatives and career awareness
- Problem-solving with at risk students to develop coping strategies and enhance their academic experience
- Implementing Career Readiness and exploration by way of community helpers and guest speakers, use of Career Cruising and Smart Futures platforms and age-appropriate career activities and lessons
- Providing resources for SEL curriculum “Respectful Ways”
- Showing support to special populations by coordinating special interest activities for Children’s Grief Awareness Day, Red Ribbon Week, and Black History Month
- Collecting data from multiple stakeholders to identify needs and barriers for student learning

EPS counselors demonstrate being an agent of systemic change at the middle school level by:

- Participating in SWPBIS programs to advocate for all students
- Showing support to special populations by coordinating special interest activities for Children’s Grief Awareness Day, Red Ribbon Week, and Black History Month
- Monitoring Student Progress
- Coordinating and assisting with 5th Grade Move Up day and High School Move Up Day
- Employing data from PAYS and PBIS to identify and change policies and practices which may hinder student achievement
- Using Cultural Navigators, collaborate with MCRC to inform ELL populations about school initiatives and career exploration
- Working with students to create realistic school goals and create action plans for success
- Developing intervention strategies for students in need
- Collecting data from multiple stakeholders to identify needs and barriers for student learning

EPS counselors demonstrate being an agent of systemic change at the high school level by:

- Enhancing relationships with staff, students, and community to develop a more positive atmosphere for students by having parent nights, 9th grade orientation and social activities
- Employing data from PBIS and Counselor Surveys to identify and change policies and practices which may hinder student achievement
- Working with community members and agencies to develop programs that provide opportunities to all students
- Identifying student academic deficiencies and develop realistic goals to address those deficiencies by using graduation requirements to create student pathways for success
- Increasing College and Career awareness and expanding opportunities for all students
- Increasing awareness for students of Color to learn about and apply to HBCUs
- Collecting data from multiple stakeholders to identify needs and barriers for student learning

3. Job Description Linked to Counselor Evaluation Process

Counselor Level	<u>Domain 1</u> <i>Planning & Preparation</i>	<u>Domain 2</u> <i>Environment</i>	<u>Domain 3</u> <i>Delivery System</i>	<u>Domain 4</u> <i>Professional Development</i>
Elementary	<ol style="list-style-type: none"> 1. Demonstrates a working knowledge of counselor theory, best practice and techniques using the district adopted comprehensive school counseling plan 2. Demonstrates knowledge of child and adolescent development and provides differentiated and developmentally appropriate services 3. Sets relevant and rigorous goals that focus on academic, career and social/emotional development of students 4. Consistently conducts and utilizes assessment and matches results to student needs and service delivery 	<ol style="list-style-type: none"> 1. Demonstrates appropriate interactions with students 2. Collaborates with stakeholders to promote a culture for learning 3. Uses established routines and procedures that function effectively with little loss of time 4. Responds to and manages student behavior in a manner that is consistent, effective, and respectful to students 5. Maintains a safe, organized physical environment that supports counseling activities 	<ol style="list-style-type: none"> 1. Communicates clearly and accurately 2. Uses evidence-based strategies for individual and group counseling as well as classroom activities 3. Asks high quality questions while providing adequate time for student response 4. Provides equitable services to students and triages effectively 5. Develops and conducts activities that assist students in developing their educational and career goals 6. Ensures students are aware of the goals that have been established and the criteria for determining progress 7. Uses data to promote the successful achievement of student goals and adjusts as needed 	<ol style="list-style-type: none"> 1. Reflects on practice, providing accurate and objective description of practice and citing specific suggestions for ways to improve the school counseling program 2. Completes reports, records, and documentation that are accurate and compliant with district policies and procedures. 3. Consistently and effectively establishes homeschool partnerships and communicates with families 4. Maintains relationships that are characterized by mutual support and cooperation that include active participation in a culture of inquiry, school events, and school/district projects, making substantial contributions

Counselor Level	<u>Domain 1</u> <i>Planning & Preparation</i>	<u>Domain 2</u> <i>Environment</i>	<u>Domain 3</u> <i>Delivery System</i>	<u>Domain 4</u> <i>Professional Development</i>
Middle School	<ol style="list-style-type: none"> 1. Demonstrates a working knowledge of counseling theory, best practice, and techniques. 2. Appraisal of needs- assists students in evaluating interests, abilities, skills, and achievement. 3. Advisement- assists students in goal setting based on academic, career and social/emotional data. 	<ol style="list-style-type: none"> 1. Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students and their emerging self-identity. 2. Provides a safe, caring, and confidential environment through building rapport daily. 3. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect. 4. Enhances the learning process and promotes academic, career and social/emotional development. 	<ol style="list-style-type: none"> 1. Instruction- Provides direct instruction, team teaching, developing individual activities and group activities, planning activities outside the classroom, promoting academic, career or social/emotional development. 2. Counseling- Provides individual or small group settings for planned short-term and goal-focused counseling. 3. Crisis response- Provides support and assistance to students and families as they navigate crisis and emergency situations. 	<ol style="list-style-type: none"> 1. Seeks out opportunities for professional development, contributes to the professional development of other school counselors. 2. Makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession. 3. Takes a leadership role both within the learning community and the school counseling community.

Counselor Level	<u>Domain 1</u> <i>Planning & Preparation</i>	<u>Domain 2</u> <i>Environment</i>	<u>Domain 3</u> <i>Delivery System</i>	<u>Domain 4</u> <i>Professional Development</i>
High School	<ol style="list-style-type: none"> 1. Develops Guidance Plan that aligns to state and national standards. 2. Assists students in goal setting based on academic, social/emotional, and career data. 3. Coordinates and facilitates standardized testing, including PSAT, Keystones, NOCTI, and ASVAB. 4. Participates in SAP meetings and parent meetings to identify student academic, social/emotional, and career needs and goals. 5. Uses data to provide individual student guidance addressing academic, social/emotional, and career needs. 6. Prepares student letters of recommendation for college and scholarship applications. 6. Plans FAFSA and Financial Aid events and aid students and parents. 	<ol style="list-style-type: none"> 1. Provides a welcoming environment that promotes student success. 2. Develops accessible system of delivery for post-secondary information and scholarship applications. 3. Promotes tolerance by learning about student diversity and backgrounds; collaborates with interpreters to understand social and cultural differences. 4. Works to understand unique make-up of a large urban school, including significant proportion of students from low-income families. 	<ol style="list-style-type: none"> 1. Implements a Guidance Plan that aligns to state and local standards. 2. Provides responsive services, including crisis intervention, TAT, SAP referrals, and individual and group counseling. 3. Coordinates parent and staff meetings to discuss student academic, social/emotional, and career needs and goals. 4. Plans preventative activities, including Red Ribbon Week, Bully Prevention Week, and Suicide Awareness Month. 	<ol style="list-style-type: none"> 1. Seeks out pertinent professional development opportunities. 2. Takes a leadership role within the school and counseling community. 3. Participates in district and community committees and organizations. 4. Provides professional development to school staff. 5. Continues education and seeks additional licensure.

B. Program Delivery Related to Items of the Plan

4. School Counseling Department Mission Statement

District Mission Statement
<p><u>Erie’s Public Schools:</u></p> <p>In Erie’s Public Schools, we champion high levels of student engagement and personalized pathways to educational excellence for every student, without exception.</p>
K-12 School Counseling Mission Statement
<p>The mission of the School Counseling Department is to support students in making their best-informed decision related to academics, career and post-secondary options and personal/social opportunities. This occurs in a one to one, small group, classroom setting, or large group setting while also utilizing the involvement of instructors, parents, administrators, employers, and other district stakeholders. These services are equitable and accessible to all students in our buildings.</p>

5. Program Calendar by Domain and Level Support

Monthly K-5 Calendar and Delivery Chart					
Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:					
	Coordinate and Plan Career Lessons Organize speakers/tours		504 Service Agreements Confidential Files Organize Smart Future Lessons	Open House District/Building Professional Development	
Social/Emotional:					
		Process agency requests Review any previous year's SAP referrals			
September					
Academic:					
	Introduction to School Counselor	SAP Team Meetings Attendance Committee		Review PSSA, I-Ready and Amplify data	Organize and Send ISRs
Career:					
			Smart Futures Lessons: 1-4		
Social/Emotional:					
	Respectful Ways Theme: Perseverance	SAP Secretary/ Case Manager Individual and Group Counseling			

October					
Academic:					
	Internet Safety Attendance Committee				WIDA Prep
Career:					
			Smart Futures Career Exploration Interest Inventories		
Social/Emotional:					
	Red Ribbon Week/Fire Prevention Respectful Ways Theme: Compassion	SAP Secretary Permissions and Groups Formed		Bully Prevention Coordination Red Ribbon Week Coordination	
November					
Academic:					
	Goal Setting for Students	Attendance Committee		WIDA Planning Parent Conferences	
Career:					
			Smart Futures Career Street		
Social/Emotional:					
	Grief Awareness Day Native American Heritage Activity World Kindness Day (11/13) Respectful Ways Theme: Respect and Responsibility	SAP Secretary/Case Manager Small Social Groups Individual Counseling		Coordinate Holiday Help	

December					
Academic:					
	Attendance Committee Student Goal Setting	Study Skills Test Anxiety Group	WIDA Organization and Test Prep		
Career:					
			Smart Future Career Activities		
Social/Emotional:					
	Respectful Ways Theme: Compassion Human Rights Day Activity	SAP Secretary/Case Manager Running Groups Individual Counseling		Coordinate Holiday Help Holiday Activities	
January					
Academic:					
	Test Taking Skills	Attendance Committee			WIDA Testing
Career:					
			Smart Futures Skilled Trade Lessons/Guests Speakers (CTE Moth)		
Social/Emotional:					
	Respectful Ways Theme: Perseverance	SAP Secretary/ Case Manager Social Skills, Grief, Anxiety Groups			

February					
Academic:					
		Attendance Committee			WIDA Testing PSSA Planning and Prep
Career:					
			Smart Futures Career Street Activity		
Social/Emotional:					
	Respectful Ways Theme: Respect Black History Month	SAP Secretary/ Case Manager Social Skill, Grief, Anxiety Groups Individual Counseling			
March					
Academic:					
	Support Academic	Attendance Committee			PSSA Scheduling/Prep
Career:					
			Smart Futures Career Street- Guest Speakers		
Social/Emotional:					
	Respectful Ways Theme: Respect Women's History Month Activity	SAP Secretary/ Case Manager Social Skills, Grief, Anxiety Groups Individual Counseling			

April					
Academic:					
	Academic Support	Attendance Committee			PSSA Testing
Career:					
			Smart Futures National Financial Literacy Lesson		
Social/Emotional:					
	Autism Awareness Day (4/2) Activity Day of Caring (5/21) Activity Respectful Ways Theme: Responsibility and Perseverance	SAP Secretary/ Case Manager			
May					
Academic:					
		Summer School Lists Attendance Committee		Fifth Grade Transition Planning for Retentions	
Career:					
			Guest Speaker Field Trips/Lessons		
Social/Emotional:					
	Respectful Ways Theme: "Relax, be Happy" Mental Health Awareness Activity	AP Finalize Cases Running Groups			

