

Springfield School District

K-12 Comprehensive Counseling Program



Springfield School District
111 West Leamy Ave.
Springfield PA 19064
ssdcougars.org

Table of Contents

A. The Role of the Counselor

1. School Counselor Assignments
2. Role of the School Counselor: ASCA
3. Job Description

B. The Delivery System

4. School Counseling Department Mission Statement
5. Program Calendars/Program Delivery
6. Curriculum Action Plan

C. Stakeholder Engagement

7. Annual Program Goals
8. Individualized Academic & Career Plan
9. Stakeholders
10. K-12 Advisory Council

D. Career Pathway Awareness and Development

11. Career & Postsecondary Resources
12. Career & Technology Center Strategies

E. Appendix

13. Appendix A- School Counselor Job Descriptions
14. Appendix B- College & Career Readiness Experiences Spreadsheet

Counselor Name (Name & Phone Number)	School	Ratio
Tamara Speakes-Brown Email: Tamara.SpeakesBrown@ssdcougars.org	Scenic Hills Elementary School Phone: 610-938-6630	1:637
Bethany Coover Email: Bethany.Coover@ssdcougars.org	Springfield Literacy Center Phone: 610-690-3178	1:630
Colleen Tate Email: Colleen.Tate@ssdcougars.org	Sabold Elementary School Phone: 610-938-6569	1:682
Demetrius Spiropoulos Email: Demetrius.Spiropoulos@ssdcougars.org	E.T. Richardson Middle School Phone: 610.938.6335	1:353
Ivy Harris Email: Ivy.Harris@ssdcougars.org	E.T. Richardson Middle School Phone: 610.938.6336	1:322
Maramei Beatty Email: Maramei.Beatty@ssdcougars.org	E.T. Richardson Middle School Phone: 610.938.6334	1:325
Hilary Campbell Email: hilary.campbell@ssdcougars.org	Springfield High School Phone: 610-938-6137	1:312
Jessica Houser Email: jessica.houser@ssdcougars.org	Springfield High School Phone: 610-938-6135	1:317
Jamie Weaver Email: jamie.weaver@ssdcougars.org	Springfield High School Phone: 610-938-6139	1:302
Kelly Pedrotty Email: Kelly.pedrotty@ssdcougars.org	Springfield High School Phone: 610-938-6136	1:317
Kendra Campbell (College & Career Counselor) Email: Kendra.campbell@ssdcougars.org	Springfield High School Phone: 610-938-6138	1:1248

Responsibilities (Roles) of all SSD school counselors

Role	Level	Evidence of Role
Leader	Elementary	<ul style="list-style-type: none"> - Follow ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism - Assist with the planning and implementation of building wide student activities that align with the guidance program mission - Serve as a resource for adults in the building in support of student success - Counselor acts as the Child Support Team leader by utilizing data, coordinating meetings with the school team to develop and implement academic plans for struggling students. - Counselor acts as the Behavior Support Team co-leader by assisting in behavior action plans and data collection tools to gain more information about the behaviors of concerns for appropriate intervention development. - Counselor serves as a leader or member of the crisis response team. - Lead the evaluation process for 504 requests and renewals. - - - Coordinate 504 meetings and develop 504 accommodation plans with the student's team of teachers and parents. - Plan and deliver classroom guidance lessons. - Lead new student orientation/ tour.
	Middle	<ul style="list-style-type: none"> - Follow ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism. - Train, and supervise student advisory program where students learn to serve as leaders for peers - Organize and lead school-wide kindness activities and Kindness Committee - Oversee the 8th grade advisory programs led by students and overseen by a guidance counselor to build cohesion in the classroom (Activities are planned and communicated to students and teachers in advance) - Serve on the leadership and planning council for the middle school's Positive Behavior Intervention System (PBIS) program implemented to create a positive school culture (serve on the council, train the teacher, and demonstrate positive reinforcement) - Co-facilitate SAP program in conjunction with the administration and school social worker (identify student interventions and set-up a plan for next steps for each referred student) - Lead the evaluation process for 504 requests and renewals. Walk through the 504 accommodations with the student's team of teachers. Lead annual 504 meeting with parent, counselor and teacher.

