



K-12 COMPREHENSIVE GUIDANCE PLAN

Updated September, 2019

Board Approved November 13, 2019

Erie's Public Schools Board of Directors

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Erie's Public Schools

K-12 Comprehensive Guidance Plan

Elementary Schools (PreK-5)

Diehl Elementary

Joanna Connell Elementary

Edison Elementary

Lincoln Elementary

Grover Cleveland Elementary

McKinley Elementary

Harding Elementary

Perry Elementary

Jefferson Elementary

Pfeiffer-Burleigh Elementary

Middle Schools (6-8)

East Middle School

Wilson Middle School Middle

Strong Vincent Middle School

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

Name	Location	Ratio (student:counselor)
Morgan, Lisa	Diehl Elementary	431:1
Kloss, Katy	Edison Elementary	215:1
Stegen, Jillian	Edison Elementary	215:1
Romeo, Michael	Grover Cleveland Elementary	613:1
Hawkins, Beth	Harding Elementary	590:1
Chiapa, Amy	Jefferson Elementary	477:1
Covel, Lorraina	Joanna Connell Elementary	606:1
Mussett, Laurie	Lincoln Elementary	452:1
Perhacs, Sean	McKinley Elementary	260:1
Schuster, Jessica	McKinley Elementary	260:1
Bashline, Trent	Perry Elementary	499:1
Feeney, Chris	Pfeiffer-Burleigh Elementary	570:1
Lewis, Craig	East Middle School	331:1
Ramirez, Rhonda	East Middle School	331:1
Munson, Holly	Strong Vincent Middle School	425:1
Vannette, Jessica	Strong Vincent Middle School	426:1
Coletta, Michael	Wilson Middle School	396:1
Peck, Melissa	Wilson Middle School	396:1
Kitchen, Robert	Erie High School	Athletics
Lohaitia, Felix	Erie High School	559:1
OConnor, Carla	Erie High School	773:1
Piganelli, Krista	Erie High School	485:1
Rendenz, Jacquelyn	Erie High School	Other duties
Shaut, Amy	Erie High School	Other duties
Shields, Leila	Erie High School	Other duties
Talley, Josh	Erie High School	Other duties
Weber, Richard	Erie High School	Other duties
King, Erica	NWPA Collegiate Academy	435:1
Nielsen, Dan	NWPA Collegiate Academy	435:1

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)

Role	Level	Evidence of Role
Leader	Elementary	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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 pre-requisites 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 asses student levels of success
Advocate	Elementary	<ul style="list-style-type: none"> • Enable students to become advocates for themselves by engaging them in community supports and resources. • Facilitate BEST and SAP meetings for staff
	Middle	<ul style="list-style-type: none"> • 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
	High	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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
Collaborator	Elementary	<ul style="list-style-type: none"> • 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
	Middle	<ul style="list-style-type: none"> • 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
	High	<ul style="list-style-type: none"> • 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

		<p>academic, attendance, and social/emotional needs; referrals to outside agencies, mental health counseling, environmental factors, grief counseling and crisis intervention</p> <ul style="list-style-type: none"> • Work directly with community organizations to increase opportunities for students including scholarships, student safety, personal needs, academic enhancement, and community service • Train staff on comprehensive guidance curriculum and using Naviance to measure student success. Share support services available to students and families • Communicate regularly with post-secondary representatives to schedule visits and learn about new programs available to students. Introduce students to local employers through a career day and individual classroom speakers • Meet weekly with administration to discuss student and counselor needs, develop goals, and plan schedules • Work with staff to identify high-need students who would benefit from a food pantry program and other social services
Systemic Change Agent	Elementary	<ul style="list-style-type: none"> • 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
	Middle	<ul style="list-style-type: none"> • 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
	High	<ul style="list-style-type: none"> • 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

Counselor Level	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
Elementary	<p>Demonstrates a working knowledge of counselor theory, best practice and techniques using the district adopted comprehensive school counseling plan</p> <p>Demonstrates knowledge of child and adolescent development and provides differentiated and developmentally appropriate services</p> <p>Sets relevant and rigorous goals that focus on academic, career and social/emotional development of students</p> <p>Consistently conducts and utilizes assessment and matches results to student needs and service delivery</p>	<p>Demonstrates appropriate interactions with students</p> <p>Collaborates with stakeholders to promote a culture for learning</p> <p>Uses established routines and procedures that function effectively with little loss of time</p> <p>Responds to and manages student behavior in a manner that is consistent, effective, and respectful to students</p> <p>Maintains a safe, organized physical environment that supports counseling activities</p>	<p>Communicates clearly and accurately</p> <p>Uses evidence-based strategies for individual and group counseling as well as classroom activities</p> <p>Asks high quality questions while providing adequate time for student response</p> <p>Provides equitable services to students and triages effectively</p> <p>Develops and conducts activities that assist students in developing their educational and career goals</p> <p>Ensures students are aware of the goals that have been established and the criteria for determining progress</p> <p>Uses data to promote the successful achievement of student goals and makes adjustments as needed</p>	<p>Reflects on practice, providing accurate and objective description of practice and citing specific suggestions for ways to improve the school counseling program</p> <p>Completes reports, records, and documentation that are accurate and compliant with district policies and procedures.</p> <p>Consistently and effectively establishes home-school partnerships and communicates with families</p> <p>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</p>

Middle	<p>Demonstrates a working knowledge of counseling theory, best practice, and techniques</p> <p>Appraisal of needs– assist students in evaluating interests abilities, skills and achievement</p> <p>Advisement – assist students in goal setting based on academic, career and social/emotional data</p>	<p>Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students and their emerging self-identity</p> <p>Provides a safe, caring, and confidential environment through building rapport on a daily basis</p> <p>Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect</p> <p>Enhance the learning process and promote academic, career and social/emotional development</p>	<p>Instruction – direct instruction, team teaching, developing learning activities n group activities – planned activities outside the classroom promoting academic, career or social/emotional development</p> <p>Counseling – in individual or small group settings school counselors provide planned, short-term and goal focused counseling</p> <p>Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations</p>	<p>Seeks out opportunities for professional development, contributes to the professional development of other school counselors</p> <p>Makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession</p> <p>Takes a leadership role both within the learning community and the school counseling community</p>
High School	Develop and implement a Comprehensive	Provide a positive and welcoming environment that	Develop and implement a Comprehensive	Seek out pertinent professional development

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

4. School Counseling Department Mission Statement

District Mission Statement
<p><u>Erie's Public Schools:</u></p> <p>In Erie's Public Schools, we champion high levels of student engagement and personalized pathways to educational excellence for every student, without exception.</p>
K-12 School Counseling Mission Statement
<p>The mission of the School Counseling Department is to support students in making their best informed decision 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.</p>

5. Program Calendar by Domain and Level

6. Program Delivery by Tier and System Support

Elementary: Grades PreK-5

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
AUGUST					
Academic:					
Open House				x	
504 Plan agreements			x		
Special Education file (EIP) transfers			x		
District/Building inservices				x	
Career:					
Social/Emotional:					
Process agency requests		x			
Review previous year's SAP referrals		x			
SEPTEMBER					
Academic:					
Introduction to School Counselor	x				
Career:					
Career Cruising—initiate and distribute log-in cards	x				

