K-12 COMPREHENSIVE GUIDANCE PLAN

Updated September, 2019
Board Approved November 13, 2019
Erie’s Public Schools Board of Directors
Frank Petrunger, Jr President  John C. Harkins Vice President
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Robbie Fabrizi Director  Darlene Feeney Director
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District Administration
Brian J. Polito, CPA  Superintendent
Bea Habursky  Asst. Superintendent

K-12 Guidance Plan Core Team
Pamela A. Mackowski  Director of Career and Technical Education
Donald Orlando  Principal, Erie High School
Richard Schnieder  Principal, Woodrow Wilson Middle School
Phillip Askins  Co-op Coordinator, Erie High School
Trent Bashline  School Counselor, Perry Elementary School
Michael Coletta  School Counselor, Woodrow Wilson Middle School
Lorraina Covel  School Counselor, Joanna Connell
Michael Romeo  School Counselor, Grover Cleveland Elementary School
Amy Shaut  School Counselor, Erie High School
Erie’s Public Schools

K-12 Comprehensive Guidance Plan

Elementary Schools (PreK-5)
- Diehl Elementary
- Edison Elementary
- Grover Cleveland Elementary
- Harding Elementary
- Jefferson Elementary
- Joanna Connell Elementary
- Lincoln Elementary
- McKinley Elementary
- Perry Elementary
- Pfeiffer-Burleigh Elementary

Middle Schools (6-8)
- East Middle School
- Strong Vincent Middle School
- Wilson Middle School Middle

High Schools (9-12)
- Erie High School
- NW PA Collegiate Academy

Non-Traditional Programming (PreK-12)
- Patrick J. DiPaolo Student Success Center
Eagle’s Nest Program of Academic Distinction

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### SECTION A: COUNSELOR RELATED ITEMS 1-3

1. School Counselors and Assignments

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Ratio (student:counselor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan, Lisa</td>
<td>Diehl Elementary</td>
<td>431:1</td>
</tr>
<tr>
<td>Kloss, Katy</td>
<td>Edison Elementary</td>
<td>215:1</td>
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<td>Stegen, Jillian</td>
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<td>Romeo, Michael</td>
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<td>Hawkins, Beth</td>
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<td>Chiapa, Amy</td>
<td>Jefferson Elementary</td>
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<td>Covel, Lorraina</td>
<td>Joanna Connell Elementary</td>
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<td>Mussett, Laurie</td>
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<td>Perhacs, Sean</td>
<td>McKinley Elementary</td>
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<td>Schuster, Jessica</td>
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<td>Bashline, Trent</td>
<td>Perry Elementary</td>
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<td>Feeney, Chris</td>
<td>Pfeiffer-Burleigh Elementary</td>
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<td>Lewis, Craig</td>
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<td>Ramirez, Rhonda</td>
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<td>Vannette, Jessica</td>
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<td>Coletta, Michael</td>
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<td>Peck, Melissa</td>
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<td>Kitchen, Robert</td>
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<td>O'Connor, Carla</td>
<td>Erie High School</td>
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<td>Piganelli, Krista</td>
<td>Erie High School</td>
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<td>Rendenz, Jacquelyn</td>
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<td>Other duties</td>
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<td>Other duties</td>
</tr>
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<td>Shields, Leila</td>
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<td>Talley, Josh</td>
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<td>Other duties</td>
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<td>Weber, Richard</td>
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<tr>
<td>King, Erica</td>
<td>NWPA Collegiate Academy</td>
<td>435:1</td>
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<tr>
<td>Nielsen, Dan</td>
<td>NWPA Collegiate Academy</td>
<td>435:1</td>
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</tbody>
</table>
2. Role of the School Counselor: ASCA

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Level</th>
<th>Evidence of Role</th>
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</thead>
</table>
| Leader | Elementary | • Coordinate and implement state-mandated standardized testing – PSSA and CDT  
• Introduce students to the building and their teachers  
• Help identify student needs and find solutions to develop a greater school experience  
• Create a positive school environment for students, staff, and parents |
|       | Middle  | • Develop, deliver and evaluate a comprehensive school counseling program for all students  
• Use data to identify and remove barriers to student learning  
• Promote student success by participating in efforts to close existing achievement gaps among underrepresented populations  
• Serve on school-based leadership teams/school improvement teams related to the welfare of students  
• Serve on district-level curriculum teams  
• Support the school as a safe and welcoming learning community  
• Engage educational community stakeholders in helping the school with its academic mission  
• Develop a system-wide advisory council to help all stakeholders understand and respond to the developmental needs of all children  
• Use data to promote and evaluate the school counseling program  
• Use Pennsylvania specific data analysis systems to determine program needs (e.g., SAS, Emetrics, PVAAS)  
• Administer PSAT, Keystones, and CDT, PAYS Surveys; facilitate Icehouse, Career Cruising, Community Night, etc. |
| High  |         | • Develop, deliver and evaluate a comprehensive school counseling program for all students  
• Use data to identify and remove barriers to student learning  
• Promote student success by participating in efforts to close existing achievement gaps among underrepresented populations  
• Coordinate and administer state-mandated standardized testing:  Keystones, Pre-NOCTI, NOCTI, WIDA |
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<tr>
<th>Advocate</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
</table>
| • Facilitate PSAT and ASVAB testing of 10th and 11th grade students to prepare for college entrance exams  
• Provide Naviance training to staff members throughout the year  
• Collect and submit documentation for high school NCAA courses  
• Schedule students into appropriate courses and ensure prerequisites are met  
• Introduce students to the building and their teachers  
• Disseminate scholarship information to students and staff, indicating specific requirements for each scholarship  
• Evaluation of PVAAS data to assess student levels of success | • Enable students to become advocates for themselves by engaging them in community supports and resources.  
• Facilitate BEST and SAP meetings for staff | • Coordinate SAP meetings, bullying lessons, outside services, and behavior plan development  
• Ensure access to and success in a rigorous academic curriculum for every student  
• Remove barriers that prevent student learning  
• Provide strategies for closing the equity achievement gaps among students  
• Ensure the academic, personal/social, and career development of all students  
• Ensure equitable access to educational and career exploration opportunities for all students  
• Establish and protect a school environment that supports rigor, relevance, and relationships  
• Eliminate policies and practices that inhibit student opportunity  
• Promote systemic change in schools to ensure academic success  
• Collaborate with others within and outside the school to help meet all student needs  
• Ensure that all three domains and corresponding standards (National-ASCA Standards and Pennsylvania CEW Standards) are addressed and central to the mission of the school | • Participate fully in SAP meetings, addressing student academic, attendance, and social/emotional needs; referrals to outside agencies, mental health counseling, environmental factors, grief counseling and crisis intervention  
• Provide academic, social/emotional, and career support for EL students, including accommodations, translation services, and referral to international agencies  
• Develop a Food Pantry Program to deliver non-perishable food items and clothing to students in severe need |
<table>
<thead>
<tr>
<th>Collaborator</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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</thead>
</table>
| • Teach students to be self-advocates with their teachers and peers  
• Parent and teacher meetings to discuss academic and social services available in the building to ensure student success and well-being  
• Serve 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  
• Advise students in schedule choices based upon career pathway and skill level. Provide interventions to ensure academic success and preparation for post-secondary options | • Work with teachers, parents, and staff to enhance the school experience for at-risk students  
• Develop relationships with outside agencies  
• Work with parents, students, and staff to utilize school and community resources to develop more opportunities for students | • Adjust student schedules to meet needs  
• Introduce new students to the building and their teachers  
• Meet with students who are failing courses  
• Meet with parents to discuss student needs  
• Assist students with high school applications  
• Promote commitment to the mission of the school  
• Team with staff to provide professional development that enhances student success  
• Establish a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program  
• Offer parent/guardian information and training in the community to enhance the educational opportunities for students and their families  
• Maintain an open communication style to foster an effective team culture and sense of community for the school system  
• Serve actively on school leadership teams  
• Use skills in networking, problem solving, and mediation in the educational community  
• Embrace feedback that supports continual program improvement | • Plan and adjust student schedules to meet student abilities and career pathway, especially special education students  
• Introduce new students to the building and their teachers and programs available to students and families  
• Check student credits to ensure on-time graduation  
• Meet with parents to discuss student academic, social/emotional, and career needs and plan realistic goals  
• Participate fully in SAP meetings, addressing student needs |
<table>
<thead>
<tr>
<th>Systemic Change Agent</th>
<th>Elementary</th>
</tr>
</thead>
</table>
|                      | • Enhance relationships with staff, students and community to develop a more positive atmosphere for students  
|                      | • Problem solve with at risk students to develop coping strategies and enhance their academic experience |

<table>
<thead>
<tr>
<th>Middle</th>
</tr>
</thead>
</table>
| • Participate in SWPBIS programs  
| • Develop and facilitate peer mentoring program  
| • Coordinate Children’s Grief Awareness Day activities  
| • Monitor student progress  
| • Assist with 5th Grade Move Up ceremony  
| • Employ data to identify and challenge policies and practices which may hinder student achievement  
| • Enlist the support of influential people and policy makers  
| • Establish opportunities for collaboration to address problems  
| • Gather data to support the need for change  
| • Identify realistic goals and create action plans  
| • Develop intervention strategies for challenging resistance  
| • Embrace the ethical obligation to ask hard questions that challenge the status quo |

<table>
<thead>
<tr>
<th>High</th>
</tr>
</thead>
</table>
| • Enhance relationships with staff, students, and community to develop a more positive atmosphere for students  
| • Employ data to identify and challenge policies and practices which may hinder student achievement  
| • Work with community members and agencies to develop programs that provide opportunities to students  
| • Identify problem areas and develop realistic goals to address those issues  
| • Help students expand their awareness of post-secondary options and opportunities for success |
# 3. Job Description linked to the Counselor Evaluation Process

<table>
<thead>
<tr>
<th>Counselor Level</th>
<th>Domain 1 Planning and Preparation</th>
<th>Domain 2 Environment</th>
<th>Domain 3 Delivery</th>
<th>Domain 4 Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Demonstrates a working knowledge of counselor theory, best practice and techniques using the district adopted comprehensive school counseling plan</td>
<td>Demonstrates appropriate interactions with students</td>
<td>Communicates clearly and accurately</td>
<td>Reflects on practice, providing accurate and objective description of practice and citing specific suggestions for ways to improve the school counseling program</td>
</tr>
<tr>
<td></td>
<td>Demonstrates knowledge of child and adolescent development and provides differentiated and developmentally appropriate services</td>
<td>Collaborates with stakeholders to promote a culture for learning</td>
<td>Uses evidence-based strategies for individual and group counseling as well as classroom activities</td>
<td>Completes reports, records, and documentation that are accurate and compliant with district policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>Sets relevant and rigorous goals that focus on academic, career and social/emotional development of students</td>
<td>Uses established routines and procedures that function effectively with little loss of time</td>
<td>Asks high quality questions while providing adequate time for student response</td>
<td>Consistently and effectively establishes home-school partnerships and communicates with families</td>
</tr>
<tr>
<td></td>
<td>Consistently conducts and utilizes assessment and matches results to student needs and service delivery</td>
<td>Responds to and manages student behavior in a manner that is consistent, effective, and respectful to students</td>
<td>Provides equitable services to students and triages effectively</td>
<td>Maintains relationships that are characterized by mutual support and cooperation and include active participation in a culture of inquiry, school events, and school/district projects, making substantial contributions</td>
</tr>
<tr>
<td></td>
<td>Maintains a safe, organized physical environment that supports counseling activities</td>
<td>Develops and conducts activities that assist students in developing their educational and career goals</td>
<td>Ensures students are aware of the goals that have been established and the criteria for determining progress</td>
<td>Uses data to promote the successful achievement of student goals and makes adjustments as needed</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Demonstrates a working knowledge of counseling theory, best practice, and techniques</td>
<td>Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students and their emerging self-identity</td>
<td>Instruction – direct instruction, team teaching, developing learning activities n group activities – planned activities outside the classroom promoting academic, career or social/emotional development</td>
<td>Seeks out opportunities for professional development, contributes to the professional development of other school counselors</td>
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<tr>
<td></td>
<td>Appraisal of needs—assist students in evaluating interests abilities, skills and achievement</td>
<td>Provides a safe, caring, and confidential environment through building rapport on a daily basis</td>
<td>Counseling – in individual or small group settings school counselors provide planned, short-term and goal focused counseling</td>
<td>Makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession</td>
</tr>
<tr>
<td></td>
<td>Advisement – assist students in goal setting based on academic, career and social/emotional data</td>
<td>Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect</td>
<td>Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations</td>
<td>Takes a leadership role both within the learning community and the school counseling community</td>
</tr>
</tbody>
</table>