		<ul style="list-style-type: none"> - Lead, plan, and implement the annual 8th grade career fair for students - Plan and deliver classroom career lessons - Co-facilitate the CAP (Cougar Afternoon Program - for secondary students that are credit deficient) - Publish an annual student/family newsletter highlighting activities led by the middle school guidance department - Lead and coordinate the summer new student orientation, including overseeing the academic assessments - Oversee individual course selection and education of the course selection process
	High	<ul style="list-style-type: none"> - Follow ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism - Serve on planning committees including academy planning team, faculty rep counsel, school safety committee) and involved in many building level decisions - Co-facilitate SAP meetings - School wide coordinator of 504 service agreements - School wide coordinator of concussion management teams - School wide coordinator of summer school implementation - Participants in weekly Guidance/Administration team planning meetings - Assist in planning and coordinating the Springfield's School Districts internal senior scholarship program.
Advocate	Elementary	<ul style="list-style-type: none"> - Directly work with students to build communication and self-advocacy skills - Collaborate with others in and outside of school in order to meet the needs of students - Serve as advocate in representing student needs in meetings (504, CST, IEP, BST) - Serve as an advocate for the students during parent/ teacher conferences - Create a safe environment by providing peer mediation and conflict resolution for group and individual students - Availability of individual and small group counseling individualized

		<p>based on the needs of the students</p> <ul style="list-style-type: none"> - Coordinate guest speakers for school-wide programs to support student needs and evening programs for parent education
	Middle	<ul style="list-style-type: none"> - Directly work with students to build communication and self-advocacy skills - Serve as an advocate for the student in IEP meetings - Serve as an advocate for the student in teacher team meetings to identify interventions to support students in the classroom - Create a safe environment by providing peer mediation and conflict resolution for group and individual cases - Serve on Advisory programs led by students and overseen by a guidance counselor to build cohesion in the classroom - Participate in the Positive Behavior Intervention System (PBIS) program implemented to create a positive school culture within the middle school - Individual and small group counseling by grade level based on need of students - Assist with suggestions and coordination of speakers for school-wide programs to support student needs and evening programs for parent education - Co-facilitate Behavioral Support Team to identify student behaviors that require interventions and may lead to a formal FBA or evaluation - Co-facilitate Academic Intervention Team to identify student behaviors that require interventions and may lead to a formal FBA or evaluation

High

- Directly work with students to build communication and self-advocacy skills
- Collaborate with others in and outside of school in order to meet the needs of students
- Create a safe environment by providing conflict resolution for students
- Work with administration to ensure physical safety of all students
- Individual and small group counseling by grade level based on need of students
- Advocate for students in the college admission process through letter writing and contact with colleges
- Member of the IEP team where we advocate for modifications and adaptations that make the curriculum accessible for all students
- Teach students self-advocacy skills and encourage them to advocate for themselves to teachers, colleges, etc.
- Advocate for students with physical and mental health issues, concussions, and other special circumstances
- Counselors advocate for students and families through regular contact and communication with a variety of local agencies serving students of the Springfield School District
- School Counselors collaborate and serve on the respective SAP, IEP, and weekly administrative meeting
- School Counselors serve as student advocates and support members for the school's student truancy prevention team.
- School Counselors help plan and implement grade level school wide educational and post-secondary planning lessons through classroom presentations using the Naviance curriculum.
- Working with administration to identify and connect students to student leadership opportunities (i.e., Hobby, Boy's State, Girl's State)

Collaborators

Elementary

- Work with teachers and administrators to identify student needs and develop classroom based and/or school-wide activities
- Work with families to support student success
- Active members on the CAM team to discuss students (academic, social or emotional)
- Plan with administration to provide: lessons and presenters regarding prevention for internet safety, personal safety and bullying (including parent education)
- Work with teachers in discussing student behavior/academic/social/emotional needs. Discuss solution-oriented approaches and assist teachers and the success of the student
- Coordinate and lead parent meetings to discuss teacher/counselor/parent concerns to help promote student success.
- Collaborate with others in and outside of school in order to meet the needs of students (mental health supports, community resources, and other family advocates when a release is obtained)
- Participate in the Delaware County School Counselor Association in attending meetings and workshops to collaborate with other counselors and stay up to date on trends and best practice.
- Work with administration to ensure physical safety of all students (crisis meetings, safety training and drills)
- Collaborate to support the District and school fund programs where food, gifts and money are collected from the school and community to donate to families in need within the school district community
- Periodically serve as a lunch-duty supervisor to observe students and offer support to students during lunch (lunch groups, coordinate seating, mediation for students)