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Social/Emotional:					
OCTOBER					
Academic:					
Internet Safety				x	
Career:					
Social/Emotional:					
Recognition of monthly counselor topics (i.e. Red Ribbon Week)	x				
NOVEMBER					
Academic:					
Parent Teacher Conferences				x	
Career:					
Career Fair				x	
Social/Emotional:					
Parent Teacher conferences			x		
Coordinate holiday help for families					x
DECEMBER					
Academic:					
Career:					

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Social/Emotional:					
Coordinate holiday help for families					x
JANUARY					
Academic:					
Begin PSSA coordination and planning				x	
Career:					
Social/Emotional:					
FEBRUARY					
Academic:					
Coordination and planning for PSSA				x	
Career:					
Social/Emotional:					
MARCH					
Academic:					
Coordination and planning for PSSA				x	
Career:					
Social/Emotional:					

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
APRIL					
Academic:					
Coordination and planning for PSSA				x	
Career:					
Social/Emotional:					
MAY					
Academic:					
Coordination of PSSA/PSSA makeups				x	
Retention meetings			x		
Review of SAP case load		x			
Fifth grade transitions		x			
Career:					
Fifth grade transistions	x				
Career Fair	x				
Social/Emotional:					
Fifth grade transistions		x			
Review of SAP caseload, submit end of year report		x			

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
JUNE					
Academic:					
Career:					
Social/Emotional:					
JULY					
Academic:					
Career:					
Social/Emotional:					

Ongoing K-5 Counselor Activities

Ongoing Counselor Related Activity	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related (Calculate Hours per Year)
Academic:					
Responsive Classroom/School Wide Positive Behavior Support (SWPBIS)	x				
IEP meetings			x		
Maintain student files				x	
Parent conference			x		
Instructional Leadership Team (ILT)				x	
Dissaggregation of data				x	
Peer tutoring				x	
Student observations			x		
Assist with attendance monitoring				x	
Career:					
Career exploration teacher support				x	
Organize presentations				x	
Individual counseling			x		
Development of career portfolio			x		
Social/Emotional:					
Responsive Classroom/SWPBIS plans			x		
Student Assistance Program (SAP) Meetings			x		
Lunch groups/monitor		x			
Organize outside agency presentations				x	
Bullying Prevention Program	x				
Individual/small group counseling		x			
Second Harvest Food Bank (coordination/distribution)					32 hrs/year
Conflict Resolution		x			
New student orientation			x		
Agency transitions			x		
Recognition of monthly counselor topics (i.e. Red Ribbon Week)	x				

Middle School: Grades 6-8

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
AUGUST					
Academic:					
Scheduling			x		
Open House/Orientation				x	
In-Service				x	
Career:					
Career Cruising in-service/training	x				
Social/Emotional:					
Coordination of Services Meetings				x	
SEPTEMBER					
Academic:					
Scheduling			x		
CDT planning and administration	x				
School wide data analysis				x	
Grade and Pod Level meetings		x			
Career:					
Career Cruising in-service/training	x				
Icehouse Training	x				
Social/Emotional:					
Mental Health and Academic Program Coordination				x	
Developing Behavior Plans		x			

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Meet with mental health counselor to establish protocol and discuss student concerns				x	
Crisis Counseling		x			
Peer Mediation			x		
OCTOBER					
Academic:					
Gifted Program coordination			x		
PSAT Training				x	
PSAT Administration				x	
Begin High School prep (8 th grade)	x				
Progress Monitoring: Mid-Term Grades	x				
Career:					
Career Cruising in-service/training	x				
Icehouse Training	x				
In-class lessons	x				
Maritime Program tour			x		
Social/Emotional:					
Mental Health and Academic Program Coordination				x	
Developing Behavior Plans			x		
Suicide Prevention training	x				
Red Ribbon Week	x				
Judging activity tryouts					x
Positive Youth Development Summit			x		
Caring Place Luncheon			x		
PAYS Survey prep				x	

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
NOVEMBER					
Academic:					
New Enrollments Orientation				x	
Meet with students who are failing courses			x		
High School Applications	x				
Parent-Teacher conferences	x				
Schedule changes to reflect PVAAS data		x			
Career:					
Career Cruising in-service/training	x				
Icehouse Training	x				
Erie High Open House				x	
Social/Emotional:					
Coordination of Services Meetings				x	
Mental Health and Academic Program Coordination				x	
Developing Behavior Plans			x		
Children's Grief Awareness Day	x				
PAYS surveys	x				
Community Night					x
DECEMBER					
Academic:					
New Enrollments Orientation				x	
Meet with students who are failing courses			x		

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
High School Applications	x				
Progress Monitoring: Mid-Term Grades	x				
CDT planning				x	
Career:					
Career Cruising in-service/training	x				
Icehouse Training	x				
High School shadowing			x		
Social/Emotional:					
Coordination of Services Meetings				x	
Mental Health and Academic Program Coordination				x	
Developing Behavior Plans		x			
JANUARY					
Academic:					
Erie High Applications	x				
PSAT Results		x			
CDT Administration	x				
WIDA Prep		x			
PSSA Prep	x				
Schedule Changes		x			
Failure Meetings			x		
Career:					
Ice House Implementation	x				
Career Speakers	x				

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Social/Emotional:					
Cyber Bullying	x				
FEBRUARY					
Academic:					
At-risk meetings with students failing			x		
Progress Monitoring: Mid-Term Grades	x				
PSSA prep	x				
Career:					
Career Speakers	x				
Social/Emotional:					
MARCH					
Academic:					
PSSA Prep	x				
Career:					
Career Speakers	x				
Ice House Program	x				
Social/Emotional:					

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
APRIL					
Academic:					
PSSA Prep and Administration	x				
PSSA Make ups		x			
Keystone Prep		x			
Progress Monitoring: Mid-Term Grades	x				
Retention Meeting				x	
Career:					
Ice House Unit	x				
Social/Emotional:					
MAY					
Academic:					
Scheduling for next year	x				
Keystone Testing		x			
8 th grade move up		x			
SAT Prep		x			
Career:					
Ice House program	x				
Social/Emotional:					
Relay for Life/Color Run					x

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
JUNE					
Academic:					
Scheduling for upcoming school year	x				
Review Failure/summer school candidates		x			
Career:					
Ice House program	x				
Social/Emotional:					
Review SAP cases for following year		x			
JULY					
Academic:					
Career:					
Social/Emotional:					

Ongoing 6-8 Counselor Activities

Ongoing MS Counselor Related Activity	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related (Calculate hours per year)
Academic:					
Student meetings			x		
Parent meetings			x		
Special Education paperwork			x		
Coordinate homebound instruction				x	
504 meetings			x		
Ongoing communication with parents (Facebook, letters, emails, phone)			x		
Parent Portal			x		
SSI paperwork					9 hrs/year
New enrollments orientation			x		
Career:					
Talent Search and GO College Assistance			x		
Chaperone Field Trips				x	
Career Cruising training and support	x				
Student Council				x	
Social/Emotional:					
Bullying lessons	x				
Student of the Week			x		
Weekly SAP meetings				x	
SWPBIS support	x				
Peer Mentoring			x		
Coordination of services meetings			x		
Truancy					20 hrs/year

Grades 9-12

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
AUGUST					
Academic:					
Scheduling			x		
In service				x	
Career:					
Social/Emotional:					
SEPTEMBER					
Academic:					
Scheduling	x				
National Merit Applications		x			
QuestBridge Applications		x			
Senior transcripts/Cohort list	x				
Career:					
9 th grade student Naviance registration	x				
Social/Emotional:					
Staff introductions					x
Suicide Prevention week	x				