June					
Academic:					
	5th Grade Transitions	Student Retention	Data analysis of Academic Goals	Summer School Lists	
Career:					
			Guest Speaker Field Trips		
Social/Emotional:					
	Juneteenth LGBTQA Awareness	Individual and Group Counseling		Documentation of Groups	

Monthly Middle School Calendar and Delivery Chart

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:					
			Scheduling	Open House 504 Agreements Confidential Files District/Building Professional Development Attendance Team	
Career:					
			Organize Smart Future Lessons		
Social/Emotional:					
	Coordinate SEL Lessons			Process Agency Requests	Student Acknowledgement Forms

September					
Academic:					
	New Enrollments Acknowledgement Forms	Attendance Team	Scheduling	School-Wide Data Analysis: PBIS Grade-Level Meetings PLC's	CDT Planning
Career:					
			Smart Futures Plan Career Street Activities		
Social/Emotional:					
	Individual Student Support	Coordination of MHS Peer Mediation Crisis Response		Coordination and Development of Behavior Plans	

October					
Academic:					
	Progress Monitoring Mid-Term Grades		8th Grade CTE Field Trips	Coordinate Gifted Program PSAT Align MTSS for students	
Career:					
	Applying to High School		Smart Futures Organize Student Groups for CTE Tours based on Career Inventories		
Social/Emotional:					
	Suicide Prevention Training Red Ribbon Week Activities Bully Prevention Week SEL Classroom Lessons (Second Step)	Create Behavior Plans SAP Meetings/ Case Management Threat Assessment		Mental Health and Academic Program Coordination Caring Place Luncheon and Review of Grief	PAYS Survey Preparation

November					
Academic:					
	Conduct High School Application Process	Individual Meeting Students Failing Classes Schedule Changes		New Enrollment Orientation Parent Teacher Conferences	
Career:					
	Coordinate High School Open Houses High School Applications for 8th Graders		Smart Futures Lessons Career Street Lessons		
Social/Emotional:					
	Children's Grief Awareness Day Second Step Lesson Support Native American Heritage Activity World Kindness Day (11/13) Plan	SAP Meetings/Case Management Behavior Plans (as needed) Individual Counseling (as needed)			

December					
Academic:					
	New Student Enrollment and Orientation High School Applications Progress Monitoring (Mid-Term Grades)	Individual Student Meetings with Students Failing Classes		CDT Coordination	
Career:					
			Smart Future Lessons Career Street Activities	Organize and Coordinate High School Shadowing	
Social/Emotional:					
	Second Step Lesson Support Human Rights Day Activity	MTSS Meetings and Coordination SAP Meeting/Case Management Behavior Plans (as needed) Individual and Group Counseling (as needed)		Mental Health and Academic Program Coordination	

January					
Academic:					
		PSAT Student Results Schedule Student Failure Meetings		High School Early Acceptance Meetings	CDT Administration WIDA Preparation PSSA Preparation
Career:					
			Icehouse Completion Career Speakers Skilled Trade Lessons (CTE Month)		
Social/Emotional					
	Cyber Bullying Lessons Second Step Lesson Support	SAP Meetings/ Case Management Individual Counseling Sessions (as needed)			

February					
Academic:					
	Progress Monitoring: Mid Term Grades	Student “At-Risk” Meetings			PSSA Preparation
Career:					
			Smart Futures Lessons Career Street Career: Speakers/Field Trips		
Social/Emotional					
	Second Step Lesson Support Black History Month Activity	SAP Meetings/ Case Management Individual Counseling Sessions (as needed)			

March					
Academic:					
				Coordinate Testing Accommodations	PSSA Preparation
Career:					
			Monitor Smart Futures Completion Ice House Completion Career Street Lessons- Guest Speakers		
Social/Emotional					
	Second Step Lesson Support Women's History Month Activity	SAP Meetings/ Case Management Individual Counseling Sessions (as needed)			
April					
Academic:					
	Progress Monitoring (Mid-Terms)	Student Retention Meetings			PSSA Test Administration PSSA Make Up Sessions Keystone Prep for 8 th Grade
Career:					
			Ice House Unit Final National Financial Literacy Lesson Smart Futures Finalization Career Street Lessons		
Social/Emotional:					
	Autism Awareness Day (4/2) Activity Day of Caring (5/21) Activity	SAP Meetings/ Case Management Individual Counseling Sessions (as needed)			

May					
Academic:					
	Scheduling for Following Year			8th and 5th Grade “Move Up” Days. SAT Prep and Tutoring Schedule	Keystone Testing
Career:					
				Ice House Community Event	
Social/Emotional					
	SEL Lessons Support (Year End) Mental Health Awareness Activity	Year-End SAP Reporting Finalizing of Records Individual and Group Counseling (as needed)			

June					
Academic:					
	Schedules for Following Year	Review Failures and Summer School Candidates			
Career:					
			Career Portfolios Completed (8th Grade)		
Social/Emotional					
	Juneteenth and LGBTQA Awareness Activity	Finalize SAP Cases/4092 Individual and Group Counseling (as needed)			

August					
Academic:					
	Scheduling Processing Transmittals			BOY Professional Development	
Career:					
			Coordinate Career Experiences		
Social/Emotional:					
	Classroom Visits New Student Orientation				
Monthly High School Calendar and Delivery Chart					
Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	System Support: Non-Counselor Related

September					
Academic:					
	Seniors Transcripts Cohort Lists	Quest Bridge Applications	Scheduling/ Transmittals		
Career:					
			Naviance/ Smart Futures Student Registration Organize and Plan Smart Futures/Naviance Lessons CTE Scheduling for 9th Grade		
Social/Emotional:					
	Suicide Prevention Week	Group and Individual Counseling			
October					
Academic:					
	Financial Aid Support		College Application Support Scholarship Search	FAFSA Parent Information Nights	PSTAT Testing
Career:					
	Senior Meetings- Surveys/FSA ID's		Pre-NOCTI Manufacturing Day		
Social/Emotional:					
		Small Group Lessons Individual Counseling (as needed)		Red Ribbon Week Coordination Bully Prevention Coordination	

November					
Academic:					
	Progress Reports		Recruitment Open House Dual Enrollment Applications	Parent Conferences	Winter Keystone Prep
Career:					
			Smart Futures/Naviance Guest Speakers/ Career Street Lessons		
Social/Emotional:					
	Grief Awareness Coordination Native American Heritage Activity World Kindness Day (11/13) Plan	Individual/Group Counseling			

December					
Academic:					
			Dual Enrollment Grades	Keystone Participation Feeder Report	Keystone Testing
Career:					
			PHEAA / FAFSA Career Fair Planning College Fair Planning		
Social/Emotional:					
	Human Rights Day Activity	SAP Secretary/Case Management Individual and Group Counseling (as needed)			

January					
Academic:					
			Dual Enrollment Grades	Keystone Participation Feeder Report	Keystone Testing
Career:					
			PHEAA / FAFSA Career Fair Planning College Fair Planning		
Social/Emotional:					
	Human Rights Day Activity	SAP Secretary/Case Management Individual and Group Counseling (as needed)			

February					
Academic:					
	Scheduling Parent/Student Scheduling Night	AP Registration	Class Meetings for Scheduling Financial Aid Support		
Career:					
			Career Day Career Street Lessons		
Social/Emotional:					
	Black History Month Activity	SAP Secretary/Case Management Individual and Group Counseling (as needed)			

March					
Academic:					
	Schedule/ Transcript Audits		AP Planning and Registration Financial Aid Support		Spring Keystone Prep
Career:					
			College Fair Career Fair		
Social/Emotional:					
	Relationship Violence/ Women's History Month Activity	SAP Secretary/Case Management Individual and Group Counseling (as needed			

April					
Academic:					
	Credit Checks (IC) Progress Reports	Scholarship Luncheon	Scheduling Dual Enrollment Applications Financial Aid Support	Spring Keystone Planning Graduation Planning Excellence Ceremony Planning Order Diplomas, Caps, and Gowns	
Career:					
			NOCTI Trade Show Finalize Career Artifacts National Financial Literacy Lesson		
Social/Emotional:					
	Day of Caring (5/21) Activity Autism Awareness Day (4/2) Activity	SAP Secretary/Case Management Individual and Group Counseling (as needed			

May					
Academic:					
			AP Testing Dual Enrollment Grades National Commitment Day	Graduation Planning	Keystone Testing
Career:					
	Junior Class Visits		Senior Surveys Mock Interviews Finalize 5- Year Grad Plan		
Social/Emotional:					
	Mental Health Awareness Activity	Individual Counseling			
June					
Academic:					
	Finalize Transcripts (Send) Complete Graduation Tab in IC	Schedule for Summer School		Graduation Ceremony	
Career:					
			Job Applications		
Social/Emotional:					
	Juneteenth/LGBTQA Awareness Activity	Finalize SAP caseload Individual and Group Counseling			

Ongoing K-12 Counselor Activities	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic /Career Counseling	System Support	System Support: Non-Counselor Related
<i>Academic:</i>					
New Student Orientation	X				
IEP meetings/504 Meetings		X	X		
Weekly SAP Meetings		X	X	X	
Threat Assessment	X			X	
Maintain Student Files				X	
Coordinate Special Programs				X	
Parent Conference	X		X		
Instructional Leadership Team (ILT)				X	
Disaggregation of Data				X	
Peer Tutoring		X		X	
Student Observations		X		X	
Assist with Attendance Monitoring		X			
Truancy and Attendance		X		X	
Organize and Plan for Local and State Assessments					X

<i>Career:</i>					
Career Exploration Support	X		X		
Organize Presentations	X		X		
Career Artifacts Tracking				X	
Development of Career Portfolio	X		X		
Continual Student Meetings for Career Pathway selection	X		X		
College Visits			X	X	
<i>Social/Emotional:</i>					
Responsive Classroom/SWPBIS Plans	X		X		
Student Assistance Program (SAP) Meetings		X			
Lunch Groups/Monitor		X			
Organize outside agency presentations	X			X	
Respectful Ways Support For SWPBIS	X			X	
Second Step Support for SWPBIS	X			X	
Individual/small Group Counseling	X	X			
Second Harvest Food Bank (coordination/distribution)		X		X	
Conflict Resolution		X			

6. Curriculum Action Plan

Elementary

Kindergarten					
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Identifying Feelings	B-SMS 2 B-SS 4 B-LS 1	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behaviors
Listening Skills	B-LS 4 B-LS 8 PA CEW 13.2.3 A PA SIS 16.1 K-C	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behaviors
Understanding Personal Space	B-LS 4 B-LS 8 PA CEW 13.2.3 A PA SIS 16.1 K-C	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behaviors
Communication Skills Gratitude	B-SS 1-6 B-SS 9 PA CEW 13.2.3 A PA CEW 13.3.3 C	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behaviors
Self-Control Respect	B-LS 4 PA CEW 13.3.3B PA SIS 16.1.K/B	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behaviors
Problem Solving	B-SMS 6 B-SS 8 PA SIS 16.2.K/D	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Awareness and Exploration	PA CEW 13.1.3A PA CEW 13.1.3B PA CEW 13.1.3 A-D	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks

1st Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Kindness, Perseverance and Respect	B-SMS 2 B-SS 4 B-LS 1	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Listening Skills	B-LS 4 B-LS 8 PA CEW 13.2.3A	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Personal Space	B-SMS 9 B-SS 8 B-SS 9	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Inclusion and Diversity Communication Skills/Kindness/ Effort/Gratitude	PS: A1.6 PS: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.1.5 A PA SIS 16.2.5 A-B B-SS 2 B-SS 3 B-SS 4	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Self-Management Self-Control/ Coping Skills Respect	PS: B1.3 PS: B1.4 B1.11 PA CEW13.3.3 A, C PA SIS 16.1.5 B-D PA SIS 16.3.5B B-LS 4 B-LS 6 B-SMS 6	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Conflict Resolution/ Problem Solving	PS: A1.9 PS: A2.1, 2 PS: A2.8 PA CEW 13.3.3 B PA B-SMS 6 B-SMS 10 B-SS 8	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior

2nd Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Communication Skills	PA CEW 13.2.3 A PA CEW 13.3.3 C PA SIS 16.1.5 B, 16.2.5 C-E 16.3.5 A-C	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Self-Management/ Coping Skills Listening Bully Prevention	PS: A1.1 PS: A1.5 PS: A1.6 PS: A1.8 PA CEW 13.1.3 A PA SIS 16.1.5 A, C 16.2.5D	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Personal Space	PS: A1.1 PS: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.1.5A B-SMS 9 B-SS 8 B-SS 9	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Inclusion and Diversity Communication Skills/Kindness/ Effort/ Gratitude	PS: A1.6 PS: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.1.5 PA SIS 16.2.5 A-B PA SIS 16.3.5 A, C B-SS 1-6 B-SS 9	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Self-Management Self-Control/ Coping Skills Respect	PS: B1.3 PS: B1.4 B1.11 PA CEW 13.3.3 A, C PA SIS 16.1.5 B-D PA SIS 16.3.5 B B-LS 4 B-LS 6 B-SMS 6	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Bully Prevention	PS: A1.1-11 PS: A2. PS: A2.7 PS: A2.8 PS: B. 3-6 PS: B.8 PS: C1.2 PS: C1.3	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior

Career Awareness and Exploration	C: A1.2 C: B2.4 C: C1.1 PA CEW 13.1.3 A/B, D	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks
Decision Making and PA ACT 211 (Drug and Alcohol Education)	PS: B1.1 PS: C1.2 PS: C1.8 PS: C1.9 PA SIS 16.3.5B PA SIS 16.3.5C	Children's Literature Respectful Ways Curr. Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmark

3rd Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Perseverance and Kindness	B-LS 1 B-LS 3 B-SMS 1-2 B-SS 2	Children's Literature Respectful Ways Curr. Teacher Created Materials Role Play Curriculum Based Materials Guest Speakers/ Agency	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Inclusion and Diversity Respect	PS: A1.1 PS: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.1.5 A PA SIS 16.2.5 A-B PA SIS 16.3.5 A, C	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Test-Taking Skills/Strategies	A: B1.2 A: B1.5 A: B2.2 PA SIS 16.1.5A PA SIS 16.1.5C	CBA Teacher Created Materials PSSA Test-Prep Curriculum Based Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Bully Prevention Respect and Individual Differences	PS: A1.1-11 PS: A2.1 PS: A2.7 PS: A2.8 PS: B. 3-6 PS: B.8 PS: C1.2 PS: C1.3 PA CEW 13.2.5 A-C PA SIS 16.1.5A-C 16.2.5 A, C-E,	Children's Literature Respectful Ways Curr. Classroom Discussions Role Play SEL Curr. Materials Speakers/ Agencies Bully Prevention Activities	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Awareness and Exploration	C: A1.2 C: B2.4 C: C1.1 PA CEW 13.1.3 A-B, D PA CEW 13.2.A, E, H	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks
Decision Making and PA ACT 211 (Drug and Alcohol Education)	PS: B1.1 PS: C1.2 PS: C1.8 PS: C1.9 PA SIS 16.3.5 B PA SIS 16.3.5 B-C	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmark

4th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Perseverance and Kindness	PA SIS 16.1.5 B, D PA SIS 16.3.5A A: A1.1.4-5 A: AF.1-2 A: A3.1 A: B1.3 A: B2.5-6	Children's Literature Respectful Ways Curr. Teacher Created Materials Role Play Curriculum Based Materials Guest Speakers/ Agency	Completed Activity	Teachers Counselors	Career Standards Benchmark ASCA Mindset and Behaviors
Inclusion and Diversity Respect	PS: A1.1 PS: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.1.5A PA SIS 16.2.5 A-B 16.3.5	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Test-Taking Skills/Strategies	A: B1.2 A: B1.5 A: B2.2 PA SIS 16.1.5 A PA SIS 16.1.5 C	CBA Teacher Created Materials PSSA Test-Prep Curriculum Based Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Bully Prevention Respect and Individual Differences	PS: A1.1-11 PS: A2.1 PS: A2.7 PS: A2.8 PS: B. 3-6 PS: B.8 PS: C1.2 PS: C1.3 PA SIS 16.3.5 A-C B-SS. 2, 3, 4, 8, 9	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies Bully Prevention Activities	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Awareness and Exploration	C: A1.2 C: B2.4 C: C1.1 PA CEW 13.1.3 A-B D-F PA CEW 13.2.3 A, E H PA CEW 13.3.3H	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Interviews	Completed Activity	Teachers Counselors	Career Standards Benchmarks
Decision Making and PA ACT 211 (Drug and Alcohol Education)	PS: B1.1 PS: C1.2 PS: C1.8 PS: C1.9 PA SIS 16.3.5B PA SIS 16.3.5 B/C	Children's Literature Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmark

5th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Perseverance and Kindness	B-LS 3 B-LS 1 B-SMS 1 and 2 B-SS 2 A: A1.1 A: A1.4 A: A2.1 A: A2.3 A: A3.1 PA CEW 13.3.3A PA SIS 16.1.5B, D PA SIS 16.3.5A	Respectful Ways Curr. Teacher Created Materials Role Play Curriculum Based Materials Guest Speakers/ Agency	Completed Activity	Teachers Counselors	Career Standards Benchmark ASCA Mindset and Behaviors
Study Skills Respect	A: A1.5 A: A2.1 A: B1.3 C: A1.7 C: A1.10 C: A2.1, 8-9 PA CEW 13.3.5A, E	Respectful Ways Lessons Classroom Discussion PSSA Released Samplers Teacher Created Materials Guest Speakers	Completed Activity	Teachers Counselors	Career Standards Benchmark ASCA Mindset and Behaviors
Goal Setting	C: A1.6 C: A1.7 PS: A1.1 PS: A1.10 PS: B1.2 PS: B1.9 PS: B1.12 PA SIS 16.1.5D	Respectful Ways Lessons Classroom Discussion Teacher Created Materials	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Inclusion and Diversity Respect/Individual Differences	PS A1.1, 10 PS: A2.3-4 PA SIS 16.2.1.5A PA SIS 16.2.5A-B PA SIS 16.3.5A, C	Respectful Ways Lessons Classroom Discussion Teacher Created Materials Guest Speakers	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Test-Taking Skills/Strategies	A: B1.2 A: B1.5 B2.2 PA SIS 16.1.5A PA SIS 16.1.5C	CBA Teacher Created Materials PSSA Test-Prep Curriculum Based Materials	Completed Activity	Teachers Counselors	Career Standards Benchmark ASCA Mindset and Behaviors

Middle School Transitions	A: B1.4 PS: A1.4-5, 11 PS: B1.4 PS: C1.11	Class Presentations Guest Speakers Field Trips	Rubrics Questionnaires	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
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	PA SIS 16.1.5C PA SIS 16.2.5E				
Bully Prevention Respect and Individual Differences	B-LS 1 B-LS 3 B-SMS 1 and 2 B-SS 2 PS A1.1-2, 5-11 PS A2.1, 6-8 PS C1.2-3 PA CEW 13.2.5A-C PA SIS 16.5.5B-C PA SIS 16.3.5A-C	Respectful Ways Curr. Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies Bully Prevention Activities	Completed Activity	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Awareness and Exploration	C: A1.2 C: B2.4 C: C1.1 PA CEW 13.1.3A-F	Classroom Discussions Role Play Speakers/ Interviews Career Exploration Activities Smart Futures Speaking Research Career Clusters Character Traits of Entrepreneur Creating Goods and Services Budgeting	Completed Activity	Teachers Counselors	Career Standards Benchmarks
Decision Making and PA ACT 211 (Drug and Alcohol Education)	PS: B1.1 PS: C1.2 PS: C1.8 PS: C1.9 PA SIS 16.3.5B PA SIS 16.3.5C	Classroom Discussions Teacher Created Materials Role Play SEL Curr. Materials Speakers/ Agencies	Completed Activity	Teachers Counselors	Career Standards Benchmark

Middle School

6 th Grade					
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
SEL Lessons/ Bully Prevention	13.1.B A, C 16.3.8 A, B, C 16.2.8 A, B, C, D A: A1.2, 3, 4, 5 A: A2.2, 3, 4 A: A3 1-5 A: AB1.1, 2, 5, 6, 7	Second Step Lessons, Yearly Bully Prevention Themes, Art Supplies, Computer, Speakers, Role Play	Completed Worksheets, Teacher Observations, SEL Completed Activities, Rubric	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Positive Behavior Support	16.1.8 A, B, D 16.1.8 C, D, E 16.3.8 A, B, C	Teacher Coins Teacher Dollars Monthly Incentives SEL Monthly Lessons	PBIS Rewards System, Teacher Observations, Activities	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Exploration/Smart Futures	13.1 A, H 13.2 A-E 13.3 A-G 13.4 A-C	Smart Futures Activities Career Awareness Exploration Activities Guest Speakers Questionnaires	Completed Worksheets, Rubric, Career Exploration Activities, Interviews	Teachers Counselors	Career Standards Benchmarks
Workplace Competence: Embrace Diversity	13.2.8 A-E 13.1. A-H 13.3 A-G	Career Portfolio Business Plan Development Personality Inventory	Portfolio, Completed Activities, Inventories, Business Plan	Teachers Counselors	Career Standards Benchmarks
Academic Review/Scheduling	A: B2.2	IC Student Data Quarterly Report Cards	Final Grades	Teachers Counselors	High School Graduation