<p>| <strong>High School</strong> | Develop and implement a Comprehensive | Provide a positive and welcoming environment that | Develop and implement a Comprehensive | Seek out pertinent professional development |</p>
<table>
<thead>
<tr>
<th>Guidance Plan that aligns to state and national standards</th>
<th>promotes student success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist students in goal-setting based on academic, social/emotional, and career data</td>
<td>Develop accessible system of delivery for post-secondary information and scholarship applications</td>
</tr>
<tr>
<td>Coordinate and facilitate standardized testing, including PSAT, Keystones, NOCTI, and ASVAB</td>
<td>Promote tolerance by learning about student diversity and backgrounds; collaborate with interpreters to understand social and cultural differences</td>
</tr>
<tr>
<td>Participate in SAP meetings and parent meetings to identify student academic, social/emotional, and career needs and goals</td>
<td>Work to understand unique make-up of a large urban school, including significant proportion of students from low-income families</td>
</tr>
<tr>
<td>Use data to provide individual student guidance addressing academic, social/emotional, and career needs</td>
<td></td>
</tr>
<tr>
<td>Prepare student letters of recommendation for college and scholarship applications</td>
<td></td>
</tr>
<tr>
<td>Plan FAFSA and Financial Aid events</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Responsive services, including crisis intervention, SAP referrals, and individual and group counseling</td>
<td></td>
</tr>
<tr>
<td>Parent and staff meetings to discuss student academic, social/emotional, and career needs and goals</td>
<td></td>
</tr>
<tr>
<td>Preventative services, including Red Ribbon week, decision-making skills</td>
<td></td>
</tr>
<tr>
<td>Take a leadership role within the school and counseling community</td>
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</tr>
<tr>
<td>Join district and community committees</td>
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</tr>
<tr>
<td>Provide professional development to school staff</td>
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<tr>
<td>Continue education and seek additional licensure</td>
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</tbody>
</table>
B. PROGRAM DELIVERY RELATED ITEMS 4-9

4. School Counseling Department Mission Statement

<table>
<thead>
<tr>
<th>District Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Erie’s Public Schools:</strong></td>
</tr>
<tr>
<td>In Erie’s Public Schools, we champion high levels of student engagement and personalized pathways to educational excellence for every student, without exception.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-12 School Counseling Mission Statement</th>
</tr>
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<tbody>
<tr>
<td>The mission of the School Counseling Department is to support students in making their best informed decision relating to academic, 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.</td>
</tr>
</tbody>
</table>
## 5. Program Calendar by Domain and Level

## 6. Program Delivery by Tier and System Support

Elementary: Grades PreK-5

<table>
<thead>
<tr>
<th>Item</th>
<th>Curriculum-(Tier 1)</th>
<th>Responsive- (Tier 2)</th>
<th>Individual Academic/Career Counseling</th>
<th>System Support</th>
<th>Non-Counselor Related</th>
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<tbody>
<tr>
<td><strong>AUGUST</strong></td>
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<tr>
<td><strong>Academic:</strong></td>
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<tr>
<td>Open House</td>
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<tr>
<td>504 Plan agreements</td>
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</tr>
<tr>
<td>Special Education file (EIP) transfers</td>
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<td></td>
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<td></td>
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<tr>
<td>District/Building inservices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career:</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social/Emotional:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process agency requests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review previous year’s SAP referrals</td>
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<tr>
<td><strong>SEPTEMBER</strong></td>
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<td><strong>Academic:</strong></td>
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<tr>
<td>Introduction to School Counselor</td>
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<tr>
<td><strong>Career:</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Career Cruising—initiate and distribute log-in cards</td>
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</tr>
<tr>
<td>Month/Domain/Item</td>
<td>Curriculum-(Tier 1)</td>
<td>Responsive- (Tier 2)</td>
<td>Individual Academic/Career Counseling</td>
<td>System Support</td>
<td>Non-Counselor Related</td>
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<tr>
<td><strong>Social/Emotional:</strong></td>
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<tr>
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# Ongoing K-5 Counselor Activities

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## Middle School: Grades 6-8

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# Ongoing 9-12 Counselor Activities

<table>
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<tr>
<th>Ongoing High School Counselor Related Activity</th>
<th>Curriculum- (Tier 1)</th>
<th>Responsive- (Tier 2)</th>
<th>Individual Academic/Career Counseling</th>
<th>System Support</th>
<th>Non-Counselor Related (Calculate hours per year)</th>
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<tr>
<td><strong>Academic:</strong></td>
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<td>Naviance support</td>
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<td>College representative visits</td>
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<td>SAP meetings</td>
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## 7. Curriculum Action Plan

### Kindergarten Curriculum Action Plan

<table>
<thead>
<tr>
<th>Lesson, Event, or Unit Theme</th>
<th>Career Standard or Mindset &amp; Behavior</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Taught</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson, Event, or Unit Theme</td>
<td>Career Standard or Mindset &amp; Behavior</td>
<td>Curriculum &amp; Materials</td>
<td>Start &amp; End Dates</td>
<td># of Students Taught</td>
<td>Location</td>
<td>Stakeholder Teaching Standard</td>
<td>Contact Person</td>
<td>Indicator</td>
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</table>
  - Classroom Discussion  
  - Teacher Created Materials  
  - Role Play  
  - Curriculum Based Materials  
  - Guest Speakers/Agencies | January & February 2020 | 845 | All Kindergarten classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Self-Control                                    | A: A1.5  
  A: A3.1  
  - Classroom Discussion  
  - Teacher Created Materials  
  - Role Play  
  - Curriculum Based Materials  
  - Guest Speakers/Agencies | February & March 2020 | 845 | All Kindergarten classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Courage and Perseverance                        | A: A1.1  
  A: A1.5  
  A: A2.2  
  A: B2.1  
  C: A1.6  
  - Classroom Discussion  
  - Teacher Created Materials  
  - Role Play  
  - Curriculum Based Materials  
  - Guest Speakers/Agencies | March & April 2020 | 845 | All Kindergarten classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Solving Social Problems                         | PS: B1.1  
  PS: B1.3  
  - Classroom Discussion  
  - Teacher Created Materials  
  - Role Play  
  - Curriculum Based Materials  
  - Guest Speakers/Agencies | April & May 2020 | 845 | All Kindergarten classrooms | Educators Students | School Counselors | Career Standards Benchmark |
<table>
<thead>
<tr>
<th>Lesson, Event, or Unit Theme</th>
<th>Career Standard or Mindset &amp; Behavior</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Taught</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
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</thead>
</table>
| Career Awareness and Exploration | C: A1.2  
C: B2.4  
C: C1.1  
PA CEW 13.1.3A  
PA CEW 13.1.3B  
PA CEW 13.1.3C  
PA CEW 13.1.3D  
PA CEW 13.1.3E  
PA CEW 13.1.3F  
PA CEW 13.2.3A  
PA CEW 13.3.3G  
PA CEW 13.4.3B | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies  
- Career Exploration Activities | SY 2019-20 | 845 | All Kindergarten classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Decision Making Skills and PA ACT 211 (Drug and Alcohol Education) | PS: B1.1  
PS: B1.2  
PS: B1.3  
PS: B1.5  
PA SIS 16.3.K/A | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies | SY 2019-20 | 845 | All Kindergarten classrooms | Educators Students | School Counselors | Career Standards Benchmark |
# Grade 1 Curriculum Action Plan

<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>A: A1.5 A: A3.1 PS: A2.6 PS: A2.7 PA CEW 13.2.3A PA SIS 16.2.5C</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>September &amp; October 2019</td>
<td>845</td>
<td>All 1st grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Self-Management and Coping Skills</td>
<td>PS: B1.3 PS: B1.4 PS: B1.11 PA CEW 13.3.3A, C PA SIS 16.1.5B-D PA SIS 16.3.5B</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>February &amp; March 2020</td>
<td>845</td>
<td>All 1st grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Conflict Resolution and Problem Solving</td>
<td>PS: A1.9 PS: A2.1 PS: A2.2 PS: A2.8 PA CEW 13.3.3B PA SIS 16.2.5A,D,E</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies - Bullying Prevention</td>
<td>March, April &amp; May 2020</td>
<td>845</td>
<td>All 1st grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
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<tr>
<td>Lesson or Program Content</td>
<td>ASCA Domain or CEW Standard</td>
<td>Curriculum &amp; Materials</td>
<td>Start &amp; End Dates</td>
<td># of Students Affected</td>
<td>Location</td>
<td>Stakeholder Teaching Standard</td>
<td>Contact Person</td>
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<tr>
<td>Decision Making Skills and PA ACT 211 (Drug and Alcohol Education)</td>
<td>PS: B1.1 PS: C1.2 PS: C1.8 PS: C1.9 PA SIS 16.3.5B PA SIS 16.3.5C</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>SY 2019-20</td>
<td>845</td>
<td>All 1st grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
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## Grade 2 Curriculum Action Plan

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<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
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<tbody>
<tr>
<td>Communication Skills</td>
<td>A: A1.4 A: A2.3 PS: A1.1 PS: A1.6 PS: A2.6 PS: A2.8 PS: B1.2 PA CEW 13.2.3A PA CEW 13.3.3C PA SIS 16.1.5B PA SIS 16.2.5C-E PA SIS 16.3.5A-C</td>
<td>- Children’s Literature  - Classroom Discussion  - Teacher Created Materials  - Role Play  - Curriculum Based Materials  - Guest Speakers/Agencies</td>
<td>September &amp; October 2019</td>
<td>826</td>
<td>All 2nd grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>PS: A1.1 PS: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.1.5A PA SIS 16.2.5A-B PA SIS 16.3.5A, C</td>
<td>- Children’s Literature  - Classroom Discussion  - Teacher Created Materials  - Role Play  - Curriculum Based Materials  - Guest Speakers/Agencies</td>
<td>November &amp; December 2019</td>
<td>826</td>
<td>All 2nd grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
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<tr>
<td>Lesson or Program Content</td>
<td>ASCA Domain or CEW Standard</td>
<td>Curriculum &amp; Materials</td>
<td>Start &amp; End Dates</td>
<td># of Students Affected</td>
<td>Location</td>
<td>Stakeholder Teaching Standard</td>
<td>Contact Person</td>
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| Bullying Prevention       | PS A1.1-11, PS A2.1, PS A2.6, PS A2.7, PS A2.8, PS B.3, PS B.4, PS B.5, PS B.6, PS B.8, PS C1.2, PS C1.3, PA CEW 13.2.5A-C, PA SIS 16.1.5A-C, PA SIS 16.2.5A, C-E, PA SIS 16.3.5A-C | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies  
- Bullying Prevention | SY 2019-20 | 826 | All 2nd grade classrooms | Educators  
Students | School  
Counselors | Career Standards Benchmark |
| Career Awareness and Exploration | C: A1.2, C: B2.4, C: C1.1, PA CEW 13.1.3A-B, D-F, PA CEW 13.2.3A, E, PA CEW 13.3.3H | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies  
- Career Exploration Activities | SY 2019-20 | 826 | All 2nd grade classrooms | Educators  
Students | School  
Counselors | Career Standards Benchmark |
| Decision Making Skills 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  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies | SY 2019-20 | 826 | All 2nd grade classrooms | Educators  
Students | School  
Counselors | Career Standards Benchmark |
## Grade 3 Curriculum Action Plan