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
OCTOBER					
Academic:					
Financial Aid Support	x				
College Application Support			x		
FAFSA Night				x	
Career:					
PSAT testing	x				
Senior meetings/Surveys/FSA IDs	x				
Pre-NOCTI		x			
Manufacturing Day				x	
Social/Emotional:					
Red Ribbon Week	x				
Dare to Dream				x	
NOVEMBER					
Academic:					
Parent Conferences	x				
Recruitment Open House				x	
Dual enrollment applications			x		
Career:					
Social/Emotional:					
Grief Awareness		x			

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
DECEMBER					
Academic:					
Dual Enrollment grades			x		
Keystone Prep		x			
Career:					
Social/Emotional:					
JANUARY					
Academic:					
Keystone tests		x			
PSAT meeting		x			
Keystone prep		x			
College acceptances		x			
Schedule adjustments at semester change/Dual enrollment			x		
Scholarship announcements			x		
New enrollments at semester change			x		
Career:					
NCAA night		x			
Freshman Naviance visits	x				
Social/Emotional:					

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
FEBRUARY					
Academic:					
Scheduling for next year	x				
Parent/Student scheduling nights	x				
AP registration			x		
Class meetings for scheduling	x				
Career:					
Career Day				x	
Social/Emotional:					
MARCH					
Academic:					
Scheduling checks (check IC)	x				
AP registration			x		
Progress reports	x				
Keystone Planning				x	
AP Planning				x	
Career:					
College Fair				x	
Social/Emotional:					
Relationship violence	x				

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
APRIL					
Academic:					
Scholarship luncheons					x
Graduation planning				x	
Excellence Ceremony planning				x	
Dual Enrollment applications			x		
Order diplomas				x	
Career:					
NOCTI		x			
Trade Show (date varies)				x	
Social/Emotional:					
Day of Caring	x				
MAY					
Academic:					
AP testing			x		
Keystone testing	x				
Graduation planning				x	
Dual Enrollment grades			x		
Senior surveys	x				
Career:					
Junior class visits	x				
Mock Interviews					x
Social/Emotional:					

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
JUNE					
Academic:					
Graduation ceremony				x	
Send final transcripts		x			
Complete Graduation tab in IC	xx				
Career:					
Social/Emotional:					
SAP			x		
JULY					
Academic:					
Career:					
Social/Emotional:					

Ongoing 9-12 Counselor Activities

Ongoing High School Counselor Related Activity	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related (Calculate hours per year)
Academic:					
Student meetings			x		
Parent meetings			x		
Career:					
Naviance support				x	
College representative visits				x	
Social/Emotional:					
SAP meetings			x		

7. Curriculum Action Plan

Kindergarten Curriculum Action Plan

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Identifying Feelings	PS: A1.5 PS: A2.2 PS: A2.6 PA SIS 16.2.K/A PA SIS 16.2.K/C	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	September & October 2019	845	All Kindergarten classrooms	Educators Students	School Counselors	Career Standards Benchmark
Listening Skills	A: A1.5 A: A2.3 PS: A2.7 PA CEW 13.2.3A PA SIS 16.1.K/C	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	October & November 2019	845	All Kindergarten classrooms	Educators Students	School Counselors	Career Standards Benchmark
Understanding Personal Space	PS: A1.6 PS: A1.7 PS: A1.8 PA SIS 16.3.K/B	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	November & December 2019	845	All Kindergarten classrooms	Educators Students	School Counselors	Career Standards Benchmark
Communication Skills	A: A2.3 PS: A2.6 PS: A2.7 PA CEW 13.2.3A PA CEW 13.3.3C PA SIS 16.2.K/A PA SIS 16.2.K/D PA SIS 16.2.K/E PA SIS 16.3.K/C	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	December 2019 January 2020	845	All Kindergarten classrooms	Educators Students	School Counselors	Career Standards Benchmark

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Inclusion, Diversity, and Character Development	PS: A1.1 PA: A1.10 PS: A2.3 PS: A2.4 PA SIS 16.2.K/B PA SIS 16.3.K/B	- Children's Literature - 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 PS: A1.8 PA CEW 13.3.3B PA SIS 16.1.K/B PA SIS 16.3.K/B	- Children's Literature - 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 PS: B1.11 PA SIS 16.1.K/C PA SIS 16.1.K/D PA CEW 13.3.3A	- Children's Literature - 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 PS: B1.5 PA SIS 16.2.K/D PA SIS 16.2.K/E PA SIS 16.3.K/A	- Children's Literature - 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

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Communication Skills	A: A1.5 A: A3.1 PS: A2.6 PS: A2.7 PA CEW 13.2.3A PA SIS 16.2.5C	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	September & October 2019	845	All 1 st grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Understanding Personal Space	PS: A1.6 PS: A1.7 PS: A1.8 PA SIS 16.3.K/B	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	October & November 2019	845	All 1 st grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Inclusion and Diversity	PS: A1.6 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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	November, December 2019 January 2020	845	All 1 st grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Self-Management and Coping Skills	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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	February & March 2020	845	All 1 st grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Conflict Resolution and Problem Solving	PS: A1.9 PS: A2.1 PS: A2.2 PS: A2.8 PA CEW 13.3.3B PA SIS 16.2.5A,D,E	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies - Bullying Prevention	March, April & May 2020	845	All 1 st grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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, H	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies - Career Exploration Activities	SY 2019-20	845	All 1 st 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	845	All 1 st grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Grade 2 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Communication Skills	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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	September & October 2019	826	All 2 nd grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Self-Management and Coping Skills	PS: A1.1 PS: A1.5 PS: A1.6 PS: A1.8 PS: A2.6 PS: A2.7 PS: A2.8 PA CEW 13.1.3A PA CEW 13.3.3G PA SIS 16.1.5A, C PA SIS 16.2.5D	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	October & November 2019	826	All 2 nd grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Diversity and Inclusion	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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	November & December 2019	826	All 2 nd grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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 2 nd 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 2 nd 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 2 nd grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Grade 3 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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	850	All 3 rd 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	850	All 3 rd 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	850	All 3 rd 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	850	All 3 rd grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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 3 rd 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 3 rd grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Grade 4 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Achieving Academic Success	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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	September, October & November 2019	875	In 4 th grade classrooms	Educators Students	School Counselors	Percent Proficient or Advanced (PSSA/PASA/Keystone exams)
Diversity and Inclusion	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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	November & December 2019	875	In 4 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Test Taking Skills and Strategies related to PSSA	A: B1.2, 5 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	875	In 4 th 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, 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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies - Bullying Prevention	SY 2019-20	875	In 4 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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	875	In 4 th 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	875	In 4 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Grade 5 Curriculum Action Plan.