Middle

- Work with teachers and administrators to identify student needs and develop classroom based and/or school-wide activities
- Active members on the STAT (Student Assistance Program) team to recommend students for the program, including suggestions for interventions
- Plan with administration to provide: lessons and presenters regarding prevention for internet safety, online bullying, suicide/mental health awareness (includes parent education)
- Meet with grade level teams weekly to discuss student behavior/academic/social/emotional needs. Discuss solution-oriented approaches and assist teachers and the success of the student
- Coordinate and lead parent meetings to discuss teacher/counselor/parent concerns to help student success in the Middle School
- Collaborate with others in and outside of school in order to meet the needs of students (mental health supports, community resources, and other family advocates when a release is obtained)
- Participate in the Delaware County School Counselor Association

		<p>in attending meetings and workshops to collaborate with other counselors and stay up to date on trends and best practice.</p> <ul style="list-style-type: none"> - Work with administration to ensure physical safety of all students (fire drills, safety training and drills) - Collaborate to support the district turkey fund where food and gifts are collected from the school and community to donate to families within the school community/district - Serve as a lunch duty supervisor daily to observe students and offer support to students during lunch (small lunch groups, mediation for students, supervise necessary breaks for students)
	High School	<ul style="list-style-type: none"> - Work with teachers and administrators to identify student needs and develop classroom based and/or school-wide activities - Active members on the Student Assistance Program team to recommend students for the program - Plan with administration to provide lessons and presentations regarding mental health and academic/post-high school planning - Work with outside agencies that support students - Collaborates with parents to support students - Counselors serve on IEP and 504 teams - Counselors meet weekly as a department to plan, organize and respond to school wide guidance related needs - Counselors meet monthly with the assistant athletic director to reviews progress of student athletes - Counselors meet bi-weekly with the administrative team to review and develop plans for students in danger of failing courses - Participate in the Delaware County School Counselor Association in attending meetings and workshops to collaborate with other counselors and stay up to date on trends and best practice.
Systems of Change Agents	Elementary	<ul style="list-style-type: none"> - Creating clear guidelines and practices addressing societal issues such as monetary and/or emotional poverty, social media, bullying, and relational aggression. - Collaborate in weekly CAM (Counselor & Administrator) meetings, monthly Team Leader Meetings to discuss school-wide needs - Collaborate and set up plans for students with 504 plan and in CST

Middle	<ul style="list-style-type: none"> - Creating clear guidelines and practices addressing societal issues such as social media, bullying, and relational aggression - PBIS program to promote a positive school environment and attitude within the school as a whole (student & teacher) - Collaborate in weekly CAM (Counselor & Administrator) meetings to discuss school-wide needs/programs - Collaborate and set up plans for students for the STAT (Student Assistance Program) program - Advocate for social justice and the celebration of diversity and difference - Advocate to bring in new programs and make changes based on current trends and research (mindfulness, commonsense media classroom lessons, role in PBIS program) - Identify things that are not working within the building and bring issues to administration
High	<ul style="list-style-type: none"> - Counselors have strong leadership roles in their buildings - One counselor is the department chair and he/she gathers information from counselors and reaches out to administration regarding the needs of the department - Creating clear guidelines and practices addressing societal issues such as social media, bullying, and relational aggression - Advocate for social justice and the celebration of diversity and difference - Advocate to bring in new programs and make changes based on current trends and research (grit test, ACT, opiate addiction, yoga and mindfulness). - Identify things that are not working within the building and bring issues to administration

Counselor Job Descriptions Linked to the Counselor Evaluation Process

Counselor Level	DOMAIN 1 - Planning and Preparation	DOMAIN 2 - Environment	DOMAIN 3 - Delivery	DOMAIN 4 - Professional Development
-----------------	-------------------------------------	------------------------	---------------------	-------------------------------------