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<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
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| Achieving Academic Success | A: A1.1  
A: A1.4-5  
A: A2.1-3  
A: A3.1  
A: B1.3  
A: B2.5-6  
PA CEW 13.3.3A  
PA SIS 16.1.5B, D  
PA SIS 16.3.5A | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies | September, October & November 2019 | 650 | All 3rd grade classrooms | Educators Students | School Counselors | Percent Proficient or Advanced (PSSA/PASA/Keystone exams) |
| Diversity and Inclusion | PS: A1.1  
PS: A1.10  
PS: A2.3-4  
PA SIS 16.1.5A  
PA SIS 16.2.5A-B  
PA SIS 16.3.5A, C | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies | November & December 2019 | 650 | All 3rd grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Test Taking Skills and Strategies related to PSSA | A: B1.2  
A: B1.5  
A: B2.2  
PA SIS 16.1.5A  
PA SIS 16.1.5C | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies | January – April 2020 | 650 | All 3rd grade classrooms | Educators Students | School Counselors | Percent Proficient or Advanced (PSSA/PASA/Keystone exams) |
| Bullying Prevention | PS A1.1-2, 5-11  
PS A2.1  
PS A2.6-8  
PS B.3-6, 8  
PS C1.2  
PS C1.3  
PA CEW 13.2.5A-C  
PA SIS 16.1.5A  
PA SIS 16.5.5B-C  
PA SIS 16.2.5A, C-E  
PA SIS 16.3.5A-C | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies  
- Bullying Prevention | SY 2019-20 | 650 | All 3rd grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| Career Awareness and Exploration | C: A1.2  
C: B2.4  
C: C1.1  
PA CEW 13.1.3A-B, D-F  
PA CEW 13.2.3A, E  
PA CEW 13.3.3H | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies  
- Career Exploration Activities | SY 2019-20 | 850 | All 3rd grade classrooms | Educators  
Students | School Counselors | Career Standards Benchmark |
| Decision Making Skills 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-C | - Children’s Literature  
- Classroom Discussion  
- Teacher Created Materials  
- Role Play  
- Curriculum Based Materials  
- Guest Speakers/Agencies | SY 2019-20 | 850 | All 3rd grade classrooms | Educators  
Students | School Counselors | Career Standards Benchmark |
# Grade 4 Curriculum Action Plan

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<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
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<tbody>
<tr>
<td>Achieving Academic Success</td>
<td>A: A1.1, 4-5 A: A2.1-3 A: A3.1 A: B1.3 A: B2.5-6 PA CEW 13.3.3A PA SIS 16.1.5B, D PA SIS 16.3.5A</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>September, October &amp; November 2019</td>
<td>875</td>
<td>In 4th grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Percent Proficient or Advanced (PSSA/PASA/Keystone exams)</td>
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<td>Diversity and Inclusion</td>
<td>PS: A1.1, 10 PS: A2.3-4 PA SIS 16.1.5A PA SIS 16.2.5A-B PA SIS 16.3.5A, C</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>November &amp; December 2019</td>
<td>875</td>
<td>In 4th grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Bullying Prevention</td>
<td>PS A1.1-2, 5-11 PS A2.1, 6-8 PS B.3, B.4, B.5, B.6 PS B.8 PS C1.2-3 PA CEW 13.2.5A-C PA SIS 16.1.5A PA SIS 16.5.5B-C PA SIS 16.2.5A, C-E PA SIS 16.3.5A-C</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>SY 2019-20</td>
<td>875</td>
<td>In 4th grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Lesson or Program Content</td>
<td>ASCA Domain or CEW Standard</td>
<td>Curriculum &amp; Materials</td>
<td>Start &amp; End Dates</td>
<td># of Students Affected</td>
<td>Location</td>
<td>Stakeholder Teaching Standard</td>
<td>Contact Person</td>
<td>Indicator</td>
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</tr>
<tr>
<td>Career Awareness and Exploration</td>
<td>C: A1.2 C: B2.4 C: C1.1 PA CEW 13.1.3A-B, D-F PA CEW 13.2.3A, E PA CEW 13.3.3H</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies - Career Exploration Activities</td>
<td>SY 2019-20</td>
<td>875</td>
<td>In 4th grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Decision Making Skills and PA ACT 211 (Drug and Alcohol Education)</td>
<td>PS: B1.1 PS: C1.2 PS: C1.8 PS: C1.9 PA SIS 16.3.5B PA SIS 16.3.5C</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
<td>SY 2019-20</td>
<td>875</td>
<td>In 4th grade classrooms</td>
<td>Educators Students</td>
<td>School Counselors</td>
<td>Career Standards Benchmark</td>
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</table>
Grade 5 Curriculum Action Plan.

<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Student(s) Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td>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 PA SIS 16.1.5D</td>
<td>- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies</td>
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<td>813</td>
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# Grade 6 Curriculum Action Plan

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<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
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| Bullying Prevention Lessons | 16.1.8 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:B1.1, 2, 5, 6, 7 | Copies, art supplies, paper, cards, construction paper | Monthly September-June | 811 | All 6th grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Positive Behavior Support | 16.1.8 A, B, D  
16.2.8 C, D, E  
16.3.8 A, B, C | Teacher coins, Teacher dollars, monthly incentives | Every day all year | 811 | All 6th grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Career Exploration | 13.1 A-H  
13.2 A-E  
13.3 A-G  
13.4 A-C | Career Exploration and Awareness activities | 2 hours per quarter | 811 | All 6th grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Community Night | 13.1 A-H  
13.2 A-E  
13.3 A-G  
13.4 A-C | Community Speaker | Yearly | 811 | All 6th grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Career Speakers | 13.1 A-H  
13.2 A-E  
13.3 A-G  
13.4 A-C | Career Speakers | Yearly | 811 | All 6th grade classrooms | Educators Students | School Counselors | Career Standards Benchmark |
| Scheduling | A:B2.2 | Student Information Assessments | Yearly and Ongoing | 811 | All 6th grade classrooms | Educators Students | School Counselors | High School Graduation |
| Parent/Student Meetings | A:A1 1-5  
A:A2 1-4  
A:A3 1-5  
A:B1 1-7  
A:B2 1-7  
A:C1 1-6 | Student Academic, Attendance, Behavioral information | Daily/Ongoing | 811 | All 6th grade classrooms | Educators Students | School Counselors | High School Graduation |
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<td>13.2 A-E</td>
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## Grade 7 Curriculum Action Plan

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<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
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<td>Monthly September-June</td>
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<td>All 7th grade classrooms</td>
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<td>School Counselors</td>
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Grade 8 Curriculum Action Plan
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<th>Location</th>
<th>Stakeholder Teaching Standard</th>
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<th>Indicator</th>
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<td>Educators, Students, School Counselors</td>
<td>High School Graduation</td>
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<td>8th Grade Portfolios</td>
<td>13.1 A-H</td>
<td>13.2 A-E 13.3 A-G</td>
<td>Completion of portfolio</td>
<td>Yearly</td>
<td>All 8th grade classrooms</td>
<td>Educators, Students, School Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Weekly SAP Meetings</td>
<td>A:A1 1-5</td>
<td>A:A2 1-4 A:A3 1-5 A:B1 1-7 A:B2 1-7 A:C1 1-6 16.1.8 A, B, C, D 16.2.8 A, B, C, D, E 16.3.8 A, B, C</td>
<td>Referrals, permission forms</td>
<td>Weekly and ongoing</td>
<td>All 8th grade classrooms</td>
<td>Educators, Students, School Counselors</td>
<td>High School Graduation</td>
</tr>
</tbody>
</table>
## Grade 9 Curriculum Action Plan

<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration</td>
<td>13.1.11 A, B, C, F</td>
<td>Career Cluster activities</td>
<td>November</td>
<td>782</td>
<td>Social Studies classrooms</td>
<td>Teachers, Counselors</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Career Interest Profile</td>
<td>13.1.11 A, B, C, F</td>
<td>Career Interest survey</td>
<td>November</td>
<td>782</td>
<td>Social Studies classrooms</td>
<td>Teachers, Counselors</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Career Plan</td>
<td>13.1.11 F, G</td>
<td>Career planning sheet</td>
<td>November</td>
<td>782</td>
<td>Social Studies classrooms</td>
<td>Teachers, Counselors</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Career Night</td>
<td>13.13.1.11 D, F</td>
<td>Multiple local business/industry representatives</td>
<td>October</td>
<td>782</td>
<td>High Schools</td>
<td>Teachers, Counselors Administrators</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Career speakers</td>
<td>13.13.1.11 D, F</td>
<td>Local business/industry/post-secondary representatives</td>
<td>Ongoing annually</td>
<td>782</td>
<td>Building</td>
<td>Local Businesses Teachers</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Field trips</td>
<td>13.1.11 D</td>
<td>Local businesses</td>
<td>Ongoing annually</td>
<td>782</td>
<td>Local Businesses</td>
<td>Local Businesses</td>
<td>Teachers, Askins</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Entrepreneurship lessons</td>
<td>13.4.1.11 A, B, C</td>
<td>Entrepreneurship program materials and activities</td>
<td>Ongoing annually</td>
<td>782</td>
<td>Building</td>
<td>Teachers</td>
<td>Teachers</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Schedule planning for 10th grade</td>
<td>13.1.11 H</td>
<td>Schedule cards, Infinite Campus, student transcript</td>
<td>February-March</td>
<td>782</td>
<td>Freshman Seminar classrooms</td>
<td>Administrators Teachers Counselors Students</td>
<td>Counselors</td>
<td>High School Graduation</td>
</tr>
</tbody>
</table>
Grade 10 Curriculum Action Plan

<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths Finder</td>
<td>13.1.11. A, B</td>
<td>On line skills survey</td>
<td>1st Semester</td>
<td>611</td>
<td>Sophomore Seminar classrooms</td>
<td>Teachers Counselors</td>
<td>Teachers Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Resume Development</td>
<td>13.2.11 A, B, C</td>
<td>List of former employers, if applicable</td>
<td>1st Semester</td>
<td>611</td>
<td>Sophomore Seminar classrooms</td>
<td>Teachers Counselors</td>
<td>Teachers Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Summer Enrichment Programs</td>
<td>13.4.11 A, B, 13.1.11 C</td>
<td>Summer camps</td>
<td>2nd Semester</td>
<td>611</td>
<td>Sophomore Seminar classrooms</td>
<td>Teachers Counselors</td>
<td>Teachers Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Schedule planning for 11th grade</td>
<td>13.1.11 H</td>
<td>Schedule cards, Infinite Campus, student transcript</td>
<td>February – March</td>
<td>611</td>
<td>Sophomore Seminar classrooms</td>
<td>Administrators Counselors Teachers Students</td>
<td>Counselors</td>
<td>High School Graduation; Rigorous Courses of Study</td>
</tr>
</tbody>
</table>
# Grade 11 Curriculum Action Plan