7th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
SEL Lessons/Bully Prevention	13.1.B A, C 16.3.8 A, B, C 16.2.8 A, B, C, D A: A1.2, 3, 4, 5 A: A2.2, 3, 4 A: A3 1-5 A: AB1.1, 2, 5, 6, 7	Second Step Lessons Yearly Bully Prevention Themes Art Supplies Computer Programs Speakers Role Play	Completed Worksheets, Teacher Observations, SEL Completed Activities, Rubric	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Positive Behavior Support	16.1.8 A, B, D 16.1.8 C, D, E 16.3.8 A, B, C	Teacher Coins Teacher Dollars Monthly Incentives SEL Monthly Lessons	PBIS Rewards System, Teacher Observations, Activities	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Exploration/Smart Futures	13.1 A, H 13.2 A-E 13.3 A-G 13.4 A-C	Smart Futures Activities Career Awareness Exploration Activities Guest Speakers Questionnaires Industry Tours	Completed Worksheets, Teacher Observations, Rubric, Career Exploration Activities, Interviews	Teachers Counselors	Career Standards Benchmarks
Workplace Competence: Collaborate and Communicate	13.2.8 A-E 13.1. A-H 13.3 A-G	It's All Part of the Plan Job Acquisition Skills/Application Interviewing Skills Business Plan Development Interest Inventory	Portfolio, Completed Activities, Inventories, Business Plan,	Teachers Counselors	Career Standards Benchmarks
Academic Review/Scheduling	A: B2.2	IC Student Data Quarterly Report Cards	Final Grades	Teachers Counselors	High School Graduation

8th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
SEL Lessons/ Bully Prevention	13.1.B A, C 16.3.8 A, B, C 16.2.8 A, B, C, D A: A1.2, 3, 4, 5 A: A2.2, 3, 4 A: A3 1-5 A: AB1.1, 2, 5, 6, 7	Second Step Lessons Yearly Bully Prevention Themes Art Supplies Computer Speakers Role Play	Completed Worksheets, Teacher Observations, SEL Completed Activities, Rubric	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Positive Behavior Support	16.1.8 A, B, D 16.1.8 C, D, E 16.3.8 A, B, C	Teacher Coins Teacher Dollars Monthly Incentives SEL Monthly Lessons	PBIS Rewards System, Teacher Observations, Activities	Teachers Counselors	Career Standards Benchmarks ASCA Mindsets and Behavior
Career Exploration/Smart Futures	13.1 A, H 13.2 A-E 13.3 A-G 13.4 A-C	Smart Futures Activities Career Awareness Exploration Activities Guest Speakers Questionnaires CTE Tours	Completed Worksheets, Teacher Observations, Rubric, Career Exploration Activities, Interviews	Teachers Counselors	Career Standards Benchmarks
Workplace Competence: Problem Solving/Critical Thinking	13.2.8 A-E 13.1. A-H 13.3 A-G	Money Matters, O-Net- The Places You'll Go Exploring Career Opportunities in Manufacturing Want Success- Be an Entrepreneur, It's all Part of the Plan	Portfolio, Completed Activities, Inventories, Business Plan,	Teachers Counselors	Career Standards Benchmarks
High School Process	13.1 A-H 13.2 A-E 13.3 A-G A: B2 1-7	High School Videos Applications Schools Visits	Completed Applications	Teachers Counselors	Career Standards Benchmarks, High School Graduation
Academic Review/Scheduling	A: B2.2	IC Student Data Quarterly Report Cards	Final Grades	Teachers Counselors	High School Graduation
Portfolio/Career Plan	13.1 A-H 13.2 A-E 13.3 A-G	Eighth Grade Career Plan and Portfolio	Completed Career Plan and Portfolio through Smart Futures	Teachers Counselors	Career Standards Benchmarks, High School Graduation

High School

9th Grade					
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Career Exploration	13.1.11 A, B, C, F	Career Clusters Activities Smart Futures EverFi	Career Activities	Seminar Teachers	Career Standard Benchmark
Career Interest Profile	13.1.11 A, B, C, F	Career Interest Inventory Smart Futures	Interest Inventory	Seminar Teachers Counselors	Career Standard Benchmark
Career Plan	13.1.11 A, B, C, F	EverFi Smart Futures O*Net bls.gov Naviance	Career Plan	Seminar Teachers	Career Standard Benchmark
Career Speakers	13.13.1.11 D, F	Career Street Local Businesses	Teacher Questionnaire	Career Street	Career Standards Benchmark
Field Trips	13.1.11 D	Career Street CTE Labs	Observation/ Teacher Questionnaire	CTE Counselor CTE Teachers	Career Standard Benchmark
Entrepreneurship Lessons	13.4.11A, B, C	Smart Futures Career Street Local Business Naviance	Completed Entrepreneur Lessons	Seminar Teachers	Career Standard Benchmark
Bully Prevention	B-SS 2, 3, 4, 8, 10	EverFi Yearly National Theme	Observation/ Activities	Teachers Counselor Administration Students	ASCA Mindsets and Behavior
Red Ribbon Week	B-SMS 7, 9, 10	EverFi Pyramid Yearly National Theme	Observation/Activities	Teachers Counselors	ASCA Mindsets and Behavior
Community Service Awareness	B-SS 2, 4, 7, 10	VolunteerMatch.org	Tracking Sheet	Teachers Counselors	High School Graduation
Scheduling for 10th Grade	13.1.11 H	Infinite Campus Counselor meetings Schedule Cards Transcripts	Schedules	Counselors	High School Graduation

10th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
Ability vs. Aptitudes	13.1.11 A, B	Smart Futures Naviance	Completed Activity	Teachers Counselors	Career Standard Benchmark
Resume Building	13.2.11 A, B, C	Smart Futures Naviance	Resume	Seminar Teachers ELA Teachers	Career Standard Benchmark
Budgeting	B-SMS 1, 2, 4, 5	Smart Futures EverFi Naviance	Classroom Activity	Seminar Teachers Math Teachers	Career Standard Benchmark
Bully Prevention	B-SS 2, 3, 4, 8, 10	EverFi Yearly National Theme	Observation/ Activities	Teachers Counselors Administration Students	ASCA Mindsets and Behavior
Red Ribbon Week	B-SMS 7, 9, 10	EverFi Pyramid Yearly National Theme	Observation/ Activities	Teachers Counselor Administration Students	ASCA Mindsets and Behavior
Community Service Awareness	B-SS 2, 4, 7, 10	VolunteerMatch Naviance	Observation/ Activities	Teachers Counselors	High School Graduation
Scheduling for 11th Grade	13.1.11 H	Schedule Cards Infinite Campus Transcripts Counselor Meetings	Schedule	Counselors	High School Graduation

11th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
College Search	13.1.11 D, F	Online Programs My Readiness Coach Smart Futures Naviance	Worksheets/ Completed Activities	Teacher Counselors	Career Standard Benchmark
Resume Writing/Updating	13.2.11 A, B, C	Smart Future My Readiness Coach Naviance ELA Curriculum	Resume	Teachers Counselors	Career Standard Benchmark
PSAT/ACT/SAT/ ASVAB/NOCTI	13.2.11 A, B, C	Test Prep Materials Khan academy Act 158 Materials EverFi Classroom Curriculum	Test Score Report	Teachers Counselors	Career Standard Benchmark High School Graduation
Job Shadowing Preparation	13.1.11 D	Career Street Local Business	Observation/ Activities	Phil Askins, Ron Swanson, Counselors	Career Standard Benchmark
College Visit Prep	13.1.11 D	College Visits Questions TRio GoCollege	Observation/ Activities	TRio GoCollege	Career Standard Benchmark
Post Graduation Survey	13.1.11 H	My Readiness Coach District Created Survey	Survey	Counselors	Career Standard Benchmark
Career Fair	13.1.11 F	Local Postsecondary Representatives	Prepared Questionnaire	CoOp, Job Placement Coordinator Counselors	Career Standard Benchmark
Community Service Awareness	B-SS 2, 4, 7, 10	VolunteerMatch Naviance	Documented Sheet	Teachers Counselors	High School Graduation
Red Ribbon Week	B-SMS 7, 9, 10	EverFi Pyramid Yearly National Theme	Observation/ Activities	Teachers Counselor Administration Students	ASCA Mindsets and Behavior

12th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Evaluation and Assessment	Stakeholder Teaching Standard	Indicators
College Search	13.1.11 D, F	Online Programs My Readiness Coach Naviance	Research Presentation	Teachers Counselors	Career Standard Benchmark
College Applications	13.1.11 D, F	Online Programs My Readiness Coach Naviance College Websites	Completed Applications	Counselors	Career Standard Benchmark
Resume Updating	13.2.1.A, B, C	Smart Futures My Readiness Coach ELA Curriculum Naviance	Resume	Teachers Counselors	Career Standard Benchmark
Financial Aid	B-SMS 1, 2, 4, 5	EverFi My Readiness Coach Naviance PHEAA.org	Presentation/ Filling out the FAFSA	Counselors	Career Standard Benchmark
Scholarships and Application Essays	B-LS 3, 7, 10 B-SMS 3, 5, 8 B-SS1, 8	EverFi My Readiness Coach Naviance ELA Teachers	Filling out Applications	Teachers Counselors	Career Standard Benchmark
College Visits	13.1.11 D	College Visit Questions TRiO My Readiness Coach Naviance	Observation/ Questionnaire	TRiO Go College	Career Standard Benchmark
Job Interviewing Skills	B-22 1, 9	Smart Futures Career Street Naviance	Interview Questions	Teachers Counselors	Career Standard Benchmark
Community Service Awareness	B-SS 2, 4, 7, 10	VolunteerMatch	Document on Sheet	Teachers Counselors	Career Standard Benchmark
Career Fair	13.1.11 F	Local Postsecondary Representatives	Prepared Questionnaire	Coop, Job Placement Coordinator Counselors	Career Standard Benchmark
Work-Based Learning Experiences	13.1. A-G 13.2.11 A-E 13.3.11 A0G	My Readiness Coach Career Street Naviance Co-Op Mentorships	Observation/ Practice	Co-Op/Job Placement Coordinator CTE Counselor	Industry Based Learning
SAT/ACT	13.1.11 B	SAT/ACT Test	Individual Score Report	Counselors TRiO Staff	Career Standard Benchmark

AP Course/Exams	13.1.11 F, H	AP Tests	Individual Score Report	Teachers Counselors	Rigorous Course of Study
Dual Enrollment Courses	13.1.11 F, H	College-Level Curriculum	Schedule	Counselors TRiO Staff	Rigorous Course of Study
5-Year Plan	13.1.11 F, G	District Created Plan	Completed 5-Year Plan	Counselors	High School Graduation

7. Annual Program Goals

Program Goals for the 2023-24 School Year

Elementary School			
S.M.A.R.T. Format	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	Regular attendance in school is paramount to student success; if students aren't present, they can't learn. In 2022-23, elementary attendance rate was 69%	The increased unemployment rates and a high number of poor families has adverse effects on student perception of employment. As a result, students have limited career exposure influencing either unrealistic or a lack of career aspirations.	Positive behavior is necessary for academic growth. When students misbehave, they can't learn. During the 2022-23 school year there were 5,796 ODRs for students in K-5 without the use of a formalized SEL curriculum. If we teach students how to identify triggers and provide positive coping skills, we believe the number of ODRs in elementary school will decrease.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Attendance data will be collected throughout each school year and compared to that of that of the previous year.	By the end of grade 5, each student will have an elementary career portfolio with at least 6 career experiences that validates all four strands of the CEW standards to increase Career Exposure.	Discipline referral data will be collected throughout each school year and compared to that of the previous year looking for and establishing the trend.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	By the end of the 2023-2024 school year, students in grades K-5 will increase attendance rates by 10% each year.	98% of all 5th grade students will meet this goal by the end of each school year.	The ODRs from students in K-5 should show a reduction in office discipline referrals each year.