<p>Elementary</p>	<ul style="list-style-type: none"> -The elementary counselor will demonstrate an extensive knowledge of counselor theory, and child development, through the implementation of the school counseling plan. -Implement a developmentally appropriate curriculum delivered to all students on a regular basis, targeting academic, personal/social and career areas. -Counselor will work with grade level teams to design and implement interventions as needed (i.e., small groups and individualized counseling with specific goals/beginning and ending dates). -Counselor will develop, implement and monitor goals based on school and student data and share results with all the stake-holders in order to plan and implement change (i.e., through grade-level team and CST meetings, 504 meetings, parent conferences). 	<ul style="list-style-type: none"> -The elementary counselor will develop and maintain relationships with students, families, staff and community members. -The counselor will engage all stakeholders to educate and support the development of a positive and healthy learning environment (i.e., counselors will develop lesson plans that educate students on problem-solving, personal safety and well-being etc.) -The counselor will utilize, collect and monitor school data to inform decision-making regarding school climate/culture (i.e., the counselor may review quarterly recess referrals in order to design and implement a group for students who are reported for bullying). - The counselor will coordinate interventions and communicate those interventions to all appropriate stakeholders. -The counselor will demonstrate and work with staff in implementing a high 	<ul style="list-style-type: none"> -Implement a balanced, comprehensive developmental school counseling curriculum, responsive services, individual planning, and student support services. -The counselor will utilize a variety of methods to communicate with students, families, staff and community partners. - The counselor will demonstrate a clear understanding of individual versus group communication and information shared will be developmentally appropriate, clear, succinct and delivered in a timely fashion. -The counselor will notify both students and relevant staff of scheduled meetings with the students. - The counselor will utilize theory/research-based strategies for individual and group counseling (An elementary counselor may model active-listening with first graders while he/she teaches that skill in a classroom guidance 	<ul style="list-style-type: none"> - Adhere to legal, ethical and professional standards related to assessment. -Demonstrate professionalism, including commitment to professional development. -The counselor will regularly reflect on professional practice and personal needs based on data and utilize findings to set personal goals for the future. -The counselor will set yearly goals based on review of data and in collaboration with administration and staff of the elementary school. - The counselor will maintain accurate and confidential records. - The counselor will follow district procedures for record keeping and oversee the collection and archiving of required components of Future Ready Index. -The counselor will actively seek to engage all stakeholders in advocating and educating students in the Springfield School District. - The counselor will engage with all stakeholders in a manner that demonstrates respect and participate in appropriate professional opportunities.
--------------------------	---	---	--	--

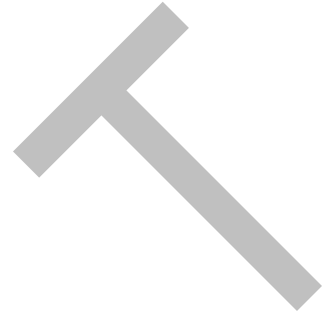
	<p>-The elementary school counselor will also stay current and communicate to stakeholders about resources available for students and families.</p> <p>-The elementary counselor will work with teachers/ administration to integrate and deliver the CEW and School Climate Standards in the building.</p> <p>-The counselor will work collaboratively with teachers to gather evidence that students are developing 4 strands of the standards (the goal is to ensure that all 5th graders have 6 pieces of evidence documenting mastery of skills from all 4 strands by the end of their 5th grade year. One of those pieces of evidence must be a career inventory of some sort).</p> <p>-The elementary counselor will review and analyze student data along with staff in order to inform decision-making.</p>	<p>level of behavior management and intervention techniques. Counselors will also engage the student, staff and family in developing goals and interventions to address student behaviors.</p> <p>-The counselor will develop a safe and welcoming space in the guidance office and will also serve as a resource for teachers on how to address physical space in the classroom to support positive student behaviors.</p>	<p>lesson on resolving conflict).</p> <p>- The counselor will engage students in designing and implementing interventions by seeking and utilizing feedback.</p> <p>-The counselor will utilize qualitative and quantitative data in developing and implementing interventions for academic, personal/social and career skills development.</p> <p>- The counselor demonstrates flexibility in delivering services and responding to needs by engaging and considering feedback from all stake-holders.</p> <p>-The counselor will demonstrate that he/she regularly reflects on his/her own professional practice through the regular utilization of research-based methodologies to set and monitor goals. (The counselor may survey staff at the end of the year regarding the effectiveness of the counseling programming).</p>	
--	--	---	---	--