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Achieving Academic Success	A: A1.1 A: A1.4 A: A1.5 A: A2.1 A: A2.2 A: A2.3 A: A3.1 A: B1.3 A: B2.5 A: B2.6 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 2019	813	In 5 th grade classrooms	Educators Students	School Counselors	Percent Proficient or Advanced (PSSA/PASA/ Keystone exams)
Study Skills	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	- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	September & October 2019	813	In 5 th grade classrooms	Educators Students	School Counselors	Percent Proficient or Advanced (PSSA/PASA/ Keystone exams)
Setting Goals	C: A1.6 C: A1.7 PS: A1.1 PS: A1.2 PS: A1.10 PS: B1.2 PS: B1.9 PS: B1.12 PA SIS 16.1.5D	- Children’s Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	October & November 2019	813	In 5 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Lesson or	ASCA Domain or	Curriculum & Materials	Start & End	# of	Location	Stakeholder	Contact	Indicator

Program Content	CEW Standard		Dates	Students Affected		Teaching Standard	Person	
Diversity and Inclusion	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	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	November & December 2019	813	In 5 th 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	813	In 5 th grade classrooms	Educators Students	School Counselors	Percent Proficient or Advanced (PSSA/PASA/Keystone exams)
Middle School Transition	A: B1.4 PS: A1.4-5, 11 PS: B1.4 PS: C1.11 PA SIS 16.1.5C PA SIS 16.2.5E	- Children's Literature - Classroom Discussion - Teacher Created Materials - Role Play - Curriculum Based Materials - Guest Speakers/Agencies	May & June 2020	813	In 5 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Bullying Prevention	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 16.2.5C 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	813	In 5 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Lesson or	ASCA Domain or	Curriculum & Materials	Start & End	# of	Location	Stakeholder	Contact	Indicator

Program Content	CEW Standard		Dates	Students Affected		Teaching Standard	Person	
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 13.1.3D PA CEW 13.1.3E PA CEW 13.1.3F PA CEW 13.2.3A PA CEW 13.2.3E 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	813	In 5 th 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	813	In 5 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark

Grade 6 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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 6 th 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 6 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Career Exploration	13.1 A-H 13.2 A-E 13.3 A-G	Career Exploration and Awareness activities	2 hours per quarter	811	All 6 th 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 6 th 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 6 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Scheduling	A:B2.2	Student Information Assessments	Yearly and Ongoing	811	All 6 th 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 6 th grade classrooms	Educators Students	School Counselors	High School Graduation
Lesson or	ASCA Domain or	Curriculum & Materials	Start & End	# of	Location	Stakeholder	Contact	Indicator

Program Content	CEW Standard		Dates	Students Affected		Teaching Standard	Person	
College and Career Awareness	13.1 A-H 13.2 A-E 13.3 A-G	College and Career Awareness activities	Quarterly	811	All 6 th grade classrooms	Educators Students	School Counselors	High School Graduation
Data Analysis Assessments	A:A3 1-2 A:B1 1-7 A:B2 1-7	Utilize data for academic interventions, scheduling and program needs	Daily Ongoing	811	All 6 th grade classrooms	Educators Students	School Counselors	High School Graduation
Weekly SAP 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 16.1.8 A, B, C, D 16.2.8 A, B, C, D, E 16.3.8 A, B, C	Referrals, permission forms	Weekly and ongoing	811	All 6 th grade classrooms	Educators Students	School Counselors	High School Graduation

Grade 7 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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	748	All 7 th 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	748	All 7 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Career Exploration	13.1 A-H 13.2 A-E 13.3 A-G	Career Exploration Activities	2 hours per quarter	748	All 7 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Entrepreneurship	13.4 A-C	Entrepreneurship Activities	9 Weeks 2 nd Semester	748	All 7 th 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	748	All 7 th 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	748	All 7 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Scheduling	A:B2.2	Student Information Assessments	Yearly and Ongoing	748	All 7 th grade classrooms	Educators Students	School Counselors	High School Graduation
Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students	Location	Stakeholder Teaching	Contact Person	Indicator

				Affected		Standard		
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	748	All 7 th grade classrooms	Educators Students	School Counselors	High School Graduation
College and Career Awareness	13.1 A-H 13.2 A-E 13.3 A-G	College and Career Awareness Activities	Quarterly	748	All 7 th grade classrooms	Educators Students	School Counselors	High School Graduation
Classroom Lessons- Career/High School	13.1 A-H 13.2 A-E 13.3 A-G A:B2 1-7	Career Clusters, career interest inventory, high school applications	November 2019	748	All 7 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Data Analysis Assessments	A:A3 1-2 A:B1 1-7 A:B2 1-7	Utilize data for academic interventions, scheduling and program needs	Daily Ongoing	748	All 7 th grade classrooms	Educators Students	School Counselors	High School Graduation
Weekly SAP 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 16.1.8 A, B, C, D 16.2.8 A, B, C, D, E 16.3.8 A, B, C	Referrals, permission forms	Weekly and ongoing	748	All 7 th grade classrooms	Educators Students	School Counselors	High School Graduation

Grade 8 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
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	696	All 8 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
SWPBIS	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	696	All 8 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Career Exploration	13.1 A-H 13.2 A-E 13.3 A-G	Career Exploration Activities	2 hours per quarter	696	All 8 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Entrepreneurship	13.4 A-C	Entrepreneurship Materials and Activities	9 Weeks 2 nd Semester	696	All 8 th 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	696	All 8 th 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	696	All 8 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Scheduling	A:B2.2	Student Information Assessments	Yearly and Ongoing	696	All 8 th grade classrooms	Educators Students	School Counselors	High School Graduation
Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator

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	696	All 8 th grade classrooms	Educators Students	School Counselors	High School Graduation
College and Career Awareness	13.1 A-H 13.2 A-E 13.3 A-G	College and Career Awareness Activities	Quarterly	696	All 8 th grade classrooms	Educators Students	School Counselors	High School Graduation
Classroom Lessons- Career/High School	13.1 A-H 13.2 A-E 13.3 A-G A:B2 1-7	Career Clusters, career interest inventory, high school applications	November 2019	696	All 8 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
High School Applications /Presentations	13.1 A-H 13.2 A-E 13.3 A-G	High School Application Process	October, November, December, January	696	All 8 th grade classrooms	Educators Students	School Counselors	High School Graduation
Data Analysis Assessments	A:A3 1-2 A:B1 1-7 A:B2 1-7	Utilize data for academic interventions, scheduling and program needs	Daily Ongoing	696	All 8 th grade classrooms	Educators Students	School Counselors	High School Graduation
8 th Grade Portfolios	13.1 A-H 13.2 A-E 13.3 A-G	Completion of portfolio	Yearly	696	All 8 th grade classrooms	Educators Students	School Counselors	Career Standards Benchmark
Weekly SAP 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 16.1.8 A, B, C, D 16.2.8 A, B, C, D, E 16.3.8 A, B, C	Referrals, permission forms	Weekly and ongoing	696	All 8 th grade classrooms	Educators Students	School Counselors	High School Graduation

Grade 9 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Career Exploration	13.1.11 A, B, C, F	Career Cluster activities	November	782	Social Studies classrooms	Teachers Counselors	Teachers, Counselors	Career Standards Benchmark
Career Interest Profile	13.1.11 A, B, C, F	Career Interest survey	November	782	Social Studies classrooms	Teachers Counselors	Teachers, Counselors	Career Standards Benchmark
Career Plan	13.1.11 F, G	Career planning sheet	November	782	Social Studies classrooms	Teachers Counselors	Teachers Counselors	Career Standards Benchmark
Career Night	13.13.1.11 D, F	Multiple local business/industry representatives	October	782	High Schools	Teachers Counselors Administrators	Teachers, Counselors	Career Standards Benchmark
Career speakers	13.13.1.11 D, F	Local business/industry/post-secondary representatives	Ongoing annually	782	Building	Local Businesses Teachers	Teachers	Career Standards Benchmark
Field trips	13.1.11 D	Local businesses	Ongoing annually	782	Local Businesses	Local Businesses	Teachers, Askins	Career Standards Benchmark
Entrepreneurship lessons	13.4.11 A, B, C	Entrepreneurship program materials and activities	Ongoing annually	782	Building	Teachers	Teachers	Career Standards Benchmark
Schedule planning for 10 th grade	13.1.11 H	Schedule cards, Infinite Campus, student transcript	February-March	782	Freshman Seminar classrooms	Administrators Teachers Counselors Students	Counselors	High School Graduation