<p><u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception, and outcome?)</p>	<p>Process: Daily attendance is taken at each elementary school. Students who are chronically absent or truant will be referred to the attendance team for support.</p> <p>Perception: Through collaboration between community school directors and truancy monitors, the attendance team meets with students and families to educate them about daily attendance procedures and provide support to families to eliminate barriers for getting to school.</p> <p>Outcome: The attendance rate for each school year will improve from that of the previous year.</p>	<p>Process: All elementary students will participate in career exploration experiences and document those experiences with a career portfolio beginning in third grade. Students will have the opportunity to add a minimum of 2 pieces of evidence to their portfolio each year.</p> <p>Perception: When students have exposure to various career pathways, they begin to start planning for what they want to do after high school.</p> <p>Outcome: 98% of 5th grade students will have a minimum of 6 career related experiences or activities within their career portfolio.</p>	<p>Process: Incorporate a standardized SEL curriculum, Respectful Ways, to all K-5 students to increase understanding and awareness of thoughts and feelings and positive responses to those thoughts and feelings.</p> <p>Perception: Student's perceptions on their thoughts and feelings will be measured by the monthly SEL lessons and activities they complete.</p> <p>Outcome: 95% of all elementary students will participate in regular SEL lessons using the Respectful Ways curriculum each year, thus attributing to fewer ODRs each year.</p>
<p>Timeline: When will our goal be accomplished?</p>	<p>The attendance data will be monitored several times throughout the year, and the final data will be reported per PA Future Ready Index.</p>	<p>Career data will be collected at the end of each school year and compared to the previous school year's data and reported as per PA Future Ready Index guidelines.</p>	<p>In June, the discipline data will be collected and compared to the discipline data from the previous year.</p>

Middle School

S.M.A.R.T. Format	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	When middle school students haven't passed all their core classes, they often have trouble passing the core subjects in high school, making them credit deficient and putting them in jeopardy of graduating on time. To address this problem, middle school counselors will increase academic support to students failing core classes by meeting individually with students to review grades and schedule extra help with those teachers so students who are failing at midterm can improve their grade through second semester, thus increasing the number of students in 6th-8th grade who pass all 4 core classes.	The increased unemployment rates and a high number of poor families has adverse effects on student perception of employment. As a result, students have limited career exposure influencing either unrealistic or a lack of career aspirations.	Positive behavior is necessary for academic growth. When students misbehave, they can't learn. During the 2022-23 school year there were 9,810 ODRs for students in grades 6-8. If we teach students how to identify triggers and provide positive coping skills, we believe the number of ODRs in middle school will decrease.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Effectiveness is measured by the end of quarter grade report of a minimum of 65%.	By the end of 8th grade, each student will add a minimum of 6 additional career experiences, by way of evidence to their career portfolio that validates all four strands of the CEW standards.	The effectiveness of school-wide positive behavior supports combined with weekly SEL lessons will be measured by the number of major ODRs made throughout the year.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	75% of 6th-8th grade students will pass all 4 core classes in 6th, 7th, and 8th grade.	98% of students will complete a minimum of 2 career artifacts per year to be added to their career portfolio.	Major ODRs from students in grades 6th-8th will decrease each year.

<p><u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception, and outcome?)</p>	<p>Process: All students will have access to standards-based instruction and diagnostic assessments throughout the year to guide teacher instruction and student learning. Students will also participate in individual counselor meetings to review grades and schedule them in extra help nights.</p> <p>Perception: When students understand their grades and how it impacts their future, it will help encourage them to pass their courses. This will be measured by quarter-end grades.</p> <p>Outcome: Ensure that 75% of 6th-8th graders pass all four core classes each year.</p>	<p>Process: All middle level students will participate in career exploration by completing lessons and activities, participating in CTE field trips, and interacting with career speakers and documenting it in their career portfolio.</p> <p>Perception: Artifacts collected will indicate student learning and beliefs from the experiences to guide them in a career path of interest.</p> <p>Outcome: 98% of 8th grade students will have completed their career portfolio with a minimum of 6 pieces of evidence they will use to guide them into a career path.</p>	<p>Process: All students in grades 6-8 will be exposed to PBIS and rewarded for demonstrating the 3Rs as well as participating in a formalized SEL curriculum, First Step.</p> <p>Perception: Student's perceptions on their behavior will be measured through the monthly SEL lessons and activities they complete, and by tracking the number of PBIS rewards earned.</p> <p>Outcome: 95% of all 6th-8th grade students will be required to participate in regular SEL lessons and activities, thereby aiding in the reduction of individual ODRs. Additionally, all middle school students will participate in a school-wide PBIS program as evident by earning PBIS reward points for displaying the 3Rs- Being Resilient, Being Responsible and Being Respectful, thereby aiding in the reduction of individual student behavior ODRs.</p>
<p>Timeline: When will our goal be accomplished?</p>	<p>Scores reported in June of each school year.</p>	<p>Career data will be collected at the end of each school year to be used for high school scheduling and reported as per PA Future Ready Index guidelines.</p>	<p>In June, the discipline data will be collected and compared to the discipline data from the previous year.</p>

High School Level

S.M.A.R.T. Format	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	During the 2021-22 school year, the 4-year cohort graduation rate was 76.89%. Our goal is to increase the 4-year cohort graduation rate by 10% each year.	In the 22-23 school year, the Career Artifacts completion rate was 84.5%. The goal is to increase career artifact completion by 10% each year.	Improve student support by utilizing ASCA's recommendation of 80% direct services to students by meeting with each student 4 times per year.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	We will compare graduation rates from each year beginning with the 2022-23 school year until 2029 school year using data uploaded into PDE.	We will compare career artifacts completion from year to year beginning with the 2023 school year.	Counselors will meet with students 4 times per year beginning in 2023 by way of individual meetings and classroom support meetings and documented on a spreadsheet.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	Increase the graduation rate for all students by 10% each year.	Increase the career experiences by way of artifacts collected by 10% each year beginning with the 2023-24 school year.	Counselors will meet with 90% of their student caseload either directly or indirectly 4 times per school year. Documentation will be collected via shared Google Doc.

<p><u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception, and outcome?)</p>	<p>Process: All students will have regular access to their counselor to review transcripts and career pathways to keep them on track for graduation. When students fall behind in credits, they will meet with their counselor and collaboratively work out a plan to recoup credits using various options including in-house credit recovery, scheduling summer school classes, applying to EPS Cyber Choice Academy or the Accelerated Learning Academy.</p> <p>Perception: When students are faced with the reality that they may not graduate and they are presented with options that can get them back on track, students can take accountability for the choice they make to recoup credits and get back on track.</p> <p>Outcome: Increased 4-year and 5-year cohort graduation rate.</p>	<p>Process: Students in grades 9th-12th will be exposed to various career pathways and experiences through their classes, counselor lessons and collaboration with local businesses, agencies, colleges, and college and career readiness platforms. These experiences will be documented via artifacts and secured in a Career Portfolio.</p> <p>Perception: Artifacts collected throughout each career experience will indicate student learning and beliefs to guide them in a career path of interest.</p> <p>Outcome: 95% of 12th grade students will have completed their career portfolio with a minimum of 6 pieces of evidence based on career experiences that they will use to guide them into a career pathway.</p> <p>Results will be reflected in annual reports from SmartFutures.org and Naviance then uploaded into PIMS yearly report.</p>	<p>Process: Counselors will meet with each of the students on their caseload a minimum of 4 times per school year. This can be done utilizing both individual and group settings with the neediest students meeting individually all 4 times. Counselors will track the student interactions and provide documentation and feedback to the parents after the meetings.</p> <p>Perception: When students know that someone is watching their grades, communicating with their parents/guardians, and assisting them with their post-grad plans, they will take a more active role in their own academics and career awareness.</p> <p>Outcome: 90% of students will meet with their counselors a minimum of 4 times per school year and parents/guardians are informed of the information discussed at those meetings. Results will be reflected in Google Shared documents and compared to the previous year.</p>
<p><u>Attainable:</u> What outcome would stretch us but is still attainable.</p>	<p>End of School Year 2029</p>	<p>End of School Year 2029</p>	<p>End of School Year 2029</p>

8. Individualized Academic & Career Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions (K to 12)

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
K	Children's Literature Guest Speakers Classroom Lessons	Role Playing "I" Statements Communication and listening	Home and School Connection	Children's Literature Guest Speakers
1	Children's Literature Guest Speakers Classroom Lessons	Role Playing "I" Statements Communication and listening	Home and School Connection	Children's Literature Guest Speakers
2	Children's Literature Guest Speakers Classroom Lessons	Role Playing "I" Statements Communication and listening	Home and School Connection	Children's Literature Guest Speakers
3	Smart Futures Classroom Discussions Speakers	Role Playing Communication/ Listening Skills	Interviews School Counselor Lessons	Children's Literature Guest Speakers
4	Smart Futures Class Discussions Guest Speakers	Role Playing Communication/ Listening Skills Interviews	Interviews Counselor Lessons Teacher Lessons	Children's Literature Guest Speakers Interviews
5	Career Exploration Workplace Visits/ Field Trips Smart Futures	Role Playing Interviews Guest Speakers	Interviews Counselor Lessons Teacher Created Activities	Children's Literature Guest Speakers Interviews Character Building Lessons
6	Career Exploration Career Speakers Smart Futures	Talent Search Go College Smart Futures	Career Research/Activities PBIS SEL Lessons	Character Building Activities Career Speakers Career Fair Smart Futures
7	Career Speakers Smart Futures SEL Mindset/Goals Career Research	Smart Futures Career Street Counselor Career Lessons	Talent Search PBIS Smart Futures SEL Lessons	Entrepreneurship Activities Career Speakers Career Fair Research
8	Smart Futures Career Speakers Career Tours Career Research	Smart Futures Guest Speakers Role Play Field Trips	Talent Search PBIS Smart Futures SEL Lessons	Business Plan/Portfolio Smart Futures Career Speakers Career Fair

9	Career Goals Interest Inventories Abilities Inventory Portfolio Development Career Path Research	Cooperative Learning Lessons Time Management Naviance	Career Speakers Talent Search Smart Futures PBIS SEL Lessons	Smart Futures Classroom Lessons Portfolio Development
10	Career Goals Career Interest Inventories Identify Career Pathway Guest Speakers Smart Futures Career Tours	Job Applications Cover Letter Interviewing skills Resume Writing Naviance Smart Futures	Conflict Resolution Skills Budgeting Financial Literacy Naviance SEL Lessons PBIS	Guest Speakers Field Trips Business Plan Smart Futures Naviance
11	Career Day Community Service Smart Futures Internships Job Shadowing Post Secondary Research College Visit	Job Applications Post Secondary Applications Letter of Recommendation Personal Statements Financial Aid Career Fair	Role Play Personal Budget Smart Futures Naviance PBIS SEL Lessons	Business Plan Personal Budgets Time Management Finalize Career Portfolio Senior Projects
12	Job Related Experiences Job Shadowing Internships Financial Aid College Visits	College Fair Career Fair Mock Interviews College Applications Job Applications	Finalize Personal Budget 5-Year Grad Plan Co-Op	Finalize Business Plan Finalize Senior Project Career Fair