<p>Middle</p>	<ul style="list-style-type: none"> - The middle school counselor will implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services. -An age-appropriate curriculum should be delivered to all middle level students addressing academic, personal/social and career goals. -The middle school counselors will guide individual and/or groups of students, along with parents, to manage social and emotional, academic and career development needs. -Collaborate with people and community resources to promote personal growth in school and home. -The middle school counselor will work with teachers to integrate and deliver the CEW and School Climate Standards in the building. -The counselor team will also work 	<ul style="list-style-type: none"> -Middle school counselor will develop and maintain respectful relationships with students, families, staff and community members. The counselor will engage all stakeholders to educate and support the development of a positive and healthy learning environment. The middle school counselor will utilize, collect and monitor school data to inform decision-making regarding school climate/culture. -The counselor will schedule and organize Tier 1, 2 and 3 interventions and communicate those schedules to stakeholders. The counselor will demonstrate a high level of behavior management techniques in the delivery of the curriculum and will also engage all the stakeholders in addressing student behaviors. -The counselor will engage the student, the staff and family in developing goals and interventions to address student behavior. 	<ul style="list-style-type: none"> -The middle school counselor will utilize a variety of methods to communicate with students, family, staff and community partners. -The counselor will demonstrate a clear understanding of individual versus group communication and information shared will be developmentally appropriate, clear, succinct and deliver in a timely manner. The counselor will utilize theory/research-based strategies for individual and group counseling. -The counselor will engage students in designing and implementing Tier 1, 2, and 3 interventions by seeking and utilizing feedback. -The counselor will utilize qualitative and quantitative data in developing and implementing Tier 1, 2, and 3 interventions for academic, personal /social and career development. - The counselor demonstrates flexibility in delivering and responding to needs by engaging 	<ul style="list-style-type: none"> -The middle school counselor will regularly reflect on professional practice and personal needs based on data and utilize findings to set personal goals for the future. The counselor may request to attend a conference or professional development activities based on the increase of particular mental-health issues in middle school. -The counselor will maintain accurate and confidential records. The counselor will follow district procedures for record keeping. -The counselor will actively seek and engage all stakeholders in advocating and educating students in the Springfield School District. The counselor will engage with all stakeholders in a manner that demonstrates respect and participates in appropriate professional opportunities. -The counselor may serve on district committees, agency governing boards, and belong to local and state school counselor associations.
----------------------	---	--	--	--

	<p>collaboratively with the administration, school nurse, safety officer, social worker to maintain a building crisis intervention awareness and action plan.</p> <p>-The counselor will collaborate with the building administration, social worker, school psychologist, and district special education department to monitor student academic, social/emotional needs and apply individual and school wide interventions.</p> <p>- Counselor will meet with his/her designated grade-level (by team in a classroom format), to gather evidence that students are meeting standards for all 4 strands of the CEW Standards. The counselor will complete reflection surveys with the students and a questionnaire as part of the student portfolio.</p> <p>-The goal is that 8 additional pieces of evidence exist for all students by the end of their 8th grade school year. There must be one piece of evidence for each of the CEW strands and one</p>	<p>-The counselor will develop a safe space in the guidance office and will also serve as a resource for teachers on how to address physical space in the classroom to support positive student behaviors.</p>	<p>and considering feedback from all stakeholders. -The counselor will demonstrate that he/she regularly reflects on his/her own professional practice through the regular utilization of research-based methodologies.</p>	
--	---	--	---	--

evidence must be an Individualized Career Plan. The middle school counselor will guide students through an initial individualized career plan.

-Students will all be enrolled in 9th grade in a course Core Communication and Future Planning, where students discuss and explore post-secondary options and consider building plans.