Grade 10 Curriculum Action Plan

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

Grade 11 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
College Search	13.1.11 D, F	Online programs	May	489	Junior Seminar classrooms	Teachers, Counselors	Teachers, Counselors	Career Standards Benchmark
Resume Updates	13.2.11 A, B, 13.C	Career plan/resume builder	May	489	Junior Seminar Classrooms	Teachers, Counselors	Teachers, Counselors	Career Standards Benchmark
Post-graduation Plans Survey	13.1.11 H	Survey	March	489	Junior Seminar classrooms	Teachers, Counselors	Teachers, Counselors	Post Secondary Transition to School, Work or Military
Career Etiquette	13.3.11 A, B	Work place skills activities	November	489	Junior Seminar classrooms	Counselor, Job placement coordinator	Counselor Job placement coordinator	Career Standards Benchmark
PSAT	13.1.11 B	Testing materials	October	489	EHS Building	Counselors, Teachers	Counselor	Career Standards Benchmark
SAT/ACT planning	13.1.11 B	PSAT student results	Ongoing, PSAT results given in February	489	EHS Building	Counselors, Teachers, TRiO Staff	Counselors, Teachers, TRiO Staff	Career Standards Benchmark
College Fair	13.1.11 F	Local postsecondary representatives	March	275	EHS Building	Counselors, TRiO Staff	GoCollege, TRiO staff	Career Standards Benchmark
Career Fair	13.2.11 B	Local postsecondary and business representatives	February	275	EHS Building	Counselors, Co-op or Job placement coordinator	Co-op or Job placement coordinator	Career Standards Benchmark
Job Shadowing	13.1.11 D	Job Shadow	Ongoing	11 th Grade,	Various	Counselors,	Co-op	Industry Based

		questions and reflection		varies	locations in Erie County	Co-op coordinator	coordinator	Learning
College Visits	13.1.11 D	College visit questions guide	Ongoing	11 th Grade, varies	Various Locations	TRiO Staff, Counselors	TRiO Staff, Counselors	Career Standards Benchmark
Schedule planning for 12 th grade	13.1.11 H	Schedule cards, Infinite Campus, student transcript	February – March	489	Junior Seminar classrooms	Administrators, Counselors, Teachers, Students	Counselors	Rigorous Courses of Study
SAT/ACT	13.1.11 B	SAT/ACT Test	National test dates, spring recommended	11 th Grade, varies	Local High Schools (Not at EHS)	Counselors, TRiO Staff	Counselors, TRiO Staff	Career Standards Benchmark
ASVAB	13.1.11 B, D, F	ASVAB testing	Spring	489	Social Studies classrooms	ASVAB Staff, Counselors	Counselors	Career Standards Benchmark

Grade 12 Curriculum Action Plan

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

8. Program Goals:

Annual Program Goals:

Level: Elementary

Year: 2019-20

	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	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%.	Lack of parent employment has adverse effects on student perception of employment. As a result, students have limited career exposure influencing unrealistic career aspirations.	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
MEASURABLE: How will we measure the effectiveness of our interventions?	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.	The number of elementary career related experiences from 2018-2019 will be compared to those elementary career related experiences in 2019-2020.	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.
ATTAINABLE: What outcome would stretch us but is still attainable	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%).	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.	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.
RESULTS: Is the goal reported in results- oriented data (process, perception, and outcome?)	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%.	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.	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.
TIMELINE: When will our goal be accomplished?	In June 2020, the attendance data will be collected and compared to the 2018-2019 attendance data.	In June 2020, the career data will be collected and compared to the 2018-2019 career data.	In June 2020, the discipline data will be collected and compared to the 2018-2019 discipline data.

Level: Middle School

Years: 2019-20

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

Level: High School

Year: 2019-20

	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	Increase the graduation for all students, particularly traditionally underserved populations (students of color, economically disadvantaged, special ed, EL).	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	Reduction in behavior referrals by 10% and increase attendance by 10% by 2020
MEASURABLE: How will we measure the effectiveness of our interventions?	Increase Graduation Rate for all high school age students from 67.45% in 2017 to 95% in 2020	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.	Compare last year's referrals to this year's referrals
ATTAINABLE: What outcome would stretch us but is still attainable	Increase attendance for students in grades 9-12 to 95% for all students	Student portfolios and career awareness will assist with creation of the career pathway and independent living skills upon graduation from high school	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.
RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	Results will reflect in PIMS report and Infinite Campus	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	When behavior referrals go down and attendance is up, students are in class learning and graduation rate increases. Infinite Campus
TIMELINE: When will our goal be accomplished?	By year 2020	By SY 2020 – and/or increase in percentages of students who have a defined career pathway each school year until reached.	Over the course of the school year

9. Individualized Academic & Career Planning Process and Portfolio

Section 1: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.1: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.3: Career Retention	CEW 13.4: Entrepreneurship
K	<ul style="list-style-type: none"> Children’s literature Guest speakers Classroom lessons 	<ul style="list-style-type: none"> Role playing “I” statements Communication/listening skills Bullying prevention 	<ul style="list-style-type: none"> Home and school connections Financial literacy progams (EverFi, Marquette, Erie Bank) 	<ul style="list-style-type: none"> Children’s literature Guest speakers Character: Be About It
1	<ul style="list-style-type: none"> Children’s literature Guest speakers Classroom lessons 	<ul style="list-style-type: none"> Role playing “I” statements Communication/listening skills Bullying prevention 	<ul style="list-style-type: none"> Home and school connections Financial literacy progams (EverFi, Marquette, Erie Bank) 	<ul style="list-style-type: none"> Children’s literature Guest speakers Character: Be About It
2	<ul style="list-style-type: none"> Children’s literature Guest speakers Classroom lessons 	<ul style="list-style-type: none"> Role playing “I” statements Communication/listening skills Bullying prevention 	<ul style="list-style-type: none"> Home and school connections Financial literacy progams (EverFi, Marquette, Erie Bank) 	<ul style="list-style-type: none"> Children’s literature Guest speakers Character: Be About It
3	<ul style="list-style-type: none"> Career Cruising Curriculum based materials Class discussions 	<ul style="list-style-type: none"> Role playing “I” statements Communication/listening skills Interviews Guest speakers Bullying prevention 	<ul style="list-style-type: none"> Interviews School counselor lessons Take Your Child to Work day Financial literacy progams (EverFi, Marquette, Erie Bank) 	<ul style="list-style-type: none"> Children’s literature Guest speakers Curriculum connections (social studies) Character: Be About It
4	<ul style="list-style-type: none"> Career Cruising Curriculum based materials Class discussions 	<ul style="list-style-type: none"> Role playing “I” statements Communication/listening skills Interviews Guest speakers Bullying prevention 	<ul style="list-style-type: none"> Interviews Counselor lessons Teacher created lessons Connecting skill sets to careers Financial literacy progams (EverFi, Marquette, Erie Bank) 	<ul style="list-style-type: none"> Children’s literature Guest speakers Interviews Curriculum connections (social studies) Character: Be About It