<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Search</td>
<td>13.1.11 D, F</td>
<td>Online programs</td>
<td>May</td>
<td>489</td>
<td>Junior Seminar classrooms</td>
<td>Teachers, Counselors</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Resume Updates</td>
<td>13.2.11 A, B, 13.C</td>
<td>Career plan/resume builder</td>
<td>May</td>
<td>489</td>
<td>Junior Seminar Classrooms</td>
<td>Teachers, Counselors</td>
<td>Teachers, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Post-graduation Plans Survey</td>
<td>13.1.11 H</td>
<td>Survey</td>
<td>March</td>
<td>489</td>
<td>Junior Seminar classrooms</td>
<td>Teachers, Counselors</td>
<td>Teachers, Counselors</td>
<td>Post Secondary Transition to School, Work or Military</td>
</tr>
<tr>
<td>Career Etiquette</td>
<td>13.3.11 A, B</td>
<td>Work place skills activities</td>
<td>November</td>
<td>489</td>
<td>Junior Seminar classrooms</td>
<td>Counselor, Job placement coordinator</td>
<td>Counselor Job placement coordinator</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>PSAT</td>
<td>13.1.11 B</td>
<td>Testing materials</td>
<td>October</td>
<td>489</td>
<td>EHS Building</td>
<td>Counselors, Teachers</td>
<td>Counselor</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>SAT/ACT planning</td>
<td>13.1.11 B</td>
<td>PSAT student results</td>
<td>Ongoing, PSAT results given in February</td>
<td>489</td>
<td>EHS Building</td>
<td>Counselors, Teachers, TRiO Staff</td>
<td>Counselors, Teachers, TRiO Staff</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>College Fair</td>
<td>13.1.11 F</td>
<td>Local postsecondary reprenatatives</td>
<td>March</td>
<td>275</td>
<td>EHS Building</td>
<td>Counselors, TRiO Staff</td>
<td>GoCollege, TRiO staff</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Career Fair</td>
<td>13.2.11 B</td>
<td>Local postsecondary and business representatives</td>
<td>February</td>
<td>275</td>
<td>EHS Building</td>
<td>Counselors, Co-op or Job placement coordinator</td>
<td>Co-op or Job placement coordinator</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Job Shadowing</td>
<td>13.1.11 D</td>
<td>Job Shadow</td>
<td>Ongoing</td>
<td>11th Grade, Various</td>
<td>Various</td>
<td>Counselors, Co-op</td>
<td>Co-op</td>
<td>Industry Based</td>
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<table>
<thead>
<tr>
<th>Event</th>
<th>Code</th>
<th>Description</th>
<th>Start</th>
<th>End</th>
<th>Location</th>
<th>Director</th>
<th>Contact</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>College Visits</td>
<td>13.1.11 D</td>
<td>College visit questions guide</td>
<td>Ongoing</td>
<td>Various</td>
<td>Various Locations</td>
<td>TRiO Staff, Counselors</td>
<td>TRiO Staff, Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Schedule planning for 12th</td>
<td>13.1.11 H</td>
<td>Schedule cards, Infinite Campus, student transcript</td>
<td>February – March</td>
<td>489</td>
<td>Junior Seminar classrooms</td>
<td>Administrators, Counselors, Teachers, Students</td>
<td>Counselors</td>
<td>Rigorous Courses of Study</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>13.1.11 B, D, F</td>
<td>SAT/ACT Test, National test dates, spring recommended</td>
<td>11th Grade, varies</td>
<td>Local High Schools (Not at EHS)</td>
<td>Counselors, TRiO Staff</td>
<td>Career Standards Benchmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASVAB</td>
<td>13.1.11 B, D, F</td>
<td>ASVAB testing</td>
<td>Spring</td>
<td>489</td>
<td>Social Studies classrooms</td>
<td>ASVAB Staff, Counselors</td>
<td>Counselors</td>
<td>Career Standards Benchmark</td>
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</table>
# Grade 12 Curriculum Action Plan

<table>
<thead>
<tr>
<th>Lesson or Program Content</th>
<th>ASCA Domain or CEW Standard</th>
<th>Curriculum &amp; Materials</th>
<th>Start &amp; End Dates</th>
<th># of Students Affected</th>
<th>Location</th>
<th>Stakeholder Teaching Standard</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>13.1.11 B</td>
<td>ACT Test</td>
<td>National Test Dates, fall recommended</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; Grade, varies</td>
<td>Local High Schools (Not at EHS)</td>
<td>Counselors, TRiO Staff</td>
<td>Counselors, TRiO Staff</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>SAT</td>
<td>13.1.11 B</td>
<td>SAT Test</td>
<td>National Test Dates, fall recommended</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; Grade, varies</td>
<td>Local High Schools (Not at EHS)</td>
<td>Counselors, TRiO Staff</td>
<td>Counselors, TRiO Staff</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>AP Courses/Exams</td>
<td>13.1.11 F, H</td>
<td>AP Test</td>
<td>May</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; Grade, varies</td>
<td>High School</td>
<td>Counselors, Teachers</td>
<td>Counselors, Teachers</td>
<td>Rigorous Courses of Study</td>
</tr>
<tr>
<td>Dual Enrollment Courses</td>
<td>13.1.11 F, H</td>
<td>Dual enrollment materials</td>
<td>Fall and Spring Semesters</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; Grade, varies</td>
<td>Gannon University</td>
<td>Counselors, TRiO Staff</td>
<td>Counselors, TRiO Staff</td>
<td>Rigorous Courses of Study</td>
</tr>
<tr>
<td>College Search</td>
<td>13.1.11 H</td>
<td>On line programs</td>
<td>Fall semester</td>
<td>408</td>
<td>Senior Seminar classrooms</td>
<td>Counselors, Teachers</td>
<td>Counselors, Teachers</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>College Applications</td>
<td>13.2.11 C</td>
<td>College Websites</td>
<td>Ongoing</td>
<td>408</td>
<td>Counselor office, Senior Seminar classrooms</td>
<td>Counselors, Teachers</td>
<td>Counselors, Teachers</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Work Based Learning experiences</td>
<td>13.1.11A-G 13.2.11A-E 13.3.11A-G</td>
<td>Co-op, Internships, Mentorships</td>
<td>Ongoing</td>
<td>408</td>
<td>Various business locations</td>
<td>Co-op or job placement coordinator</td>
<td>Co-op/job placement coordinator</td>
<td>Industry Based Learning</td>
</tr>
<tr>
<td>Scholarship Applications</td>
<td>13.2.11 C</td>
<td>Scholarship Websites, Paper Applications</td>
<td>Spring semester</td>
<td>408</td>
<td>Counselor office</td>
<td>Counselors</td>
<td>Counselors</td>
<td>Career Standards Benchmark</td>
</tr>
<tr>
<td>Graduation Survey</td>
<td>13.1.11 H</td>
<td>Counselor survey</td>
<td>May</td>
<td>408</td>
<td>Senior Seminar classrooms</td>
<td>Counselors, Teachers</td>
<td>Counselors, Teachers</td>
<td>Post Secondary Transition to School, Work or Military</td>
</tr>
</tbody>
</table>
### 8. Program Goals:
#### Annual Program Goals:

**Level:** Elementary  
**Year:** 2019-20

<table>
<thead>
<tr>
<th><strong>SPECIFIC:</strong></th>
<th><strong>MEASURABLE:</strong></th>
<th><strong>ATTAINABLE:</strong></th>
<th><strong>RESULTS:</strong></th>
<th><strong>TIMELINE:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the specific issue based on your schools' data?</td>
<td>How will we measure the effectiveness of our interventions?</td>
<td>What outcome would stretch us but is still attainable</td>
<td>Is the goal reported in results-oriented data (process, perception, and outcome?)</td>
<td>When will our goal be accomplished?</td>
</tr>
</tbody>
</table>
| Regular attendance is paramount to student success. If students aren’t present, they can’t learn. In 2017-2018, elementary attendance rate was 91.5%. | Attendance data from 2018-2019 school year in K-5 will be compared to the attendance data for students in K-5 for the 2019-2020 school year. | By the end of the 2019-2020 school year, students in grades K-5 will increase attendance rates to at least 95% (Increase by 3.5% from 91.5% to 95%). | Compare attendance data from 2018-2019 to that of 2019-2020  
**Process:** Percentage of attendance in each elementary school  
**Perception:** Pre/post assessment gauging attitudes, knowledge and beliefs surrounding attendance  
**Outcome:** In 2019-2020, the attendance rate in elementary school will increase to 95%. | In June 2020, the attendance data will be collected and compared to the 2018-2019 attendance data. |
| Lack of parent employment has adverse effects on student perception of employment. As a result, students have limited career exposure influencing unrealistic career aspirations. | The number of elementary career related experiences from 2018-2019 will be compared to those elementary career related experiences in 2019-2020. | By the end of 2019-2020 school year, 100% of K-5 students will engage in a minimum of 2 career related experiences and produce an artifact as evidence of the experience. | Compare the ODR total in 2019-2020 school year with that of 2018-2019 school year  
**Process:** The number of students in grades K-5 with and without an ODR.  
**Perception:** Pre/post assessment gauging attitudes, knowledge and beliefs surrounding positive behavior in school  
**Outcome:** In 2019-2020, the ODR’s will decrease by 10% from the previous school year. | In June 2020, the discipline data will be collected and compared to the 2018-2019 discipline data. |
| Positive behavior is necessary for academic success. When students misbehave, they can’t learn. In K-5 in 2018-2019 school year, there were 5094 Office Discipline Referrals (ODR’s), down from 6204 in 2017-2018. | Discipline referral data from 2018-19 school year in K-5 will be compared to the discipline data for students in K-5 for the 2019-20 school year. | Students in K-5 showed an 18% reduction from 17-18 to 18-19. K-5 students will show at least 10% reduction in behavior referrals (5094 to 4585) in 2019-2020 school year. | | |

**Academic**

- Process: All elementary school students will participate in career exploration.
- Perception: Artifacts collected will indicate student learning and beliefs from the experience.
- Outcome: 100% of K-5 students will have 2 career related documented experiences.

**Social/Emotional**

- Process: The number of students in grades K-5 with and without an ODR.
- Perception: Pre/post assessment gauging attitudes, knowledge and beliefs surrounding positive behavior in school
- Outcome: In 2019-2020, the ODR’s will decrease by 10% from the previous school year.
Level: Middle School

**Years: 2019-20**

<table>
<thead>
<tr>
<th></th>
<th><strong>Academic</strong></th>
<th><strong>Career</strong></th>
<th><strong>Social/Emotional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIFIC:</strong> What is the specific issue based on your schools' data?</td>
<td>Increase diagnostic assessments (CDT) administration/completion</td>
<td>Increase completion of two career artifacts</td>
<td>Increase positive behavior within all aspects of the school setting</td>
</tr>
<tr>
<td><strong>MEASURABLE:</strong> How will we measure the effectiveness of our interventions?</td>
<td>The effectiveness is measured by the completion of the diagnostic (CDT)</td>
<td>The effectiveness is measured by the completion of two career artifacts per grade level by the completion of 2019 school year</td>
<td>The effectiveness of positive school wide behavior will be measured by student body</td>
</tr>
<tr>
<td><strong>ATTAINABLE:</strong> What outcome would stretch us but is still attainable</td>
<td>92% of 6-8 grade students will demonstrate an increase in assessment completion by 2020</td>
<td>100% of students 6-8 grade will demonstrate completion of two career artifacts as compared to 97.8% in 2019</td>
<td>85% of students will demonstrate positive school wide behavior, compared to 80% in 2019</td>
</tr>
<tr>
<td><strong>RESULTS:</strong> Is the goal reported in results-oriented data (process, perception, and outcome?)</td>
<td>All student assessments provide measurable growth aligned to state standards which drive instruction</td>
<td>Students will research career in order to choose a career path based on interest and abilities</td>
<td>PBIS will help improve the overall school climate and culture</td>
</tr>
<tr>
<td><strong>TIMELINE:</strong> When will our goal be accomplished?</td>
<td>Completed by the end of 2020</td>
<td>All student career artifacts will be completed by June 1, 2020</td>
<td>All students will participate in positive school wide behavior culture during the 2019-20 school year</td>
</tr>
</tbody>
</table>
### Level: High School