<p>High School</p>	<ul style="list-style-type: none"> -The high school counselor will demonstrate an extensive knowledge of counselor theory and development, through the implementation of the comprehensive school counseling plan. -He/She should deliver a comprehensive age-appropriate curriculum targeting academic, personal/social and career decision-making skills. -Tier 2 and 3 interventions should be developed as needed with specific intervention goals and duration guidelines. -He/She will develop, implement, and monitor goals based on school and student data and share results with all stakeholders in order to plan and implement change. - The high school counselor will also stay current and communicate with stakeholders about resources available for families. -The high-school counselor will work with teachers to integrate and deliver the CEW and School 	<ul style="list-style-type: none"> -The high school counselor will develop and maintain respectful relationships with students, families, staff and community members. -The counselor will engage all stakeholders to educate and support the development of a positive and healthy learning environment. -The counselor will utilize, collect and monitor school data to inform decision-making regarding school climate/culture. -The counselor will schedule and organize Tier 1, 2 and 3 interventions and communicate those schedules to all stakeholders. (The guidance office may maintain a bulletin board that provides students and staff with a snapshot of college and career opportunities ahead. Newsletters are also sent out by the College & Career Counselor and Principal). -The counselor will demonstrate a high level of behavior management techniques in the delivery of the 	<ul style="list-style-type: none"> -The high school counselor will utilize a variety of methods to communicate with students, families, staff and community partners. -The counselor will provide students and families with interesting information related to careers and training opportunities in career development. -The counselor will demonstrate a clear understanding of individual versus group communication and information shared will be developmentally appropriate, clear, succinct and delivered in a timely fashion. -The counselor will utilize theory/research-based strategies for individual and group counseling. -The counselor will engage students in designing and implementing Tier 1, 2, and 3. interventions by seeking and utilizing feedback. -The counselor will utilize qualitative and quantitative data in developing and 	<ul style="list-style-type: none"> -The high school counselor will regularly reflect on professional practice and personal needs based on data and utilize findings to set personal goals for the future. -The counselor may request to attend professional development on the collection and analysis of data when he/she recognizes a need in that area. - The counselor will maintain accurate and confidential records. -The high school counselor will also facilitate the timely sharing of records with post-secondary entities and/or demonstrates flexibility in delivering services and responding to needs by engaging and considering feedback from all stakeholders. - The counselor will demonstrate that he/she regularly reflects his/her own professional practice through the regular utilization of research-based methodologies to set and monitor goals.
---------------------------	--	---	--	--

<p>Climate Standards in the building.</p> <p>-The counselor will work collaboratively with teachers to ensure that 8 additional pieces of evidence exist for all students documenting mastery of skills from each of the 4 standards of the CEW standards.</p> <p>-One of those pieces of evidence must be a comprehensive career portfolio and another must be evidence that the student is utilizing his/her Individualized Career Plan to inform and make decisions.</p> <p>-The high school counselor will review and analyze student data along with staff in order to inform decision-making.</p>	<p>curriculum and will also engage the student, the staff and family in developing goals and interventions to address student behavior.</p> <p>-The counselor will develop a safe and welcoming space in the guidance office and will also serve as a resource for teachers on how to address physical space in the classroom to support positive student behaviors.</p>	<p>implementing Tier 1, 2, and 3 interventions for academic, personal/social and career skill development.</p> <p>-The counselor demonstrates flexibility in delivering services and responding to needs by engaging and considering feedback from all stakeholders.</p> <p>-The counselor will demonstrate that he/she regularly reflects on his/her own professional practice through the regular utilization of research-based methodologies to set and monitor goals.</p>	
<p>PRACTICAL EXAMPLES (what does that look like for us in practice?)</p>			

Elementary	<ul style="list-style-type: none"> -Meeting with the principal at the beginning of the year - Use age-appropriate materials and books -Use ASCA model insiders for diverse needs (reading level, physical/emotional/intellectual disability, learning styles, ethnicity) when planning and providing service -Offer visual, auditory and kinesthetic activities -Provide materials with diverse cultures represented -Use pre/post tests for group work -uses attendance/time out of class data to support progress -Use discipline referrals to drive interventions 	<ul style="list-style-type: none"> -Display age-appropriate and relevant materials -Coordinate with colleagues for use of time with students -Establish positive rapport with student and other stakeholders -Offer open, nonjudgmental environment for staff and all stakeholders -Diverse materials and discussion to broaden student perspective on career possibilities -Work with administration to ensure physical safety and access for all students -School-wide or individual positive behavior support to enhance school climate 	<ul style="list-style-type: none"> -Counseling delivered through classroom guidance, small group and individual sessions. -Community presenters discuss and demonstrate various domains related to skill and providing assignments and discuss topics that identify interests and talents - Works with administration to ensure multiple diverse opportunities (clubs, activities, groups etc.) to support self-exploration -Provide field experience opportunities 	<ul style="list-style-type: none"> -Contribute to and attending professional development opportunities -Contribute to the development and implementation of school crisis response plan -Coordinate and support staff in implementations for students through the Child Study Team process Share information about counseling program and services to community members and stakeholders -Serve as a student advocate in all matters involving students
Middle	<ul style="list-style-type: none"> - Determine which career lessons using Naviance tools is appropriate by grade level - Guidance department meeting to plan our annual grade level Naviance lessons - Conduct an 8th grade survey gathering 	<ul style="list-style-type: none"> -Students are exposed to the Naviance lesson in a classroom setting with use of their Chromebook so they directly engage in the process - Different elective classes are offered in career pathways for STEM, Business, Arts and Humanities, Health 		