Grade	CEW 13.1: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.3: Career Retention	CEW 13.4: Entrepreneurship
5	<ul style="list-style-type: none"> • Career Exploration • Curriculum based materials • Class discussions 	<ul style="list-style-type: none"> • Role playing • "I" statements • Communication/listening skills • Interviews • Guest speakers 	<ul style="list-style-type: none"> • Interviews • Counselor lessons • Teacher created lessons • Connecting skill sets to careers 	<ul style="list-style-type: none"> • Children's literature • Guest speakers • Interviews • Curriculum connections • Character building activities
6	<ul style="list-style-type: none"> • Career exploration • Guidance Classroom Lessons • Career Speakers 	<ul style="list-style-type: none"> • Talent Search/GO College • Career acquisition activities • Penn State Mentoring Program • Urban University 	<ul style="list-style-type: none"> • Character building activities • Talent Search/GO College • Career activities • Penn State Mentoring Program • Positive Behavior Intervention and Supports (PBIS) 	<ul style="list-style-type: none"> • Character building activities
7	<ul style="list-style-type: none"> • Career Speakers 	<ul style="list-style-type: none"> • Talent Search/GO College • Urban University 	<ul style="list-style-type: none"> • Talent Search/GO College • Positive Behavior Intervention and Supports (PBIS) 	<ul style="list-style-type: none"> • Entrepreneurship activities • In-class assignments
8	<ul style="list-style-type: none"> • Career Speakers. • 8th Grade High School Tour • 8th Grade Applications • Career Fair 	<ul style="list-style-type: none"> • Talent Search/GO College • Urban University 	<ul style="list-style-type: none"> • Talent Search/GO College • Positive Behavior Intervention and Supports (PBIS) 	<ul style="list-style-type: none"> • Entrepreneurship activities • In-class assignments
9	Career Goals, Career interests, Interest Ability, Portfolio Development, Identify Career Path, Mentoring	Career Speakers, Formal/Informal Life Long learning, Communication, Teamwork, Time Management, Talent Search	Career Speakers, Field Trips, Talent Search,	Classroom Lessons, Junior Achievement, Portfolio, Interest Inventory to identify Character Traits
10	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	Rough draft of job application, identifying effective speaking and listening used in a job interview, prepare a draft of a resume, Naviance	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	Analyze entrepreneurship as it relates to different speakers who are entrepreneurs (speakers, junior achievement,

Grade	CEW 13.1: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.3: Career Retention	CEW 13.4: Entrepreneurship
11	Career Day, Community Service, Cooperative Education, Internship, Mentoring, Job Shadowing, Part-Time Employment, Identify types of degrees, full time/part-time certificates	Scavenger hunt activity on career pathways, job site search, introductions to: O-Net, Indeed, Monster, Career Link Assemble- job application, resume, postsecondary applications, letter of recommendation	Evaluate personal attitudes and work habits- (role plays, scenarios), develop a personal budget based on career choice (career candy game)	Start developing a business plan related to your career pathway, start thinking of senior project, personal budgets
12	Community Service, Complete Assessments- interest/aptitude, personality, values- compare with grade 9- Research 5-10 career assessments, experiences, achievements, internships, job shadows	Mock Interviews, Resume, Collge applications, Job applications, cover letter, letter of recommendation Mentoring	Personal Budgets- evaluate personal attitudes and work habits and time management, continuous improvement in job environment/placement Co-op – keeping a position	Finish Senior Project and/or Business Plan

Section 2: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> What grade will the plan and portfolio start? 	Grade 6
<ul style="list-style-type: none"> Will the plan/portfolio be electronic, hard copy or both? 	Electronic
<ul style="list-style-type: none"> Who will be responsible for maintaining the portfolio? 	School counselors, teachers
<ul style="list-style-type: none"> What demographic information will be included on the student portfolio? 	Student name, ID #, graduation cohort

2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	<p>By the third quarter, students are able to identify one career that they are interested in after taking the career interest survey assessment (13.1 Career Awareness)</p> <p>By the third quarter, students 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)</p> <p>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)</p> <p>Beginning in the fall, all sixth grade students are exposed weekly to skills needed to be a successful entrepreneur. This will conclude at the end of the year. 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)</p>
Grade 7	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
Grade 8	<p>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)</p> <p>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)</p> <p>At the beginning of the year, soft skills (time management, being prompt to class, being prepared, etc.) are also</p>

	<p>integrated into the classroom environment through positive behavior support (13.3 Career Retention)</p> <p>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)</p>
Grade 9	<p>Students can identify career interests and necessary skills.</p> <p>Students develop study skills, time management, effective goal setting, and interpersonal skills.</p> <p>Students are introduced to GPA and credits.</p>
Grade 10	<p>By the end of 10th grade, students will identify which classes to take to reach career goal</p> <p>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.</p> <p>Students will check their GPA and credits.</p>
Grade 11	<p>Students will revisit their career interest inventories to assess whether preferences have changed. Using these results, they will choose appropriate courses for their chosen career path.</p> <p>Through their seminar classes, students will build upon their basic resumes and learn specific interview skills.</p> <p>In the spring of 11th grade, students will search for post-secondary options, including two-year and four-year schools, military options, apprenticeship programs, and on-the-job training programs. Students are invited to participate in a career day and a college fair.</p> <p>They will check their GPA and credits to ensure on-time graduation.</p>
Grade 12	<p>Throughout the fall semester, seniors will apply for post-secondary education or training programs and apply for financial aid, if applicable. Students in a CTE program may be eligible to participate in Co-Op learning.</p> <p>Senior students will complete exit interviews with a completed career portfolio, including resume, career interests, professional references, and a five-year plan.</p> <p>Students continue to develop interpersonal skills through a mock job interview.</p>

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

Grade 6: 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

Grade 7: 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

Grade 8: 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

Grade 9: 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.

Grade 10: Course selection (regular, honors), pathway selection, CTE choices based on individual career plan. Continue post-secondary searches, NCAA Clearinghouse registration. Begin job searches. Job shadowing, tours, career mentoring opportunities. Parent-teacher-counselor conferences about academic performance, post-secondary plans, yearly review and update of career plan.

Grade 11: Course selection (regular, honors, AP) based on career plan. Continue post-secondary searches, NCAA Clearinghouse registration. SAT/ACT registration, scholarship searches, college visits, job searches, employment opportunities, interviews. Resume and cover letter preparation. Job shadowing, career mentor, co-op, opportunities. Parent-teacher-counselor conferences about academic performance, yearly review and update of career plan.

Grade 12: 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.

3. Parental & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parent & Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	Parents/guardians have access to the Infinite Campus Parent Portal to review student grades and activities. Information about career awareness and exploration will be conveyed in classroom assignments, field trip permission forms, career fairs, parent conferences, community based instruction, open houses and student created career books.
Middle School Parents & Guardians	Parents/guardians will be informed of the student's portfolio progress at parent conferences and during individual student meetings. Parents/guardians 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.).
High School Parents & Guardians	Parents have access to Infinite Campus Parent Portal to monitor students' academic and career progress. Parent conferences are held annually and individually as needed. Open House provides an informal setting to discuss student goals and progress with multiple staff members. FAFSA night is open to all parents and students. 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.