**Year: 2019-20**

<table>
<thead>
<tr>
<th><strong>Specific:</strong> What is the specific issue based on your schools’ data?</th>
<th><strong>Academic</strong></th>
<th><strong>Career</strong></th>
<th><strong>Social/Emotional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the graduation for all students, particularly traditionally underserved populations (students of color, economically disadvantaged, special ed, EL).</td>
<td>Increase the percent of high school students upon graduating having a clear defined career pathway whether it be post-secondary, education, workforce, or military from 0% in 2018 to 100% in 2020</td>
<td>Reduction in behavior referrals by 10% and increase attendance by 10% by 2020</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable:</strong> How will we measure the effectiveness of our interventions?</th>
<th><strong>Academic</strong></th>
<th><strong>Career</strong></th>
<th><strong>Social/Emotional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Graduation Rate for all high school age students from 67.45% in 2017 to 95% in 2020</td>
<td>Each student in grade 9-12 has a student portfolio. In addition, increase in career experiences for students with one of the following: career related field trips, guest/job speakers, job experiences/shadowing by the middle of the senior year.</td>
<td>Compare last year’s referrals to this year’s referrals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attainable:</strong> What outcome would stretch us but is still attainable</th>
<th><strong>Academic</strong></th>
<th><strong>Career</strong></th>
<th><strong>Social/Emotional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase attendance for students in grades 9-12 to 95% for all students</td>
<td>Student portfolios and career awareness will assist with creation of the career pathway and independent living skills upon graduation from high school</td>
<td>The number of students with 10 or more absences will decrease from the previous year by 10% as a result of increased communication with parents and students who have 10 or more absences thereby increasing the graduation rate. The number of students with 10 or more behavior referrals will decrease from the previous year by 10% as a result of increased communications with parents, students and staff who have 10 or more behavior referrals.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Results:</strong> Is the goal reported in results-oriented data (process, perception, and outcome?)</th>
<th><strong>Academic</strong></th>
<th><strong>Career</strong></th>
<th><strong>Social/Emotional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Results will reflect in PIMS report and Infinite Campus</td>
<td>Results will reflect in annual reports from career exploration program, Infinite Campus, PIMS and Student Portfolios. Four things all students will have upon graduation are: resume, exit interview, mock interview, portfolio</td>
<td>When behavior referrals go down and attendance is up, students are in class learning and graduation rate increases. Infinite Campus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Timeline:</strong> When will our goal be accomplished?</th>
<th><strong>Academic</strong></th>
<th><strong>Career</strong></th>
<th><strong>Social/Emotional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>By year 2020</td>
<td>By SY 2020 – and/or increase in percentages of students who have a defined career pathway each school year until reached.</td>
<td>Over the course of the school year</td>
<td></td>
</tr>
</tbody>
</table>
## 9. Individualized Academic & Career Planning Process and Portfolio
### Section 1: Career Development Intervention Chart: Tier One Interventions

<table>
<thead>
<tr>
<th>Grade</th>
<th>CEW 13.1: Career Awareness</th>
<th>CEW 13.2: Career Acquisition</th>
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<td>• Career Cruising</td>
<td>• Role playing</td>
<td>• Interviews</td>
<td>• Children’s literature</td>
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<td>• Curriculum based materials</td>
<td>• “I” statements</td>
<td>• School counselor lessons</td>
<td>• Guest speakers</td>
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<tr>
<td></td>
<td>• Class discussions</td>
<td>• Communication/listening skills</td>
<td>• Take Your Child to Work day</td>
<td>• Curriculum connections (social studies)</td>
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<td></td>
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<td>• Interviews</td>
<td>• Financial literacy programs (EverFi, Marquette, Erie Bank)</td>
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<td>• Communication/listening skills</td>
<td>• Teacher created lessons</td>
<td>• Interviews</td>
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<td>• Connecting skill sets to careers</td>
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<td>5</td>
<td>- Career Exploration</td>
<td>- Role playing</td>
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<td>- Interviews</td>
<td>- Connecting skill sets to careers</td>
<td>- Career building activities</td>
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<td>- Guest speakers</td>
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<tr>
<td>6</td>
<td>- Career exploration</td>
<td>- Talent Search/GO College</td>
<td>- Talent building activities</td>
<td>- Character building activities</td>
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<td>- Guidance Classroom Lessons</td>
<td>- Career acquisition activities</td>
<td>- Talent Search/GO College Career activities</td>
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<td>- Career Speakers</td>
<td>- Penn State Mentoring Program</td>
<td>- Penn State Mentoring Program</td>
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<td>- Urban University</td>
<td>- Positive Behavior Intervention and Supports (PBIS)</td>
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<td>7</td>
<td>- Career Speakers</td>
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<td>- Urban University</td>
<td>- Positive Behavior Intervention and Supports (PBIS)</td>
<td>- In-class assignments</td>
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<td>8</td>
<td>- Career Speakers.</td>
<td>- Talent Search/GO College</td>
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<td>- Entrepreneurship activities</td>
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<td></td>
<td>- 8th Grade High School Tour</td>
<td>- Urban University</td>
<td>- Positive Behavior Intervention and Supports (PBIS)</td>
<td>- In-class assignments</td>
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<td>- 8th Grade Applications</td>
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<td>- Career Fair</td>
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<td>9</td>
<td>Career Goals, Career interests, Interest Ability, Portfolio Development, Identify Career Path, Mentoring</td>
<td>Career Speakers, Formal/Informal Life Long learning, Communication, Teamwork, Time Management, Talent Search</td>
<td>Career Speakers, Field Trips, Talent Search</td>
<td>Classroom Lessons, Junior Achievement, Portfolio, Interest Inventory to identify Character Traits</td>
</tr>
<tr>
<td>10</td>
<td>Career Goals, Career Interests, Interest Ability, Portfolio Development, Identify- work towards- classes towards- career path, meet with counselor, explain how both traditional and non traditional careers offer or hinder opportunities</td>
<td>Rough draft of job application, identifying effective speaking and listening used in a job interview, prepare a draft of a resume, Naviance</td>
<td>Explain and demonstrate conflict resolution skills, group dynamics, managing/leadership, mediation, negotiation, problem solving, analyze budgets and pay statements as it relates to different speakers who are entrepreneurs, financial activities, Naviance</td>
<td>Analyze entrepreneurship as it relates to different speakers who are entrepreneurs (speakers, junior achievement,</td>
</tr>
<tr>
<td>Grade</td>
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<td>11</td>
<td>Career Day, Community Service, Cooperative Education, Internship, Mentoring, Job Shadowing, Part-Time Employment, Identify types of degrees, full time/part-time certificates</td>
<td>Scavenger hunt activity on career pathways, job site search, introductions to: O-Net, Indeed, Monster, Career Link</td>
<td>Evaluate personal attitudes and work habits- (role plays, scenarios), develop a personal budget based on career choice (career candy game)</td>
<td>Start developing a business plan related to your career pathway, start thinking of senior project, personal budgets</td>
</tr>
<tr>
<td>12</td>
<td>Community Service, Complete Assessments- interest/aptitude, personality, values- compare with grade 9- Research 5-10 career assessments, experiences, achievements, internships, job shadows</td>
<td>Mock Interviews, Resume, College applications, Job applications, cover letter, letter of recommendation</td>
<td>Personal Budgets- evaluate personal attitudes and work habits and time management, continuous improvement in job environment/placement</td>
<td>Finish Senior Project and/or Business Plan</td>
</tr>
</tbody>
</table>

Section 2: Academic and Career Plan Process

1. Demographics

<table>
<thead>
<tr>
<th>Process Description</th>
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<tbody>
<tr>
<td>What grade will the plan and portfolio start?</td>
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<tr>
<td>Will the plan/portfolio be electronic, hard copy or both?</td>
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<td>Who will be responsible for maintaining the portfolio?</td>
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<tr>
<td>What demographic information will be included on the student portfolio?</td>
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</table>

66
<table>
<thead>
<tr>
<th>Grade 6</th>
<th>By the third quarter, students are able to identify one career that they are interested in after taking the career interest survey assessment (13.1 Career Awareness)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>By the third quarter, students are able to identify the education needed to attain the career they are interested in after taking the career interest survey assessment. (13.2 Career Acquisition)</td>
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<td></td>
<td>At the beginning of the year, soft skills (time management, being prompt to class, being prepared, etc.) are also integrated into the classroom environment through positive behavior support (13.3 Career Retention)</td>
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<td></td>
<td>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. All seventh and eighth grade students will go through the Ice House program over the course of nine weeks during the third and fourth quarter. This program focuses solely on entrepreneurial mindset. (13.4 Entrepreneurship)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>By the third quarter, students are able to 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)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working through the Ice House curriculum at the end of the year, students will implement soft skills and understanding of the skills needed to be successful (13.2 Career Acquisition)</td>
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<td>At the beginning of the year, soft skills (time management, being prompt to class, being prepared, etc.) are also integrated into the classroom environment through positive behavior support (13.3 Career Retention)</td>
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<td>All seventh and eighth grade students will go through the Entrepreneurship program over the course of nine weeks during the third and fourth quarter. This program focuses solely on entrepreneurial mindset. (13.4 Entrepreneurship)</td>
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</table>

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<tr>
<th>Grade 8</th>
<th>In order to prepare 8th grade students for their high school decision (i.e. CTE labs, Individual Programs, Visual and Performing Art Academy, and Collegiate Academy), take the online career interest survey to make an informed decision (13.1 Career Awareness)</th>
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<tbody>
<tr>
<td></td>
<td>By the second quarter, students are able to 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)</td>
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</tbody>
</table>
|                                                                        | At the beginning of the year, soft skills (time management, being prompt to class, being prepared, etc.) are also
integrated into the classroom environment through positive behavior support (13.3 Career Retention)

All seventh and eighth grade students will go through the Entrepreneurship program over the course of nine weeks during the third and fourth quarter. This program focuses solely on entrepreneurial mindset. (13.4 Entrepreneurship)

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Students can identify career interests and necessary skills.</th>
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<td>Students develop study skills, time management, effective goal setting, and interpersonal skills.</td>
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<td>Students are introduced to GPA and credits.</td>
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<tr>
<th>Grade 10</th>
<th>By the end of 10th grade, students will identify which classes to take to reach career goal</th>
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<td>They 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.</td>
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<td>Students will check their GPA and credits.</td>
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<tr>
<th>Grade 11</th>
<th>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.</th>
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<td>Through their seminar classes, students will build upon their basic resumes and learn specific interview skills.</td>
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<td>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.</td>
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<td>They will check their GPA and credits to ensure on-time graduation.</td>
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<tr>
<th>Grade 12</th>
<th>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.</th>
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<td>Senior students will complete exit interviews with a completed career portfolio, including resume, career interests, professional references, and a five-year plan.</td>
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<td>Students continue to develop interpersonal skills through a mock job interview.</td>
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### Student Development of Their Plan:

**Interventions and decisions by students and their families at each grade**

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Course selection (regular, honors); Career Interest Inventories and career exploration based on individual results. Parent-teacher-counselor conferences about academic performance, yearly review of career plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>Course selection (regular, honors); Career Interest Inventories and career exploration based on individual results. Parent-teacher-counselor conferences about academic performance, yearly review of career plan</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Course selection (regular, honors); Career Interest Inventories and career exploration based on individual results. Parent-teacher-counselor conferences about academic performance, yearly review of career plan</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Course selection (regular, honors), pathway selection, CTE choices based on individual career plan. Begin post-secondary searches, NCAA Clearinghouse registration. Parent-teacher-counselor conferences about academic performance, yearly review and update of career plan.</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Course selection (regular, honors, AP) based on career plan. Transition planning: post-secondary applications, FAFSA, scholarship search and application, military recruiter meetings, ACT/SAT/ASVAB testing, college visits. Resume and cover letter preparation, mock interviews. Job shadowing, career mentor, co-op, opportunities. Parent-teacher-counselor conferences about academic performance, yearly review and update of career plan.</td>
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### 3. Parental & Guardian Engagement

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<th>Level of Parent &amp; Guardians</th>
<th>Awareness and Engagement Strategies</th>
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<tbody>
<tr>
<td><strong>Elementary Parents &amp; Guardians</strong></td>
<td>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 in classroom assignments, field trip permission forms, career fairs, parent conferences, community based instruction, open houses and student created career books.</td>
</tr>
<tr>
<td><strong>Middle School Parents &amp; Guardians</strong></td>
<td>Parents/guardians will be informed of the student’s portfolio progress at parent conferences and during individual student meetings. Parents/guardians are able to see the student’s results on assessments. They will also have access to this information upon request. Some will also be informed of their student’s career interests when they are accepted into the various high school programs (CTE, Pathway Programs, Collegiate Academy, etc.).</td>
</tr>
<tr>
<td><strong>High School Parents &amp; Guardians</strong></td>
<td>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. Information about field trips, college visits and industry tours are conveyed through permission slips. Families are contacted through a one-call system, Erie School District website, individual school social media sites, and US mail.</td>
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### 4. Faculty/Administrator Engagement:

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<th>Awareness and Engagement Strategies</th>
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<tr>
<td><strong>Elementary</strong></td>
<td>Faculty meetings, grade level meetings and PLC meetings are used to inform teachers of requirements for student career plan and portfolio development. Teachers are trained on Career Cruising for career exploration. Counselors work with teachers on developing lesson at each grade level.</td>
</tr>
<tr>
<td><strong>Middle School/Junior High</strong></td>
<td>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. By meeting with the teachers during their team meetings, counselors and administrators will work to develop a plan for implementation, ensure students are on track with their plans, and ensuring their portfolios are complete before they leave the building for high school. Portfolios will be recorded in Career Cruising and will follow the student to high school.</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td>Counselors will train teachers about the Comprehensive Guidance Plan and required documentation at faculty meetings. Students will work directly with counselors and teachers through their seminar classes to develop, maintain, and present their career portfolios.</td>
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### 5. Plan/Portfolio Sustainability and Review

**What strategies will be developed to assist students with updating and sustaining the plan/process?**

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<th>Question</th>
<th>Response</th>
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<tr>
<td>How will the plan and portfolio be revisited each year while in middle school and high school?</td>
<td>School counselors, teachers and administrators will review career plans with students. Career plans will be officially reviewed with the counselor at least annually. In middle school, counselors and teachers will update career plans as students complete career interest inventories, learning style inventories and complete skills and interest surveys. Counselors will use student plans to help determine coursework and electives in high school. High school students will continuously update plans and portfolios through career and tech coursework achievements and specific curriculum in required grade level seminar classes.</td>
</tr>
<tr>
<td>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)?</td>
<td>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 the mock interview sessions, held for seniors during Keystone testing. Seniors will bring portfolios to counselor exit interviews.</td>
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</tbody>
</table>
Section 3: Student Academic and Career Portfolio

<table>
<thead>
<tr>
<th>Academic &amp; Career Plan</th>
<th>Name:</th>
<th>Graduation cohort:</th>
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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 and Tech connected to my cluster/pathway are:
   1. ________________ 2. ________________ 3. ________________ 4. ________________

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade</th>
<th>Self-Assessments</th>
<th>Influences</th>
<th>Career Field of Interest</th>
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Academic & Career Plan

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<th>Name:</th>
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Level | Grade | Self-Assessments | Influences | Career Field of Interest
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</table>
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       _____ not sure

F. Some majors I would like to pursue are: 1. ___________________________ 2. ___________________________

G. Three things I need to do to prepare for my future area:
   1. ___________________________ 2. ___________________________ 3. ___________________________

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<tr>
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<th>Influences</th>
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<tr>
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<td></td>
<td>Interests</td>
<td>Abilities/Skills</td>
<td>Values/Setting Preference</td>
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**SECONDARY PLAN OF STUDIES:** MUST INCLUDE ACADEMIC CORE COURSES AND OTHER SELECTED ELECTIVE COURSES CONNECTED TO CHOSEN PATHWAY

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<th>Grade</th>
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<td>What will I need to do?</td>
<td>Timeline</td>
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Developed by: Michael D. Thompson  
Consultant for Pennsylvania Department of Education  
February 2012  
Revised by Erie’s Public Schools August 2018
C. Stakeholder Engagement Items 10-11
10. Stakeholder Engagement

**Stakeholder:** Students

<table>
<thead>
<tr>
<th>Students</th>
<th>How Students benefit from the K-12 Guidance Program</th>
<th>How Students assist with the delivery of the K-12 Guidance Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 decisions they make today will affect their post-secondary career choices. Students will explore the different options for careers through a variety of different ways. They will focus on career interests and needs, attend fieldtrips, be involved in community groups and be active participants on tours. Students with a better understanding of their career endeavors will be active in job shadowing, co-op opportunities and internships/apprenticeships.</td>
<td>Students will provide feedback on the program for continuous improvement by looking at activities they enjoyed that were beneficial to their career exploration/planning. Students will voice their opinion and communicate with the guidance counselors what was beneficial in the career process.</td>
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# Stakeholder: Educator

<table>
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<tr>
<th>Educators</th>
<th>How Educators benefit from the K-12 Guidance Program</th>
<th>How Educators assist with the delivery of the K-12 Guidance Program</th>
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<tr>
<td></td>
<td>Educators will benefit by expanding their knowledge base in order to help prepare students for the future. Instructors will continue in their own profession but will also have the understanding of career development to guide or assist students in the related labs to the correct path.</td>
<td>Teachers can assist by ensuring that the curriculum is connected to various aspects of career exploration and acquisition, which will in general make the path more meaningful and understanding to the student.</td>
</tr>
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## Action Plan:

<table>
<thead>
<tr>
<th>“Big Idea”</th>
<th>Program Goal “Smart Format”</th>
<th>CEW Standard</th>
<th>Grade Level</th>
<th>Activities Interventions</th>
<th>Data</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Implement career education into lessons | Implement by June 1, 2020, all teachers will have at least four lesson plans which include a career education component from 20% to 35% | 13.1 Career Awareness 13.2 Career Acquisition 13.3 Career Retention | K-12 | • Guidance classroom lessons  
• Teacher team meetings, focusing on integrating careers into lesson plans | Lesson Plans | Year long |
| Expand the knowledge base in order to help prepare students for the future | By June 1, 2020, counselors will present to staff different options to work with careers in the classroom and serve as a resource to meet with each teacher one on one, aiming to meet with 80% of the staff | 13.1 Career Awareness 13.2 Career Acquisition 13.3 Career Retention | K-12 | • Utilizing a collaborative approach to career education; the counselor will provide the career piece and the teacher will provide the implementation  
• Counselor will serve as a resource of career knowledge  
• Present plan for integration to staff and work with staff one on one | Lesson Plans  
Career Portfolios | Year long |
Stakeholder: Parents

<table>
<thead>
<tr>
<th>Parents</th>
<th>How Parents/Guardians benefit from the K-12 Guidance Program</th>
<th>How Parents/Guardians assist with the delivery of the K-12 Guidance Program</th>
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<tbody>
<tr>
<td></td>
<td>Parents will benefit from a comprehensive career program by giving them an understanding of future planning and development for their son or daughter. They will be able to guide and explore with the student the opportunities that are out there. They will realize the importance of career planning and exploration.</td>
<td>The comprehensive career program will keep parents involved along with the student exploring the different options and guiding them with their future plans. Parents will become partners in the process by providing the different tools necessary to assist their child in career education.</td>
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</tbody>
</table>

Action Plan:

<table>
<thead>
<tr>
<th>“Big Idea”</th>
<th>Program Goal “Smart Format”</th>
<th>CEW Standard</th>
<th>Grade Level</th>
<th>Activities Interventions</th>
<th>Data</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate and inform parents/guardians of career education in the K-12 program</td>
<td>To engage parents in the school community</td>
<td>13.1 A-H 13.2 A-E 13.3 A-G 13.4 A-C</td>
<td>K-12</td>
<td>Open house, IEP meetings, Parent/Teacher Conferences, Community Nights, Career Day, College Fair, Mock Interviews, Naviance, FAFSA</td>
<td>Parent contacts, RTI contact log</td>
<td>Monthly</td>
</tr>
<tr>
<td>Assist parents in connecting to resources in the community</td>
<td>To engage parents in the school community including outside supports</td>
<td>13.1 A-H 13.2 A-E 13.3 A-G 13.4 A-C</td>
<td>K-12</td>
<td>Community Nights, Open House, School Based Mental Health, SAP, D &amp; A Counseling, Parent Information Nights</td>
<td>Parent Surveys, Graduation Rates</td>
<td>Monthly</td>
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Stakeholder: Business & Community

<table>
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<tr>
<th>BUSINESS &amp; COMMUNITY</th>
<th>How Business/Community partners benefit from the K-12 Guidance Program</th>
<th>How Business/Community partners assist with the delivery of the K-12 Guidance Program</th>
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<tbody>
<tr>
<td></td>
<td>Businesses have a desire and need for students whom have a good understand of the world of work. They are seeking students who are ready to take on jobs in the community. A comprehensive K-12 career program will allow for the success of the community’s businesses to open their doors to students, creating a partnership between the two.</td>
<td>The business industry will contribute to the K-12 program by providing real world experiences for students. Businesses participate in Career Fairs, Job Shadowing Experiences, Cooperative Education, internship opportunities and mock interviewing in the student’s specific field of study. These experiences are beneficial and model the students. It helps them model and target their interests, planning their future goals and skill sets, exploring careers and practice on the job training. Business and industry representatives serve on Occupational Advisory Committees in the CTE programs. They critique curriculum and determine equipment needs to help prepare students for future careers.</td>
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Action plan

<table>
<thead>
<tr>
<th>“Big Idea”</th>
<th>Program Goal “Smart Format”</th>
<th>CEW Standard</th>
<th>Grade Level</th>
<th>Activities Interventions</th>
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<th>Timeline</th>
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<tbody>
<tr>
<td>Use community resources and supports to enhance K-12 guidance program</td>
<td>To encourage community involvement to promote career education inside the school building. To coordinate student career learning opportunities in the community.</td>
<td>13.1.3A 13.1.3B 13.1.3D 13.1.3E 13.1.3F 13.2.3A 13.2.3E 13.3.3H</td>
<td>K-12</td>
<td>Guest Speakers/Agencies, Advisory Council Meetings, Community School Initiatives, Skills USA, TRiO, Student Council, community service projects (March of Dimes, Second Harvest Food bank), real world experiences (co-op, job shadow, internships)</td>
<td>Attendance Records, Student reflections, College admission, graduation rates</td>
<td>Year Long</td>
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### Stakeholder: Postsecondary

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<tr>
<th>Post Secondary</th>
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<th>How postsecondary partners assist with the delivery of the K-12 Guidance Program</th>
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<tr>
<td></td>
<td>The higher education will get more career focused students that have been through a career development program. Students will understand what pathway they will be targeting whether it be at a four-year college, a two-year college, technical school, straight to work, community college or the military. Students will continuously improve on their journey for a career making better decisions about their future.</td>
<td>The K-12 program will build partnerships with post-secondary institutions. They will be invited to participate on OAC Committees. They will articulate and establish dual enrollment so students can be better prepared. Colleges will furthermore participate by giving presentations and doing meet in greets at lunch time.</td>
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### Action Plan

<table>
<thead>
<tr>
<th>“Big Idea”</th>
<th>Program Goal “Smart Format”</th>
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<th>Data</th>
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<tbody>
<tr>
<td>Create partnerships with post-secondary institutions</td>
<td>Build relationships with post-secondary institutions to increase stakeholder involvement in school</td>
<td>13.1.11 13.2.11 13.3.11</td>
<td>9-12</td>
<td>Host events at Erie High School and Northwest PA Collegiate Academy; include representatives on Advisory Councils</td>
<td>Attendance at events</td>
<td>Year long</td>
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<tr>
<td>Increase awareness of post-secondary options for students</td>
<td>Provide opportunities for students to explore post-secondary options that are available to them as well as unfamiliar to them</td>
<td>13.1.11 13.2.11 13.3.11</td>
<td>9-12</td>
<td>Career Street, college visits both to campus and by representatives in the schools, College and Career Fair</td>
<td>Attendance at events</td>
<td>Year long</td>
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</table>
11. Erie’s Public Schools Advisory Council:
   A. First meeting date: _________________________
   B. Second meeting date: _______________________