	<p>information about student interests to prepare for a productive career day</p> <ul style="list-style-type: none"> - Deliver an 8th grade career day with speakers and presenters for different career pathways - Prepare the reflection form for students and guide students to write thank you notes, practice interviewing skills 	<p>and Science</p> <ul style="list-style-type: none"> - Bulletin boards displaying different career pathways (child development, STEM) 		
High	<ul style="list-style-type: none"> -Plan with the administration and counseling team to provide: Naviance lessons and curriculum; admissions, financial aid, and career and technical education events; and individualized post high school planning meetings with students. -We make accessible various career interest inventories and career resources. 	<ul style="list-style-type: none"> -We maintain bulletin boards around the school about our career academies -We maintain a pleasant and welcoming counseling space where students can explore post high school planning - We maintain an environment that promotes post high school planning not limited to 4-year university 	<ul style="list-style-type: none"> -Deliver Naviance lessons related to post high school planning -Discuss academies and post high school planning in individual meetings with student -Communicate post high school, academy and technical education resources via emails to all students and parents Deliver post high school planning events (college admission, technical education, financial aid). 	<ul style="list-style-type: none"> -Meet weekly with the Guidance team; meet at least weekly with administration to reflect on how we are advising students on careers and post high school plans. - Attend workshops and PD events on college and career readiness and meeting with college and technical school representatives

Springfield School District

School-Counseling Department Mission Statement

The Springfield School District counseling department in support of the educational mission of the district, provides a dynamic comprehensive school counseling program designed to promote the

academic, career & social/emotional development of students in grades K-12 within the areas of Morton & Springfield. In partnership with educators, parents, community members and post-secondary organizations, school counselors will provide students with opportunities to explore, develop, and pursue individual goals to become ethical and contributing citizens.

Program Calendars (Monthly)

ELEMENTARY

Item - Month/Domain/Item	Curriculum - (Tier 1) ALL KIDS/FAMILIES	Responsive - (Tier 2) IND OR SMALL GROUP	Individual Academic/Career Counseling NOT CRISIS	System Support (counselor related) for kids but not with kids	Non-counselor related
AUGUST					
Academic:					
Coordinate with administration on student placement				X	
Facilitate necessary 504 meetings			X		
Professional Development/ Faculty Meetings updates on counseling related topics/ duties at the beginning of the school year.				X	
Career:					
Develop counseling curriculum to include diversity and broader perspectives				X	
Social/Emotional:					

Support/strategies for families of anxious or transitionally-challenged students		X			
Attend drop-in day to promote positive connection	X				
New Student Orientation/tour		X			
SEPTEMBER					
Academic:					
Review and distribute all 504s and support teachers with questions as needed				X	
Educate staff on CST referral process and goals				X	
Career:					
Activities explaining role of school counselor	X				
Defining roles of helping professionals in the building	X				
Social/Emotional:					
Support students with transition challenges		X			
Various activities to promote establishing routines and clear expectations (school rule assembly/specials, bus rule assembly)	X				
Activities to build relationships with students (first week specials)	X				
Lessons on identifying feelings/seeking help	X				
Back to School Night				X	
New Student Lunch Bunch		X			
OCTOBER					
Academic:					

Coordinate all CST meetings, establish goals, brainstorm interventions				X	
Career:					
Fire Prevention Week, Fire Truck/Fighter Visits	X				
2nd grade agricultural work study with Colonial Plantation	X				
Social/Emotional:					
Red Ribbon Week announcements/activities	X				
Lessons on kindness, thinking of others and emotional regulation	X				
Facilitate Mix-It-Up Day	X				
NOVEMBER					
Academic:					
Parent/teacher consultation and support during fall conferences		X			
Facilitate distribution of information regarding attendance policies and expectations				X	
Career:					
Veteran Day Activities- Speaker, classroom visits from veteran discussing military experience and career paths	X				
Community walking tour highlighting local businesses/jobs	X				
Social/Emotional:					