4. Faculty/Administrator Engagement:	What strategy will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?
Level of Educators & Administrators	Awareness and Engagement Strategies
Elementary	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.
Middle School/Junior High	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.
High School	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.

5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
<ul style="list-style-type: none"> • How will the plan and portfolio be revisited each year while in middle school and high school? 	<p>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.</p>
<ul style="list-style-type: none"> • 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)? 	<p>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.</p>

Section 3: Student Academic and Career Portfolio

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

Making Some Decisions:

A. My High School plan is to: _____ Take all academic courses _____ Take Career and Tech courses with academics

B. My current career cluster interest areas are:

1. _____ 2. _____ 3. _____

C. My current pathway interests are:

1. _____ 2. _____

D. Possible courses I will need to take in high school/Career and Tech connected to my cluster/pathway are:

1. _____ 2. _____ 3. _____ 4. _____

E. My current post-secondary plans are: _____ 4 year college _____ 2 year/Community College _____ Technical/Trade school
 _____ Apprenticeship _____ Certification/Diploma program _____ On the job training _____ 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. _____

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

	12								
Courses		English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
SECONDARY PLAN OF STUDIES: MUST INCLUDE ACADEMIC CORE COURSES AND OTHER SELECTED ELECTIVE COURSES CONNECTED TO CHOSEN PATHWAY									
	9								
	10								
	11								
	12								
	Post-Secondary Training Plan			Type of School		Name of School/Training		Major Area of Study/Program	
	9								
	10								
	11								

12				
Post Secondary 5 Year Plan				
	What will I need to do?		Timeline	
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Developed by: Michael D. Thompson
 Consultant for Pennsylvania Department of Education
 February 2012
 Revised by Erie's Public Schools August 2018

C. Stakeholder Engagment Items 10-11

10. Stakeholder Engagement

Stakeholder: Students

STUDENTS	How Students benefit from the K-12 Guidance Program	How Students assist with the delivery of the K-12 Guidance Program
	<p>Erie’s Public School students will gain the knowledge necessary to understand the importance of career planning for the future. They will realize that the 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.</p>	<p>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.</p>

Stakeholder: Educator

EDUCATORS	How Educators benefit from the K-12 Guidance Program	How Educators assist with the delivery of the K-12 Guidance Program
	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.	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.

Action Plan:

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

PARENTS	How Parents/Guardians benefit from the K-12 Guidance Program	How Parents/Guardians assist with the delivery of the K-12 Guidance Program
	<p>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.</p>	<p>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.</p>

Action Plan:

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
<p>Educate and inform parents/guardians of career education in the K-12 program</p>	<p>To engage parents in the school community</p> <p>To encourage parents to participate in the creation and development of student career plan</p>	<p>13.1 A-H 13.2 A-E 13.3 A-G 13.4 A-C</p>	<p>K-12</p>	<p>Open house, IEP meetings, Parent/Teacher Conferences, Community Nights, Career Day, College Fair, Mock Interviews, Naviance, FAFSA</p>	<p>Parent contacts, RTI contact log</p>	<p>Monthly</p>
<p>Assist parents in connecting to resources in the community</p>	<p>To engage parents in the school community including outside supports</p> <p>To promote and encourage parents to continue to be involved in their child's education</p>	<p>13.1 A-H 13.2 A-E 13.3 A-G 13.4 A-C</p>	<p>K-12</p>	<p>Community Nights, Open House, School Based Mental Health, SAP, D & A Counseling, Parent Information Nights</p>	<p>Parent Surveys, Graduation Rates</p>	<p>Monthly</p>

Stakeholder: Business & Community

BUSINESS & COMMUNITY	How Business/Community partners benefit from the K-12 Guidance Program	How Business/Community partners assist with the delivery of the K-12 Guidance Program
	<p>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.</p>	<p>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.</p>

Action plan

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
<p>Use community resources and supports to enhance K-12 guidance program</p>	<p>To encourage community involvement to promote career education inside the school building.</p> <p>To coordinate student career learning opportunities in the community.</p>	<p>13.1.3A 13.1.3B 13.1.3D 13.1.3E 13.1.3F 13.2.3A 13.2.3E 13.3.3H</p>	<p>K-12</p>	<p>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)</p>	<p>Attendance Records, Student reflections, College admission, graduation rates</p>	<p>Year Long</p>

Stakeholder: Postsecondary

POST SECONDARY	How Postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	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.	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.

Action Plan

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Create partnerships with post-secondary institutions	Build relationships with post-secondary institutions to increase stakeholder involvement in school	13.1.11 13.2.11 13.3.11	9-12	Host events at Erie High School and Northwest PA Collegiate Academy; include representatives on Advisory Councils	Attendance at events	Year long
Increase awareness of post-secondary options for students	Provide opportunities for students to explore post-secondary options that are available to them as well as unfamiliar to them	13.1.11 13.2.11 13.3.11	9-12	Career Street, college visits both to campus and by representatives in the schools, College and Career Fair	Attendance at events	Year long

11. Erie’s Public Schools Advisory Council:

A. First meeting date: _____

B. Second meeting date: _____

Stakeholder	Title & Organization	Contact Information
STUDENT		
		High School
		High School
		High School
Current students		Middle School
		Middle School
		Middle School
		Elementary School
		Elementary School
		Elementary School
PARENT / GUARDIAN		
Tanish Knight	Diehl Elementary PTA	814-722-6282
Nichole Pfister	Grover Cleveland Elementary PTA	814-844-1319 gc.ptsa.nicholp@gmail.com
Sara Musone	Harding Elementary PTA	814-434-4154; Sara944@gmail.com
Stephanie Morris	Jefferson Elementary PTA	Smcubmom328@aol.com
Dana Apitsch	Joanna Connell Elementary PTA	814-746-5643
Christy Gunther	Perry Elementary PTA	814-490-9785; perryelementaryPTA@gmail.com
Kristen Sinnott	Strong Vincent MS PTA	Ksinnott01@icloud.com
Kerry Tabb	Erie High School PTL	Kerry.a.tabb@gmail.com
EDUCATOR & ADMINISTRATOR		
Tim Sabol	Principal, Diehl Elementary	874-6586
Kevin Harper	K-2 Principal, Harding Elementary	874-6550
Michelle Fiorelli	Principal, Grover Cleveland Elementary	874-6670
Kathleen Farnham	3-5 Principal, Harding Elementary	874-6550
Jeff Boam	Principal, Jefferson Elementary	874-6650
Diane Sutton	Principal, Edison Elementary	874-6470