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<th>Stakeholder</th>
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<th>Contact Information</th>
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<td><strong>PARENT / GUARDIAN</strong></td>
<td></td>
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<tr>
<td>Tanish Knight</td>
<td>Diehl Elementary PTA</td>
<td>814-722-6282</td>
</tr>
<tr>
<td>Nichole Pfister</td>
<td>Grover Cleveland Elementary PTA</td>
<td>814-844-1319; <a href="mailto:gc.ptsa.nicholp@gmail.com">gc.ptsa.nicholp@gmail.com</a></td>
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<tr>
<td>Sara Musone</td>
<td>Harding Elementary PTA</td>
<td>814-434-4154; <a href="mailto:Sara944@gmail.com">Sara944@gmail.com</a></td>
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<tr>
<td>Stephanie Morris</td>
<td>Jefferson Elementary PTA</td>
<td>5m <a href="mailto:cubicmom328@aol.com">cubicmom328@aol.com</a></td>
</tr>
<tr>
<td>Dana Apitsch</td>
<td>Joanna Connell Elementary PTA</td>
<td>814-746-5643</td>
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<tr>
<td>Christy Gunther</td>
<td>Perry Elementary PTA</td>
<td>814-490-9785; <a href="mailto:perryelementaryPTA@gmail.com">perryelementaryPTA@gmail.com</a></td>
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<tr>
<td>Kristen Sinnott</td>
<td>Strong Vincent MS PTA</td>
<td><a href="mailto:Ksinnott01@icloud.com">Ksinnott01@icloud.com</a></td>
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<tr>
<td>Kerry Tabb</td>
<td>Erie High School PTL</td>
<td><a href="mailto:Kerry.a.tabb@gmail.com">Kerry.a.tabb@gmail.com</a></td>
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<tr>
<td><strong>EDUCATOR &amp; ADMINISTRATOR</strong></td>
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<tr>
<td>Tim Sabol</td>
<td>Principal, Diehl Elementary</td>
<td>874-6586</td>
</tr>
<tr>
<td>Kevin Harper</td>
<td>K-2 Principal, Harding Elementary</td>
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<tr>
<td>Michelle Fiorelli</td>
<td>Principal, Grover Cleveland Elementary</td>
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<tr>
<td>Kathleen Farnham</td>
<td>3-5 Principal, Harding Elementary</td>
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<tr>
<td>Jeff Boam</td>
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<tr>
<td>Diane Sutton</td>
<td>Principal, Edison Elementary</td>
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<tr>
<td>Jesse Williams</td>
<td>Principal, Joanna Connell Elementary</td>
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</tr>
<tr>
<td>Carla Johnson</td>
<td>Principal, Lincoln Elementary</td>
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<tr>
<td>Dana Suppa</td>
<td>Principal, McKinley Elementary</td>
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<tr>
<td>David Eubank</td>
<td>Principal, Perry Elementary</td>
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<tr>
<td>Karin Ryan</td>
<td>Principal, Pfeiffer-Burleigh Elementary</td>
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<tr>
<td>Scherry Prater</td>
<td>Principal, East Middle School</td>
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<tr>
<td>Andrea Gloystein</td>
<td>Principal, Strong Vincent Middle School</td>
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<tr>
<td>Rick Schneider</td>
<td>Principal, Wilson Middle School</td>
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</tr>
<tr>
<td>Donald Orlando</td>
<td>Principal, Erie High School</td>
<td>874-6200</td>
</tr>
<tr>
<td>James Vieira</td>
<td>Dean, NWPA Collegiate Academy</td>
<td>874-6300</td>
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<tr>
<td>Jill Crable</td>
<td>Principal, Patrick J. DiPaolo Accelerated Learning Center</td>
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<tr>
<td><strong>BUSINESS &amp; COMMUNITY</strong></td>
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<tr>
<td>Marcus Atkinson</td>
<td>Director, ServErie</td>
<td>231 Parade St. 16507</td>
</tr>
<tr>
<td>Anne Rydzewski</td>
<td>Behavior Interventionist, Diehl Elementary</td>
<td>874-6585</td>
</tr>
<tr>
<td>Hanni Nazario</td>
<td>Workforce Development Program Manager, Goodwill</td>
<td><a href="mailto:Hanni.Nazario@goodwillready.org">Hanni.Nazario@goodwillready.org</a></td>
</tr>
<tr>
<td>Eric Sekerak</td>
<td>Executive Director, Junior Achievement</td>
<td><a href="mailto:esekerak@jawesternpa.org">esekerak@jawesternpa.org</a></td>
</tr>
<tr>
<td>Gerry Schneggenburger</td>
<td>Chief Operating Officer, NWIRC</td>
<td><a href="mailto:gschenggs@nwirc.org">gschenggs@nwirc.org</a></td>
</tr>
<tr>
<td>Jennifer Pontzer</td>
<td>Executive Director, Career Street</td>
<td><a href="mailto:jponter@careerstreet.org">jponter@careerstreet.org</a></td>
</tr>
<tr>
<td>Kim Latimer Davis</td>
<td>Director of Community Outreach, Erie Federal Credit Union</td>
<td><a href="mailto:kdavis@eriefcu.org">kdavis@eriefcu.org</a></td>
</tr>
<tr>
<td>Sara Dodeci</td>
<td>Project Director, CareerLink</td>
<td><a href="mailto:sara.dodeci@rescare.com">sara.dodeci@rescare.com</a></td>
</tr>
<tr>
<td>Robin Melvin</td>
<td>Director of Nursing Education, UPMC Hamot</td>
<td><a href="mailto:pearsonrl@upmc.edu">pearsonrl@upmc.edu</a></td>
</tr>
<tr>
<td>Stakeholder</td>
<td>Title &amp; Organization</td>
<td>Contact Information</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>----------------------------------------------</td>
</tr>
<tr>
<td>Donna Manson</td>
<td>Nursing Supervisor, St. Mary’s East</td>
<td><a href="mailto:dmanson@stmaryshome.org">dmanson@stmaryshome.org</a>; 451-1307</td>
</tr>
<tr>
<td>Nicole Lehr</td>
<td>Recruiter, Wegman's</td>
<td><a href="mailto:Nicole.Lehr@wegmans.com">Nicole.Lehr@wegmans.com</a>; 860-5300</td>
</tr>
<tr>
<td>Stacey Wingerter</td>
<td>Human Resources Manager, Signal-Tech</td>
<td><a href="mailto:stacyw@signal-tech.com">stacyw@signal-tech.com</a>; 835-3000</td>
</tr>
<tr>
<td>Bridget Daughtery</td>
<td>Human Resource Specialist, Scott Enterprises</td>
<td><a href="mailto:bridgetd@visitcott.com">bridgetd@visitcott.com</a>; 217-1131</td>
</tr>
<tr>
<td>Heather Evans</td>
<td>Human Resources Manager, Port Erie Plastics</td>
<td><a href="mailto:hevans@porterie.com">hevans@porterie.com</a>; 899-7602 x 320</td>
</tr>
<tr>
<td>Aaron Susmarksi</td>
<td>Institutional Director of Human Resources, LECOM</td>
<td><a href="mailto:asusmarksi@lecom.edu">asusmarksi@lecom.edu</a>; 860-5101</td>
</tr>
<tr>
<td>Lori Dever</td>
<td>Worforce Development Manager, Industrial Sales and Manufacturing (ISM)</td>
<td><a href="mailto:ldever@ismerie.com">ldever@ismerie.com</a>; 833-9876 x 381</td>
</tr>
<tr>
<td>Mark J. Tarasovitch</td>
<td>Owner, Great Lakes Construction</td>
<td><a href="mailto:glc@glcerie.com">glc@glcerie.com</a>; 838-0600</td>
</tr>
<tr>
<td>POST SECONDARY</td>
<td></td>
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</tr>
<tr>
<td>Meghan Lloyd</td>
<td>Assistant Director of Admissions, Edinboro University</td>
<td><a href="mailto:mlloyd@edinboro.edu">mlloyd@edinboro.edu</a>; 814-732-1768</td>
</tr>
<tr>
<td>Andrea Grady</td>
<td>Associate Director of Admissions, Mercyhurst University</td>
<td><a href="mailto:Agrady2@mercyhurst.edu">Agrady2@mercyhurst.edu</a>; 814-824-3021</td>
</tr>
<tr>
<td>Julie Lapiska</td>
<td>Associate Director of Admissions, Gannon University</td>
<td><a href="mailto:Lapiska003@gannon.edu">Lapiska003@gannon.edu</a>; 814-871-7410</td>
</tr>
<tr>
<td>Felicia Presley</td>
<td>Assistant Director of Admissions, Penn State Behrend</td>
<td><a href="mailto:fpresley@admissions.psu.edu">fpresley@admissions.psu.edu</a>; 814-898-6284</td>
</tr>
<tr>
<td>Aldo Jackson, Ph.D.</td>
<td>Executive Director of Erie Operations and Workforce Development, Northern PA Regional College</td>
<td>A.J. Palumbo Academic Center, Box MS16 110 W. 9th Street Erie PA 16541 814-651-0693 (o) 814-779-4096 (c) <a href="mailto:ajackson@rrcnpa.org">ajackson@rrcnpa.org</a></td>
</tr>
<tr>
<td>Dan Albaugh</td>
<td>Recruiter, Great Lakes Institute of Technology</td>
<td><a href="mailto:DanA@glit.edu">DanA@glit.edu</a>; 814-397-1117</td>
</tr>
<tr>
<td>Dino Cicconi</td>
<td>Administrative Rep., Pittsburgh Institute of Aeronautics (PIA)</td>
<td>412-445-6704</td>
</tr>
<tr>
<td>Courtney Steding</td>
<td>Director of Career Services, Penn State Behrend</td>
<td><a href="mailto:cns14@psu.edu">cns14@psu.edu</a>; 898-6164</td>
</tr>
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</table>
D. Career Pathway Awareness Items 12-13

12. Career and Post-Secondary Resources Supporting the CEW Standard Strands and Career Pathways

<table>
<thead>
<tr>
<th>CEW Strands</th>
<th>Sixteen Career Clusters</th>
</tr>
</thead>
</table>
| 13.1 Career Awareness & Planning | 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 |
| 13.2 Career Acquisition |                                                                                       |
| 13.3 Career Retention |                                                                                       |
| 13.4 Entrepreneurship |                                                                                       |

Organizations and Agencies

<table>
<thead>
<tr>
<th>Intermediary Organizations: Connecting, Collaborating, Convening Organizations</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Pennsylvania Workforce Development Board</td>
<td>13.1-4</td>
<td>All</td>
</tr>
<tr>
<td>Contact: Janet Anderson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Vocational Rehabilitation</td>
<td>13.1-13.4</td>
<td>All</td>
</tr>
<tr>
<td>Contact: Karen Digangi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erie Regional Chamber and Growth Partnership</td>
<td>13.1-13.4</td>
<td>All</td>
</tr>
<tr>
<td>Contact: Amy R. Murdock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Umbrella Organizations:**  *Organizations that represent a large group of business organizations with a common mission*

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erie Regional Manufacturing Partnership</td>
<td>13.1-4</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Contact: Megan Ingram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builder’s Association of NW PA</td>
<td>13.1-4</td>
<td>Architecture and Construction</td>
</tr>
<tr>
<td>Associated Builders and Contractors, Inc</td>
<td>13.1-4</td>
<td>Architecture and Construction</td>
</tr>
<tr>
<td>Contact: Katy Rittle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Way</td>
<td>13.1-4</td>
<td>Human Services</td>
</tr>
<tr>
<td>Contact: Mary Bula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ServErie</td>
<td>13.1-4</td>
<td>Human Services</td>
</tr>
<tr>
<td>Contact: Marcus Atkinson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiwanis Club</td>
<td>13.1-4</td>
<td>Human Services</td>
</tr>
<tr>
<td>Contact: Linda Smalley [<a href="mailto:linda_smalley@neo.rr.com">linda_smalley@neo.rr.com</a>]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Achievement</td>
<td>13.1-4</td>
<td>Finance</td>
</tr>
<tr>
<td>Contact: Dale Shatto [<a href="mailto:daleshatto@jawesternpa.org">daleshatto@jawesternpa.org</a>]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erie County Career Pathways Alliance</td>
<td>13.1-3</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Contact: Mary Bula [<a href="mailto:mary@erietogether.org">mary@erietogether.org</a>]</td>
<td></td>
<td>Health Science</td>
</tr>
<tr>
<td>Rotary Club of Erie</td>
<td>13.1-4</td>
<td>Multiple</td>
</tr>
<tr>
<td>Sisters of St. Joseph Neighborhood Network</td>
<td>13.1-4</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