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
What grade will the Plan and Portfolio start?	Grade 6
Will the plan/portfolio be electronic, hard copy or both?	Electronic
Who will be responsible for maintaining the portfolio?	School Counselors
What demographic information will be included on the student portfolio?	Student Name, Student ID#, Student Graduation Cohort, Career Plan
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	<p>By the third quarter, students can identify one career that they are interested in after taking the career interest survey assessment (13.1 Career Awareness)</p> <p>By the third quarter, students can identify the education needed to attain the career they are interested in after taking the career interest survey assessment. (13.2 Career Acquisition)</p> <p>At the beginning of the year, employability skills (time management, being prompt to class, being prepared, etc.) are also integrated into the classroom environment through positive behavior support and SEL lessons. (13.3 Career Retention)</p> <p>Beginning in the fall, all sixth-grade students are exposed weekly to skills needed to be a successful entrepreneur. This will conclude at the end of the year. (13.4 Entrepreneurship)</p>

<p>Grade 7</p>	<p>By the third quarter, students can identify their learning style after taking the online Learning Style Assessment. This also ties into their careers they were paired with from their Career Interest Survey completed in sixth grade. (13.1 Career Awareness)</p> <p>Working through the Ice House curriculum at the end of the year, students will implement employability skills and gain an understanding of the skills needed to be successful entrepreneurs. (13.2 Career Acquisition)</p> <p>At the beginning of the year, employability skills (time management, being prompt to class, being prepared, etc.) are integrated into the classroom environment through positive behavior support and SEL lessons. (13.3 Career Retention)</p> <p>All seventh-grade students will go through the Ice House entrepreneurship program over the course of nine weeks during the third and fourth quarters. This program focuses solely on entrepreneurial mindset. (13.4 Entrepreneurship)</p> <p>By the end of the year, all students will be introduced to the skilled trades through Career Street and Erie Together as well as through our own CTE program. (13.1 Career Awareness)</p>
<p>Grade 8</p>	<p>To prepare 8th grade students for their high school decision (i.e. CTE labs, Individual Programs, Visual and Performing Art Academy, and Collegiate Academy), they take the online career interest survey to make informed decisions. (13.1 Career Awareness)</p> <p>By the second quarter, students can identify the education, salary, and job description needed to attain the career they are interested in after taking the online career interest survey. (13.2 Career Acquisition)</p> <p>At the beginning of the year, employability skills (time management, being prompt to class, being prepared, etc.) are integrated into the classroom environment through positive behavior support and SEL lessons. (13.3 Career Retention)</p>
<p>Grade 9</p>	<p>Students can identify career interests and necessary skills. (13.2 Career Acquisition)</p> <p>Students develop study skills, time management, effective goal setting, and interpersonal skills. (13.1 Career Awareness)</p> <p>Students are introduced to GPA and credits. (13.1 Career Awareness)</p> <p>By the end of the school year, all 9th graders will have knowledge of the various career pathways. (13.1 Career Awareness)</p>

<p>Grade 10</p>	<p>By the end of 10th grade, students will identify which pathway best fits them based on inventories, abilities, and research which classes to take to reach their career goal. (13.2 Career Acquisition)</p> <p>Students will craft a basic resume and be able to complete a sample job application for a minimum wage job. They will continue to develop their interpersonal skills, including eye contact, professional greetings, and appropriate language and study skills, time management, and effective goal setting. (13.2 Career Acquisition and 13.3 Career Retention)</p> <p>Students will check their GPA and credits and evaluate their progress and create a plan going forward to achieve on-time graduation. (13.3 Career Retention and 13.4 Entrepreneurship)</p>
<p>Grade 11</p>	<p>Students will revisit their career interest inventories to assess whether preferences have changed. Using these results, they will choose appropriate courses for their chosen career path. (13.2 Career Acquisition)</p> <p>Through their seminar classes, students will build upon their basic resumes and learn specific interview skills. (13.2 Career Acquisition)</p> <p>In the spring of 11th grade, students will search for post-secondary options, including two-year and four-year schools, military options, apprenticeship programs, and on-the-job training programs. Students are invited to participate in a career day and a college fair. (13.1 Career Awareness and 13.2 Career Acquisition)</p> <p>By the end of 11th grade students will have begun their personal budgets and business plans. (13.4 Entrepreneurship)</p> <p>They will continue to check their GPA and credits to ensure on-time graduation. (13.3. Career Retention)</p>
<p>Grade 12</p>	<p>Throughout the fall semester, seniors will apply for post-secondary education or training programs and apply for financial aid, if applicable. Students in a CTE program may be eligible to participate in Co-Op learning. (13.2 Career Acquisition)</p> <p>Senior students will complete exit interviews with a completed career portfolio, including resume, career interests, professional references, and a five-year plan. (13.2 Career Acquisition and 13.3 Career Retention)</p> <p>By the end of senior year students will have completed their individual 5-year plan and career portfolio. (13.3 Career Retention and 13.4 Entrepreneurship)</p> <p>Students continue to develop interpersonal skills through a mock job interview. (13.2 Career Acquisition)</p>

**Student Development of their Plan:
Interventions and decisions by students and families during each grade**

Grade 6: Course Selection (Academic, Honors); Career Interest Inventories and Career Exploration based on individual student results. Parent-teacher-counselor conferences to include academic, attendance and behavior, yearly review of individual career plans.

Grade 7: Course selection (Academic, Honors); Career Interest Inventories and career exploration based on individual results. Parent-teacher-counselor conferences to include academic, attendance and behavior, yearly review of individual career plans.

Grade 8: Course selection (Academic, Honors); Career Interest Inventories and career exploration based on individual results. Parent-teacher-counselor conferences to include academic, attendance, behavior and high school options, yearly review of individual career plans.

Grade 9: Course selection (Academic, Honors, AP), Career Pathway Research, CTE choices based on individual career plan. Career Pathway Selection, NCAA Clearinghouse registration. Academic Support through GoCollege and TRiO programs. Parent-teacher-counselor conferences to include academic, attendance, behavior and post-secondary options, yearly review of individual career plans.

Grade 10: Course selection (Academic, Honors, AP), Career Pathway Selection, CTE choices based on individual career plan. Academic Support through GoCollege and TRiO programs. Begin post-secondary searches and options based on inventories, NCAA Clearinghouse registration. Begin job searches. Job shadowing, career tours and career speakers, career mentoring opportunities. Parent-teacher-counselor conferences to include academic, attendance, behavior and post-secondary options, yearly review of individual career plans.

Grade 11: Course selection (Academic, Honors, AP, Dual Enrollment) based on career plan. Continue post-secondary searches, NCAA Clearinghouse registration. Academic Support through GoCollege and TRiO programs. SAT/ACT registration, scholarship searches, college visits, college fair, career fair, job searches, employment opportunities, interviews. Resume and cover letter preparation. Job shadowing, career mentor, co-op, opportunities. Parent-teacher-counselor conferences to include academic, attendance, behavior and post-secondary options, yearly review of individual career plans.

Grade 12: Course selection (Academic, Honors, AP, Dual Enrollment) based on career plan. Academic Support through GoCollege and TRiO programs. Transition planning: special education transition plans, post-secondary applications, FAFSA, scholarship search and application, military recruiter meetings, ACT/SAT/ASVAB testing, college visits. Resume and cover letter preparation, mock interviews, career tours and career speakers; Job shadowing, career mentor, Co-Op, opportunities. Articulation agreements and partnerships with local agencies and universities. Parent-teacher-counselor conferences to include academic, attendance, behavior, and post-secondary options; yearly review of individual career plans and 5-year graduation plan.

3. Parent & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parents & Guardians	Awareness & Engagement Strategies
Elementary Parents & Guardians	Parents/guardians have access to the Infinite Campus Parent Portal to review student grades and activities. Information about career awareness and exploration will be conveyed through classroom assignments, field trip permission forms, career fairs, parent conferences, community-based instruction, open houses, and student created career activities as well as newsletters, One-Call notification system and posting relevant career information on school and district Facebook and Websites.
Middle School Parents & Guardians	Parents/guardians will be informed of the student's portfolio progress at parent conferences and during individual student meetings. Parents/guardians can see the student's results on assessments by sending home the ISR through USPS mail. Parents and guardians will also be informed of their student's career interests throughout the year during conferences and when students apply and are accepted into the various high school programs (CTE, Pathway Programs, Collegiate Academy, etc.). Additional career information will be sent throughout the year through the One Call system, newsletter, and/or postings to the school's Facebook page and school website.
High School Parents & Guardians	Parents have access to Infinite Campus Parent Portal to monitor students' academic and career progress. Parent conferences are held annually and individually as needed. Open House provides an informal setting to discuss student goals and progress with multiple staff members. FAFSA night is open to all parents and students as well as several informational parent nights on the entire financial aid process. Information about field trips, college visits and industry tours are conveyed through permission slips, Schoology and Edgenuity posts. Families are contacted through a One Call system, Erie's Public Schools website, individual school social media sites, and US mail.

4. Faculty/Administrator Engagement	What strategies will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?
Level of Educators and Administrators	Awareness & Engagement Strategies
Elementary	Faculty meetings, grade level meetings and PLC meetings are used to inform teachers of requirements for student career plans and portfolio development. Teachers are trained on Smart Futures for career exploration. Counselors work with teachers on developing lessons and coordinating Career lessons and activities at each grade level. Counselors also send correspondences to the cultural navigators to any necessary career exploration information.
Middle School	Utilizing the K-12 School Guidance Plan as a framework, counselors will work closely with the social studies teachers on progress and fidelity of career education and exploration. By meeting with the teachers during their team meetings, PLC meetings or ILT meetings, counselors and administrators will work to develop a plan for implementation, ensure students are on track with their career plans, and ensure student portfolios are complete before they leave the building for high school. Portfolios will be recorded in Smart Futures and will follow the student to high school. Counselors collaborate with high school counselors to ensure student needs and include the cultural navigators to assist with translation on all academic, career exploration and social-emotional needs.
High School	Counselors and building administration will train teachers about the Comprehensive Guidance Plan and required documentation at faculty meetings, PLC meetings or ILT meetings. Students will work directly with counselors and teachers through their seminar classes to develop, maintain, and present their career portfolios. Counselors will work closely with local career organizations to coordinate career lessons, activities, and experiences to pass along to teachers and administrators.

5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
How will the plan and portfolio be revisited each year while in middle school and high school?	School counselors, teachers and administrators will review career plans with students. Career plans will be officially reviewed with the counselor annually. In middle school, counselors and teachers will update career plans as students complete career interest inventories, learning style inventories and complete skills, interest surveys and career experiences. Counselors will use student plans to help determine coursework and electives in high school. High school students will continuously update plans and portfolios through CTE coursework, achievements and awards, and specific curriculum in required grade level seminar classes.
What process will be used for the student to present the information on their plan at various times (i.e. exit interview or other events)?	Students will present their portfolios as part of a senior project in the senior seminar class and career and tech labs. Students will use portfolios in mock interview sessions, held for seniors during Keystone testing. Seniors will bring portfolios to counselor exit interviews.