Stakeholder	Title & Organization	Contact Information
Jesse Williams	Principal, Joanna Connell Elementary	874-6785
Carla Johnson	Principal, Lincoln Elementary	874-6685
Dana Suppa	Principal, McKinley Elementary	874-6870
David Eubank	Principal, Perry Elementary	874-6485
Karin Ryan	Principal, Pfeiffer-Burleigh Elementary	874-6750
Scherry Prater	Principal, East Middle School	874-6400
Andrea Gloystein	Principal, Strong Vincent Middle School	874-6500
Rick Schneider	Principal, Wilson Middle School	874-6600
Donald Orlando	Principal, Erie High School	874-6200
James Vieira	Dean, NWPA Collegiate Academy	874-6300
Jill Crable	Principal, Patrick J. DiPaolo Accelerated Learning Center	874-6450
BUSINESS & COMMUNITY		
Marcus Atkinson	Director, ServErie	231 Parade St. 16507 (814) 636-5286
Anne Rydzewski	Behavior Interventionist, Diehl Elementary	874-6585
Hanni Nazario	Workforce Development Program Manager, Goodwill	Hanni.Nazario@goodwillready.org 866-4762
Eric Sekerak	Executive Director, Junior Achievement	esekerak@jwesternpa.org 323-9956
Gerry Schneggenburger	Chief Operating Officer, NWIRC	gshenggs@nwirc.org 898-6891
Jennifer Pontzer	Executive Director, Career Street	jpontzer@careerstreet.org 520-8376
Kim Latimer Davis	Director of Community Outreach, Erie Federal Credit Union	kdavis@eriefcu.org 825-2436
Sara Dodeci	Project Director, CareerLink	sara.dodeci@rescare.com 516-2422
Robin Melvin	Director of Nursing Education, UPMC Hamot	pearsonrl@upmc.edu 877-3621

Stakeholder	Title & Organization	Contact Information
Donna Manson	Nursing Supervisor, St. Mary's East	dmanson@stmaryshome.org ; 451-1307
Nicole Lehr	Recruiter, Wegman's	Nicole.Lehr@wegmans.com ; 860-5300
Stacey Wingerter	Human Resources Manager, Signal-Tech	stacyw@signal-tech.com ; 835-3000
Bridget Daughtery	Human Resource Specialist, Scott Enterprises	bridgetd@visitscott.com ; 217-1131
Heather Evans	Human Resources Manager, Port Erie Plastics	hevans@porterie.com ; 899-7602 x 320
Aaron Susmarksi	Institutional Director of Human Resources, LECOM	asusmarski@lecom.edu ; 860-5101
Lori Dever	Workforce Development Manager, Industrial Sales and Manufacturing (ISM)	ldever@ismerie.com ; 833-9876 x 381
Mark J. Tarasovitch	Owner, Great Lakes Construction	glc@glcerie.com ; 838-0600
POST SECONDARY		
Meghan Lloyd	Assistant Director of Admissions, Edinboro University	mlloyd@edinboro.edu ; 814-732-1768
Andrea Grady	Associate Director of Admissions, Mercyhurst University	Agrady2@mercyhurst.edu ; 814-824-3021
Julie Lapiska	Associate Director of Admissions, Gannon University	Lapiska003@gannon.edu ; 814-871-7410
Felicia Presley	Assistant Director Admissions, Penn State Behrend	fpresley@admissions.psu.edu ; 814-898-6284
Aldo Jackson, Ph.D.	Executive Director of Erie Operations and Workforce Development, Northern PA Regional College	A.J. Palumbo Academic Center, Box MS16 110 W. 9 th Street Erie PA 16541 814-651-0693 (o) 814-779-4096 (c) ajackson@rrcnpa.org
Dan Albaugh	Recruiter, Great Lakes Institute of Technology	DanA@glit.edu ; 814-397-1117
Dino Cicconi	Administrative Rep., Pittsburgh Institute of Aeronautics (PIA)	412-445-6704
Courtney Steding	Director of Career Services, Penn State Behrend	cns14@psu.edu ; 898-6164

D. Career Pathway Awareness Items 12-13

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

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

Organizations and Agencies

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

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

Community & State Organizations: <i>Agencies representing community and state initiatives, service to communities</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
United Way Contact: Mary Bula	13.1-4	Human Services
ServErie Contact: Marcus Atkinson	13.1-4	Human Services
Kiwanis Club Contact: Linda Smalley linda_smalley@neo.rr.com	13.1-4	Human Services
Junior Achievement Contact: Dale Shatto daleshatto@jwesternpa.org	13.1-4	Finance
Erie County Career Pathways Alliance Contact: Mary Bula mary@erietogether.org	13.1-3	Manufacturing Health Science
Rotary Club of Erie	13.1-4	Multiple
Sisters of St. Joseph Neighborhood Network	13.1-4	Human Services

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Robin Melvin, UPMC Hamot	13.1-3	Health Science
Jennifer Johns, Metz	13.1-4	Hospitality and Tourism
Dave Jacquel, Modern Industries	13.1-3	Manufacturing
Jamie Babiak, LECOM	13.1-3	Health Science
Amanda Doctor, St. Vincent's Hospital	13.1-3	Health Science

Nicole Lehr, Wegman's	13.1-3	Human Services
Chris Holumberg, Curtze	13.1-3	Human Services
Erin McCracken, PHB	13.1-3	Manufacturing
Jeff Donovan, Diversified manufacturing systems	13.1-3	Manufacturing
John Stull, Lord corporation	13.1-3	Manufacturing
Bob Cole, Arrow Electric Inc	13.1-2	Manufacturing
Greg Dauer, Accuride	13.1-2	Manufacturing
Kevin Maleski, Accuride	13.1-2	Manufacturing
Matt Greene, DCNR	13.1-2	Agriculture, Food and Natural Resources
Kim Latimer Davis, Erie Federal Credit Union	13.1	Finance
Jason Scales, Lincoln Electric	13.1	Manufacturing
James Willets, Machining Concepts	13.1	Manufacturing
Greg Hayes, North Coast Flight School	13.1	Transportation, Distribution and Logistics Aviation Pathway
Richard Eisenberg, Bayfront Maritime Center	13.1	Transportation, Distribution and Logistics Maritime Pathway
Melanie Ford, Penn State Behrend	13.1	Information Technology
Carolyn Cartwright, Plastikos	13.1	Manufacturing
Tim Vickey, Chief of Staff for Ryan Bizzarro, State Representative	13.1	Government and Public Administration
Dustin Noel, Sherwin Williams	13.1	Human Services
Heather Caspar, SSJNN	13.1-3	Human Services
Jacob Thomas, J, Thomas Tree Service	13.1-2	Agriculture, Food and Natural Resources
James Donnelly, UPMC Hamot	13.1-2	Health Science
April Murphy, UPMC Hamot	13.1-2	Health Science

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

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

Online and Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Universities.com	13.2-3	All
Justcolleges.com	13.2-3	All
American Education Services aesuccess.org	13.2-3	All
PA Career Zone pacareerzone.org	13.1	All
O-Net onetonline.org	13.1	All
LiveCareer livecareer.com	13.2	All
Job Gateway jobgatewaypa.gov	13.2	All
Career Kids careerkids.com	13.1	All
Naviance naviance.com	13.1	All
Everfi everfi.com	13.1; 13.4	All
PA Career Link pacareerlink.pa.gov	13.2	All
Smart Futures smartfutures.org	13.1-13.4	All

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

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

Post Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Edinboro University of PA	13.1, 3	All
Gannon University	13.1, 3	All
Mercyhurst University	13.1, 3	All
Penn State University – Behrend College	13.1, 3	All
Tech After Hours	13.1, 3	All
Erie Institute of Technology	13.1, 3	All
Triangle Tech	13.1, 3	All
Great Lakes Institute of Technology	13.1, 3	All
Northwest Pennsylvania Regional College	13.1, 3	All

13. Career and Technology Center Strategies:

STUDENT AWARENESS:

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

PARENT AWARENESS:

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

EDUCATOR AWARENESS:

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

APPENDIX

Insert Supporting Documents