**Individual Contacts:**  *Contacts acquired through networking and interaction*

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Melvin, UPMC Hamot</td>
<td>13.1-3</td>
<td>Health Science</td>
</tr>
<tr>
<td>Jennifer Johns, Metz</td>
<td>13.1-4</td>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>Dave Jacquel, Modern Industries</td>
<td>13.1-3</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Jamie Babiak, LECOM</td>
<td>13.1-3</td>
<td>Health Science</td>
</tr>
<tr>
<td>Amanda Doctor, St. Vincent’s Hospital</td>
<td>13.1-3</td>
<td>Health Science</td>
</tr>
<tr>
<td>Name</td>
<td>Occupation/Industry</td>
<td>CEW Strand(s)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Nicole Lehr, Wegman’s</td>
<td>Human Services</td>
<td>13.1-3</td>
</tr>
<tr>
<td>Chris Holumberg, Curtze</td>
<td>Human Services</td>
<td>13.1-3</td>
</tr>
<tr>
<td>Erin McKracken, PHB</td>
<td>Manufacturing</td>
<td>13.1-3</td>
</tr>
<tr>
<td>Jeff Donovan, Diversified manufacturing systems</td>
<td>Manufacturing</td>
<td>13.1-3</td>
</tr>
<tr>
<td>John Stull, Lord corporation</td>
<td>Manufacturing</td>
<td>13.1-3</td>
</tr>
<tr>
<td>Kevin Maleski, Accuride</td>
<td>Manufacturing</td>
<td>13.1-2</td>
</tr>
<tr>
<td>Matt Greene, DCNR</td>
<td>Agriculture, Food and Natural Resources</td>
<td>13.1-2</td>
</tr>
<tr>
<td>Kim Latimer Davis, Erie Federal Credit Union</td>
<td>Finance</td>
<td>13.1</td>
</tr>
<tr>
<td>Jason Scales, Lincoln Electric</td>
<td>Manufacturing</td>
<td>13.1</td>
</tr>
<tr>
<td>James Willets, Machining Concepts</td>
<td>Manufacturing</td>
<td>13.1</td>
</tr>
<tr>
<td>Greg Hayes, North Coast Flight School</td>
<td>Transportation, Distribution and Logistics</td>
<td>13.1</td>
</tr>
<tr>
<td>Richard Eisenberg, Bayfront Maritime Center</td>
<td>Transportation, Distribution and Logistics</td>
<td>13.1</td>
</tr>
<tr>
<td>Melanie Ford, Penn State Behrend</td>
<td>Information Technology</td>
<td>13.1</td>
</tr>
<tr>
<td>Carolyn Cartwright, Plastikos</td>
<td>Manufacturing</td>
<td>13.1</td>
</tr>
<tr>
<td>Tim Vickey, Chief of Staff for Ryan Bizzarro, State Representative</td>
<td>Government and Public Administration</td>
<td>13.1</td>
</tr>
<tr>
<td>Dustin Noel, Sherwin Williams</td>
<td>Human Services</td>
<td>13.1</td>
</tr>
<tr>
<td>Heather Caspar, SSJNN</td>
<td>Human Services</td>
<td>13.1-3</td>
</tr>
<tr>
<td>Jacob Thomas, J,Thomas Tree Service</td>
<td>Agriculture, Food and Natural Resources</td>
<td>13.1-2</td>
</tr>
<tr>
<td>James Donnelly, UPMC Hamot</td>
<td>Health Science</td>
<td>13.1-2</td>
</tr>
<tr>
<td>April Murphy, UPMC Hamot</td>
<td>Health Science</td>
<td>13.1-2</td>
</tr>
</tbody>
</table>

**Community & Business Meetings:** Meetings, which bring cross/community members together to promote growth to further a cause

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erie Regional Manufacturing Partnership</td>
<td></td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Manufacturer’s Association</td>
<td></td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Community Events: <em>Conferences, Workshops, Grand Openings</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>CEW Strand(s) 13.X</strong></td>
<td><strong>Career Cluster or District Pathway</strong></td>
</tr>
<tr>
<td>Manufacturing Day</td>
<td>13.1-4</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Health day</td>
<td>13.1-4</td>
<td>Health Science</td>
</tr>
<tr>
<td>Women in Engineering</td>
<td>13.1-4</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Online and Other Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internet Based Links: Websites educating others and promoting career development and related topics</strong></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Universities.com</td>
</tr>
<tr>
<td>Justcolleges.com</td>
</tr>
<tr>
<td>American Education Services</td>
</tr>
<tr>
<td>PA Career Zone</td>
</tr>
<tr>
<td>O-Net</td>
</tr>
<tr>
<td>LiveCareer</td>
</tr>
<tr>
<td>Job Gateway</td>
</tr>
<tr>
<td>Career Kids</td>
</tr>
<tr>
<td>Naviance</td>
</tr>
<tr>
<td>Everfi</td>
</tr>
<tr>
<td>PA Career Link</td>
</tr>
<tr>
<td>Smart Futures</td>
</tr>
</tbody>
</table>
### Media & Advertising: Various marketing methods that provide contacts, career awareness, ideas and workforce information

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erie Times News</td>
<td>13.1-2</td>
<td>All</td>
</tr>
<tr>
<td>GoErie.com</td>
<td>13.1-2</td>
<td>All</td>
</tr>
<tr>
<td>WJET</td>
<td>13.1</td>
<td>All</td>
</tr>
<tr>
<td>WSEE</td>
<td>13.1</td>
<td>All</td>
</tr>
<tr>
<td>WICU</td>
<td>13.1</td>
<td>All</td>
</tr>
<tr>
<td>WFXP</td>
<td>13.1</td>
<td>All</td>
</tr>
</tbody>
</table>

### Publication & Documents: Hard copy materials that offer contacts and career/workforce information

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Career Guide</td>
<td>13.1</td>
<td>All</td>
</tr>
<tr>
<td>Erie Regional Chamber and Growth Partership</td>
<td>13.1</td>
<td>All</td>
</tr>
<tr>
<td>PA Department of Labor – PA WorkStats</td>
<td>13.1</td>
<td>All</td>
</tr>
</tbody>
</table>

### Post Secondary Options

### Postsecondary Options: Colleges, Apprenticeships, Military, Vocational Training

<table>
<thead>
<tr>
<th>Resources</th>
<th>CEW Strand(s) 13.X</th>
<th>Career Cluster or District Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edinboro University of PA</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Gannon University</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Mercyhurst University</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Penn State University – Behrend College</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Tech After Hours</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Erie Institute of Technology</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Triangle Tech</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Great Lakes Institute of Technology</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
<tr>
<td>Northwest Pennsylvania Regional College</td>
<td>13.1, 3</td>
<td>All</td>
</tr>
</tbody>
</table>
13. Career and Technology Center Strategies:

**STUDENT AWARENESS:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Intervention, Program, or Event</th>
<th>Start &amp; End Dates</th>
<th># of Students Taught</th>
<th>Location</th>
<th>Stakeholder Delivering</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>CTE students to Elementary schools</td>
<td>Year Long</td>
<td>1725</td>
<td>Elementary Schools</td>
<td>CTE teachers and students</td>
<td>CTE Director</td>
<td>Student interest surveys</td>
</tr>
<tr>
<td>5</td>
<td>Tour of CTE</td>
<td>Semester 1</td>
<td>813</td>
<td>Erie High School</td>
<td>CTE teachers</td>
<td>CTE Director</td>
<td>Post tour survey</td>
</tr>
<tr>
<td>6</td>
<td>CTE students to Middle schools</td>
<td>Year Long</td>
<td>811</td>
<td>Middle Schools</td>
<td>CTE teachers and students</td>
<td>CTE Director</td>
<td>Student interest survey</td>
</tr>
<tr>
<td>7</td>
<td>Tour of CTE</td>
<td>Semester 2</td>
<td>748</td>
<td>Erie High School</td>
<td>CTE teachers</td>
<td>CTE Director</td>
<td>Post tour survey</td>
</tr>
<tr>
<td>8</td>
<td>Open House</td>
<td>October</td>
<td>696</td>
<td>Erie High School</td>
<td>HS admin</td>
<td>HS admin</td>
<td>CTE requests on application</td>
</tr>
<tr>
<td>All</td>
<td>High School Website</td>
<td>Year Long</td>
<td>11,000</td>
<td>Internet</td>
<td>CTE teachers</td>
<td>HS admin</td>
<td>Number of hits</td>
</tr>
</tbody>
</table>
## Parent Awareness:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Intervention, Program, or Event</th>
<th>Start &amp; End Dates</th>
<th># of Parents</th>
<th>Engagement Method</th>
<th>Stakeholder Delivering</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>High School Open House</td>
<td>Aug</td>
<td>300</td>
<td>Information sent home, One Call, and on District Website</td>
<td>HS admin</td>
<td>CTE Director CTE Counselor</td>
<td>Students signing up for CTE labs</td>
</tr>
<tr>
<td>8</td>
<td>8th grade open house</td>
<td>Late Oct/early Nov</td>
<td>400</td>
<td>Information sent home, One Call, and on District Website</td>
<td>HS admin</td>
<td>CTE Director CTE Counselor</td>
<td>Students requesting CTE labs</td>
</tr>
<tr>
<td>6-8</td>
<td>Parent information nights</td>
<td>Late Oct/early Nov</td>
<td>200</td>
<td>Information sent home, One Call, and on District Website</td>
<td>MS admin</td>
<td>MS administrators</td>
<td>Attendance</td>
</tr>
<tr>
<td>6-8</td>
<td>Flyers at each middle and high school</td>
<td>Year long</td>
<td>200</td>
<td>Information available in counseling office</td>
<td>School admin</td>
<td>School Administrators</td>
<td>Number distributed</td>
</tr>
<tr>
<td>K-12</td>
<td>High School website</td>
<td>Year long</td>
<td>11,000</td>
<td>District Website</td>
<td>CTE teachers</td>
<td>HS administrators</td>
<td>Number of hits</td>
</tr>
<tr>
<td>K-8</td>
<td>PTO meeting</td>
<td>Yearly</td>
<td>200</td>
<td>Presentation, Tour</td>
<td>CTE Director</td>
<td>CTE Director</td>
<td>Parent feedback</td>
</tr>
</tbody>
</table>
**Educator Awareness:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Intervention, Program, or Event</th>
<th>Start &amp; End Dates</th>
<th># of Educators</th>
<th>Location</th>
<th>Stakeholder Delivering</th>
<th>Contact Person</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>Elementary school teacher tours</td>
<td>Every 2 years</td>
<td>400</td>
<td>Erie High School</td>
<td>CTE teachers</td>
<td>CTE Director</td>
<td>Participant feedback</td>
</tr>
<tr>
<td>6-8</td>
<td>Middle school teacher tours</td>
<td>Every 2 years</td>
<td>180</td>
<td>Erie High School</td>
<td>CTE teachers</td>
<td>CTE Director</td>
<td>Participant feedback</td>
</tr>
<tr>
<td>9-12</td>
<td>High school teacher tours</td>
<td>Yearly</td>
<td>150</td>
<td>Erie High School</td>
<td>CTE teachers</td>
<td>CTE Director</td>
<td>Participant feedback</td>
</tr>
<tr>
<td>K-12</td>
<td>Administrator tours</td>
<td>Every 2 years</td>
<td>75</td>
<td>Erie High School</td>
<td>CTE teachers/CTE Director</td>
<td>CTE Director</td>
<td>Participant feedback</td>
</tr>
</tbody>
</table>
APPENDIX

Insert Supporting Documents