Section 3: Student Academic and Career Portfolio (Sample)

Academic & Career Plan		Name:						
Student ID #:		Graduation cohort:						
Level	Grade	Self-Assessments				Influences	Career Field of Interest	
		Interests	Abilities/Skills	Values/Setting Preference	Learning Style	Hobbies	Career Cluster	Pathway
Middle School	6							
	7							
	8							

Making Some Decisions:

- A. My High School plan is to: _____ Take all academic courses _____ Take Career and Tech courses with academics
- B. My current career cluster interest areas are:
 1. _____ 2. _____ 3. _____
- C. My current pathway interests are:
 1. _____ 2. _____
- D. Possible courses I will need to take in high school/Career Tech connected to my cluster/pathway are:
 1. _____ 2. _____ 3. _____
 4. _____
- E. My current post-secondary plans are: _____ 4-year college _____ 2 year/Community College _____ Technical/Trade School
 _____ Apprenticeship _____ Certification/Diploma program _____ On the job training _____ unsure
- F. Some majors I would like to pursue are:
 1. _____ 2. _____
- G. Three things I need to do to prepare for my future are:
 1. _____ 2. _____ 3. _____

Level	Grade	Self-Assessments				Influences	Career Field of Interest	
SECONDARY PLAN OF STUDIES: ASSESSMENTS AND EXPERIENCES TO DETERMINE A CAREER CLUSTER OR PATHWAY								
		Interests	Abilities/Skills	Values/Setting Preference	Learning Style	Activities/Hobbies	Career Cluster	Pathway
High School	9							
	10							
	11							
	12							

Courses	English	Mathematics	Science	Social Studies	
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					Required Courses or Recommended Electives			
SECONDARY PLAN OF STUDIES: ASSESSMENTS AND EXPERIENCES TO DETERMINE A CAREER CLUSTER OR PATHWAY								
9								
10								
11								
12								

Courses	Post-Secondary Training Plan	Type of School	Name of School/Training	Major Area of Study/Program
9				
10				
11				
12				

Post Secondary 5 Year Plan		
	What will I need to do?	Timeline
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

C. Stakeholder Engagement

9. Stakeholders

Students	<p>Erie's Public-School Students will gain the knowledge necessary to understand the importance of career planning for the future. They will realize that the choices and decisions they make today will affect their academic, personal and career goals. Students will explore the different options for career exploration, SEL curriculums and aligning support services. They will focus on employability skills, career interests and abilities, active listening and engagement during career speakers, complete research, attend field trips and participate in community-school partnerships.</p> <p>Using surveys and questionnaires, students will provide feedback on the program or activities and experiences completed to use for continuous improvement. Students will have the opportunity to rate various career exploration activities each year and submit them to their school counselor.</p>
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"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Educate Students about Career Pathways	Collaborating with community stakeholders, students will have more awareness of the career pathway.	13.1 13.2 13.3 13.4	K-12	Career Speakers Career Street Lessons Surveys Smart Futures	Year End	Year long
Increase Career Exploration for all Students.	Provide students with career exploration and activities beginning in elementary school.	13.1 13.2 13.3 13.4	K-12	Career Speakers Career Street Lessons Surveys Smart Futures	Year End	Year long

Educators	<p>Teachers and staff can assist in the K-12GP by ensuring that their curriculum is connected to all aspects of career exploration and acquisition, which will make the path more meaningful and understandable to the students they teach. Teachers will move beyond the classroom to bring in local business to support opportunities in their classroom. Ultimately, teachers will assist in making sure all 8th and 11th grade students create a career plan and ensure that the plan is revisited yearly.</p> <p>Educators in Erie's Public Schools will benefit from the K-12GP by expanding their knowledge of career preparation and exploration using Career Street and the Career Pathways Coalition to provide students with the most up-to-date and current career trends and needs. Such documentation includes the most recent study, "The Profile of a Graduate".</p>
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"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Implement Career Education into Curriculum	All teachers must complete at least 4 career lessons or activities by the end of the year.	13.1 13.2 13.3	K-12	Guided Classroom Lessons Teacher PD focuses on integrating careers into lesson plans. Utilize a collaborative approach to career education; Counselors will provide the career piece and the teachers will provide the implementation	By the end of each quarter, (1-4)	Year long
Expand the knowledge of Career Exploration to staff so they can assist their students	All Counselors will provide PD to all teachers on career exploration 4 times per year to provide them the lesson topic and resources necessary for career lessons.	13.1 13.2 13.3 13.4	K-12	Utilizing a collaborative approach to career education, the counselor will provide the necessary resources to use for lessons during PLC time.	By the end of each quarter, (1-4)	Year long

<p>Parents</p>	<p>Parents /Guardians will benefit from a comprehensive career program by providing an understanding of future planning and development for their sons and daughters. They will understand the importance of career planning and exploration to guide their child(ren) and explore various career paths through opportunities provided by the school.</p> <p>The comprehensive career program will keep parents involved while students are exploring the different career options throughout the year. Through district-wide communication, parents will be informed and invited to participate in the career education process. Parents/guardians who are employed in various career pathways will be invited to participate in career activities. Parents will be surveyed at the end of each school year to gauge their understanding of Career Readiness.</p>
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“Big Idea”	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
<p>Educate and Inform Parents/Guardians of Career Education in K-12</p>	<p>To engage parents in the school community</p> <p>To encourage parents to participate in the creation and development of student career plan</p>	<p>13.1 A-H 13.2 A-E 13.3 A-G 13.4 A-C</p>	<p>K-12</p>	<p>Open Houses Career Nights IEP Meetings Parent/Teacher Conferences Community Nights Cultural Navigators Career Day College Fair Mock Interviews Naviance Smart Future My Readiness Coach FAFSA</p>	<p>Parent Communications Contact Log</p>	<p>Monthly</p>
<p>Assist Parents in Connecting to Resources in the Community</p>	<p>Utilize the Community School Model to engage parents in the school community including outside support.</p> <p>To promote and encourage parents to continue to be involved in their child’s education.</p>	<p>13.1 A-H 13.2 A-E 13.3 A-G 13.4 A-C</p>	<p>K-12</p>	<p>Community Nights Open Houses Community School Director Cultural Navigators SAP MHS BHS Drug and Alcohol Counseling</p>	<p>Parent Communications Parent Surveys Graduation Rates</p>	<p>Monthly</p>

Business & Community

The Erie Community and local businesses will benefit from the K-12GP by providing the district with their industry needs so we can ensure our students are well-prepared to enter the workforce after graduation. The K-12GP will allow for the success of the community's businesses to open their doors to all students, regardless of language barriers or special needs populations, by creating a partnership between the two.

The Erie community and local businesses will be part of the delivery system of this plan by providing experiences to students in and out of the classroom by partnering with agencies such as Career Street. Experiences will also include career and college fairs, guest speakers, mentors, shadowing opportunities and on-site visits.

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Collaborate with community resources to promote Career Awareness and Exploration in Special Populations	To increase career exploration within the EL and Special Needs Populations	13.1.3A 13.1.3B 13.1.3D 13.1.3E 13.1.3F 13.2.3A 13.2.3E 13.2.3H	K-12	Use Cultural Navigators to translate printed materials PD for school staff on cultural awareness and how it pertains to Career Exploration Utilize interpreters during classroom career explorations and activities	EL Lists Documentation Logs	Year Long
Use community resources to support and enhance K-12GP	To encourage community involvement to promote career education inside and outside the school building. Coordinate student learning opportunities in the community	13.1.3A 13.1.3B 13.1.3D 13.1.3E 13.1.3F 13.2.3A 13.2.3E 13.2.3H	K-12	Coordinate guest speakers/Agencies. Advisory Council Meetings Community School Initiatives Skills USA Service Projects Co-op Job Shadow Internships	Attendance Record Student Reflections College Admissions Graduation Rates	Year Long

Post-Secondary Institutions

Post-Secondary institutions will benefit from the K-12GP by acquiring students with the necessary tools, skills and curriculum to be successful learners at their institution. Students will have a clear understanding of their career pathway and how to obtain the necessary prerequisites for on-time graduation.

Post-Secondary institutions will be part of the delivery of the K-12GP by providing EPS students opportunities to visit their campuses, meet with school representatives, participate in dual enrollment courses and participate in OAC Committees.

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Create partnerships with post-secondary institutions	Build relationships with post-secondary institutions to increase stakeholder involvement in schools	13.3.11	9-12	College Fairs College Visits	College Research Attendance at Events	Year Long
Increases awareness of post-secondary options for students	Provide opportunities to all students to explore post-secondary options that familiar to them as well as unfamiliar	13.1.11 13.2.11 13.3.11	9-12	Use of Career Street College Visits on and off Campus College Fairs Career Fairs Talent Search	Attendance at Events	Year Long

10. K-12 Advisory Council

Stakeholder Group	Name	Title & Organization
Student		
	Danaya Cooley	Collegiate Academy
	Caleb Nickson	Collegiate Academy
	Jhenaya Jones	Erie High School
	Jheniya Jones	Erie High School
Parent & Guardian		
	Hope Martinson	Erie High School
	Janine Hodinko	Collegiate Academy
	Sara Musone	Strong Vincent/ Harding
	Elizabeth Haffley	Joanna Connell School
Educator & Administrator		
	Ken Nickson Jr.	DEI Coordinator
	Michelle Fiorelli	Supervisor of EL/Pre-K
	Courtney Laver	Supervisor of School Counseling
	Kristina Gray	Special Education Supervisor
	Jason Burgert	Director of CTE
	Amanda Habursky	Transition Coordinator
	Stephen Shaut	High School Principal
	Rebecca Wright	Middle School Principal
	Tiffani Rossi	Elementary Principal
	Tanisha King	Behavior Interventionist
	Rob Kitchen	High School Counselor
	Amy Shaut	High School Counselor
	Dan Nielsen	High School Counselor
	Amanda Will	Middle School Counselor

	Trent Bashline	Elementary School Counselor
	Natasha Roehm	Elementary/ELL Teacher
	Mary Piper	High School/Special Ed. Teacher
Business & Community		
	Jennifer Pontzer	Career Street
	Tisha Ryden	MCRC
	Hilary Reil	Saint Vincent Hospital
	Kyle Snoke	Erie Insurance Exchange
	Mary Bula	Erie Together
	Paul Haupt	Erie County PA.
Postsecondary		
	Dr. Susan Johnson	Mercyhurst University
	Julie Lapiska	Gannon University
	Dr. Mary Panicca Carden	Pennwest Edinboro
	Eileen Olsen	NWPA IU5
	Barb Priestap	Gannon University

D. Career Pathway Awareness and Development

11. Career and Postsecondary Resources

Sixteen Career Clusters https://www.acteonline.org/career-clusters-2/		CEW Strands
Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science	Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics Transportation, Distribution & Logistics	13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship

Organizations & Agencies

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Northwest Pennsylvania Workforce Development Board Contact: Janet Anderson	13.1-4	All
Office of Vocational Rehabilitation Contact: Karen Digangi	13.1-13.4	All
Erie Regional Chamber of Growth Partnership Contact: Amy Murdock	13.1-13.4	All

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Erie Regional Manufacturing Partnership Contact: Megan Ingram	13.1-4	Manufacturing
Builders Association of NWPA Contact: Michelle Bagnoni	13.1-4	Architecture and Construction
Associated Builders and Contractors, Inc. Contact: Katy Rittle	13.1-4	Architecture and Construction

Community & State Organizations: *Agencies representing community and state initiatives, service to communities*

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
United Way- Mike Jaruszewicz (mike@unitedwayerie.org)	13.1.4	Human Services
ServErie- Kerrie Grande (kerriegrande@whoisgrace.com)	13.1-4	Human Services
Erie County Career Pathways Alliance- Mary Bula (mary@erietogether.org)	13.1-3	Manufacturing Health Sciences Hospitality and Tourism
NWPA Job Connect- Juanet Shefchunas (jshefchumas@nwpacareerlink.org)	13.1-13.4	All
Erie Insurance Exchange Contact: Tina Cortrill	13.1-4	All
Multicultural Center, MCRC- Tisha Ryden (tchase@uscri-erie.org)	13.1.4	Human Services
Career Street Contact: Jennifer Pontzer	13.1-4	All (focus on Manufacturing)
GECAC- Danny Jones (djones@gecsac.org)	13.1-4	Human Services

Networking Opportunities

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
UPMC Hamot- Josh Hoffman (hoffmanjj@upmc.edu)	13.3-3	Health Sciences Education and Training
Metz- Jennifer Johns (jjohns@metzcorp.com)	13.1-4	Hospitality and Tourism
Modern Industries-Dave Jacquel (DaveJ@modernind.com)	13.1-3	Manufacturing
AHN- St. Vincent Hospital- Karen Munson (karen.munson@ahn.org)	13.1-3	Health Sciences
Wegmans- Nicole Lehr (Nicole.Lehr@wegmans.com)	13.1-3	Human Services, Hospitality
PHB- Shawn Bradley - (shawn.bradley@phbcorp.com)	13.1-3	Manufacturing
Warren Company- Bob Warren (rwarren01@thewarrencompany.com)	13.1-3	Manufacturing
Frontier Lumber- Anthony Baer (abaer@frontierlumber.net)	13.1-2	Manufacturing
Early Connections- Michelle Harkins (mharkins@earlyconnectionserie.org)	13.1-2	Education and Training
Finish Thompson- Mike Towner (rmkern@finishthompson.com)	13.1-4	Manufacturing
Erie Federal Credit Union- Kim Latimer Davis (814)825-2436	13.1-4	Finance
Creative Imprints- Joel Warren (jwarren@eriesd.org)	13.1-3	Marketing
Chief of Staff for Ryan Bizzaro, State Rep, (814)835-2880	13.1-4	Government/Public Administration
Penn State Extension- Ruth Benner (Rab147@psu.edu)	13.1-2	Agriculture, Food and Natural Resources
Potratz- Jim Potratz (flowersapotratz.com)	13.1-4	Agriculture, Food and Natural Resources
Erie Insurance- Scott Laskowski (Scott.laskowski@erieinsurance.com)	13.1-4	All Pathways
Hallman Chevrolet- Gene Freeman- (gfriedman@hallmanchevy.net)	13.1-2	Manufacturing
Erie Regional Chamber Growth Partnerships- Curtis Jones, Jr. (814)454-7191	13.1-4	Government/Public Administration

Community & Business Meetings: <i>Meetings, which bring cross/community members together to promote growth to further a cause</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Erie Regional Manufacturing Partnership	13.1	Manufacturing
Manufactures Association	13.1	Manufacturing

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Manufacturing Day	13.1-4	Manufacturing
Health Day	13.1-4	Health Sciences
Women in Engineering	13.1-4	Science, Technology, Engineering, Mathematics

Online & Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Universities.com	13.2-3	All
Justcolleges.com	13.2-3	All
American Education Services (aesuccess.org)	13.2-3	All
PA Career Zone (pacareerzone.org)	13.22-3	All
O-Net (onetonline.org)	13.1	All
Live Career (livecareer.com)	13.2	All
Job Gateway (jobgatewaypa.gov)	13.2	All
Career Kids (careerkids.com)	13.1	All
Naviance (naviance.com)	13.1	All
Everfi (everfi.com)	13.1 & 13.4	All
PA CareerLink (pacareerlink.pa.gov)	13.2	All
Smart Future (smartfutures.org)	13.1-4	All
My Readiness Coach	13.1	All
ASVAB (asvavprogram.com)	13.1-13.4	All

Media & Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Erie Times News	13.1-2	All
GoErie.com	13.1-2	All
WJET	13.1	All
WSEE	13.1	All
WICU	13.1	All
WFXP	13.1	All

Publication & Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
PA Career Guide	13.1	All
Erie Regional Chamber and Growth Partnership	13.1	All
PA Department of Labor- PA WorkStats	13.1	All
Erie Together, Profile of a Graduate	13.1	All

Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>			
Resources	Description	CEW Strand(s) 13.X	Career Cluster or District Pathway
PennWest at Edinboro University Dr. Peter Kuvshinikov (pkuvshinikov@edinboro.edu)	2-Year, 4-Year and Advanced Degrees	13.1, 3	All
Gannon University	2-Year, 4-Year and Advanced Degrees	13.1, 3	All
Mercyhurst University	2-Year, 4-Year and Advanced Degrees	13.1, 3	All
PSU- Behrend College Dr. Melanie Hetzel-Riggin (Mdh33@psu.edu)	Certificate Programs, 4-Year and Advanced Degrees	13.1, 3	All
ECAT Mrs. Daria Devlin Daria@eriecat.org	Trade Certificate	13.1, 3	Health Sciences Construction
Erie Institute of Technology	Trade Certificate	13.1, 3	Manufacturing Information Technology Health Sciences
Great Lakes Institute of Technology	Trade Certificate	13.1, 3	Health Sciences
Erie County Community College Dr. Chris Gray (cgray@ec3pa.org)	2-Year Degrees	13.1, 3	Public Safety Manufacturing Information Technology Business
NPRC Leigh Ann Kraemer (lkraemer@rrcnpa.org)	2-Year Degrees	13.1, 3	Business Manufacturing Information Technology Public Safety
Armed Force Recruiting Center of Erie, PA. (Marines, Army, Air Force, Navy) (814)846-5735 JROTC- Sgt. Jason Dekaye jdekiye@eriesd.org	Military	13.1-4	Military Public Safety Information Technology Transportation, Distribution, & Logistics Health Sciences Science, Technology, Engineering, & Math

12. Career and Technology Center Strategies

Student Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
3-4	Trade Guest Speakers	Community Stakeholders (Career Street)	Attendance Survey	Year Long	Elementary Schools	School Counselors Jennifer Pontzer
5	Manufacturing Tours	Career Street Counselors	Attendance Survey	Year Long	Area Business	Jennifer Pontzer School Counselors
6	CTE Students to Stem Classes	NTHS and Skills USA Students	Attendance Survey	First Semester	Middle Schools	Co-Op Coordinator (Phil Askins) School Counselors
7	STEM Classes to CTE Labs	Teachers Counselors CTE Teachers	Attendance Survey	Second Semester	Middle Schools	Co-Op Director (Phil Askins) School Counselors
8	Tour of CTE	Students Teachers	Attendance Interest Inventory	First Semester	CTE Labs	CTE Director School Counselors
9	Tour of CTE	Non CTE Students Teachers	Attendance Interest Inventory	First Semester	CTE Labs	CTE Director CTE Counselor
10-12	High School Website Open House	Teachers Administration	Attendance	Beginning of the Year	High Schools	CTE Director Principal

Parent Awareness

Grade(s))	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
K-8	PTO Meetings Open House	Principals	Attendance Sheets	Yearly	Elementary Middle Schools	CTE Director Principals
K-12	District Website CTE Website	Principals	IT analytics	Yearly	District Website	CTE Director
7-8	Parent High School Information Nights	Principals Counselor	Attendance Sheets	October/ November	Middle Schools	Counselors Principal
5-8	CTE Brochures Distributed	Principals	IC Rosters and Addresses	August/Sept	District Mail	CTE Director Communications
9-12	High School Open Houses	Principals Teachers	Attendance Sheets	September	High Schools	Principals

Educator Awareness

Grade(s))	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
5	New Teachers tour CTE Labs	CTE Teachers	Attendance Sheets	Second Semester 2025 (Every 2 Years)	CTE Labs	CTE Director
6-8	New Teachers tour CTE Labs	CTE Teachers Counselors	Attendance Sheets	First Semester 2025 (Every 2 Years)	CTE Labs	CTE Director
9-12	Teachers tour CTE Labs	CTE Teachers	Attendance Sheets	Yearly	CTE Labs	CTE Director
K-12	Administrator Tours	CTE Teachers	Attendance Sheets	Summer 2024 (Every 3 Years)	CTE Labs	CTE Director

E. Appendix: School Counselor Job Description

Erie's Public Schools Elementary (PreK-12) School Counselor Job Description

Position: School Counselor
Department: Guidance
Reports to: Supervisor of School Counseling
Building Principal
Supervises: NA

General Description: The Elementary School Counselor will work collaboratively with students, teachers, administrators, families, and community agencies to promote academic success, social-emotional awareness, and career exploration to provide opportunities for all students. The counselor will advocate for students by identifying and eliminating barriers for learning and promoting healthy relationships with students and their families. The school counselor's daily work revolves around the guidance of ASCA and PDE standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Demonstrate a working knowledge of counselor theory, best practices, and techniques for assisting students academically, socially and providing career awareness.
- Demonstrate knowledge of the child and adolescent development and provide differentiated and appropriate services.
- Set relevant and rigorous goals that focus on academic, career and social emotional learning.
- Use data from inventories, surveys, and questionnaires to guide students into appropriate career pathways.
- Assist students in evaluating their daily needs and advocate for services.
- Provide a working knowledge of Erie's Public Schools policies, procedures, and organizational structure.
- Must possess strong verbal and written communication skills and be highly organized.
- Must be willing to work and coordinate career related activities and experiences with the Director of Career and Technical Education.
- Must have a working knowledge of Act 158 and the graduation requirements.
- Must have a working knowledge of Act 339 as it relates to career artifact collection.
- Facilitate the implantation of the Career Education and Work Standards K-12.
- Assist with 9th grade transition programs including classroom visits, behavior and academic contracts, peer tutoring and SAP.
- Assists with the Master Schedule including development on Infinite Campus, organizing course descriptions, and adjusting schedules.
- Be proficient with data analysis and interpretation including Excel spreadsheets and graphs to build reports.
- Act as school testing coordinator.
- Present to parents, students, and faculty on such topics as test results, information regarding scheduling, and test security.
- Meet with students individually to review test scores, transcripts, GPAs, and letters of recommendation.
- Provide college and career information to students and families and assist in the financial aid process.