Lessons on problem-solving and emotional regulation	X				
Personal Safety and Bullying Lessons	X				
Sharing and caring activity (acts of service, earning money)	X				
Personal Safety Lessons	X				
DECEMBER					
Academic:					
College Awareness Day- Wear college attire/discussion	X				
Manage incoming evaluation permissions and CST/BST documentation		X			
Serve as LEA for IEP Meetings	X				
Career:					
Social/Emotional:					
Lessons on managing anger and reading facial/body language	X				
JANUARY					
Academic:					
Goal setting (social, emotional and academic)	X				
PSSA preparation (small group, accommodations)		X			
Career:					
Social/Emotional:					

Lessons on growth mindset, facing challenges and appreciating differences	X				
Lessons on restraint training (CPI)				X	
Review winter clubs and promote connectedness and exploration of interests		X			
FEBRUARY					
Academic:					
2nd grade President Research Project	X				
Announcements highlighting personality traits (soft skills) of important African-American figures	X				
Career:					
Highlight counseling as a career option during National SC week	X				
President's Day research and speech project-2nd grade specific	X				
Social/Emotional:					
Happy Heart, Healthy Heart Announcements and Activities	X				
Lessons on being inclusive and managing worry	X				
MARCH					
Academic:					
Parent/teacher consultation and support during spring conferences		X			
Explanation of CST and coordination of assessments as needed			X		
Attend state mandated training for proctors				X	

Career:					
Read Across America Guest Readers (explain their jobs)	X				
Social/Emotional:					
Lessons on problem-solving and self-advocacy	X				
Spring clubs promoting connectedness and exploration of interests		X			
APRIL					
Academic:					
Test taking strategies (stress management, relaxation)					
Career:					
Lessons on various career paths and flexible thinking (ability, gender etc.)	X				
Community helper research project and presentation	X				
Social/Emotional:					
Lessons on perseverance (growth mindset learning grit)	X				
MAY					
Academic:					
Transition Meetings with counselors/special ed team from receiving schools		X			
Career:					
First grade field trip to Woodland Park - exposure to careers in nature	X				
Fifth grade Biztown lessons	X				

Kindergarten (in-house) field trip with Franklin In - STEM careers	X				
Social/Emotional:					
Lessons on coping with change/loss	X				
JUNE					
Academic:					
Transition planning with receiving grade/school				X	
Placement consultation and meetings				X	
First grade field trip to receiving school	X				
Career:					
Opportunity to observe Graduation Walk	X				
5th grade Biztown marketing project	X				
5th grade Biztown field trip	X				
Social/Emotional:					
Cougar Connection/ Bump up Day	X				
Extra bump-up day for identified small group		X			
First grade field trip to receiving school	X				
End of year celebration for 5th grade transitioning to middle school					X
JULY					
Academic:					
Consult with principal regarding placement questions/concerns				X	
Career:					

Social/Emotional:					
Support sessions for transitioning students			X		
Update website with resources for students/families				X	
MIDDLE:					
AUGUST					
Academic:					
Schedule Changes		X	X		
Open House/New Student Orientation		X		X	
New Student Assessments, Enrollments and Schedules	X		X	X	
PSAT Registration	X				X
504 Renewals		X			
504 Distribution for teachers/notifications				X	
Student tours as needed		X			
Parent tours as needed		X			
6th grade transition/visitation day	X			X	
Schedule 504 meetings		X		X	
Professional development meetings with administration	X				
Grade level team meetings (counselor & teachers)				X	
6th grade transition meetings (counselor to counselor)				X	
Career:					
Career Lesson preparation meetings				X	
Social/Emotional:					

Parent/student inquiries throughout the summer, as needed		X			
Positive Behavioral Support Program meeting	X			X	
504 Renewals		X	X		
504 Distribution for teachers/notifications				X	
Student tours as needed		X			
Parent tours as needed		X			
6th grade transition/visitation day	X				
Review of records and procedures with IST/BST (with administration)				X	
Communication with social services/CYS, as needed		X			
SEPTEMBER					
Academic:					
Academic intervention meetings with students (follow-up from previous year)		X	X		
Schedule changes		X	X		
PSAT Registration					X
Collaborate with teachers for the weekly team meeting schedule				X	
Parent contact for late/missing Chromebook fees					X
Review 504s with teachers at team meetings				X	
Review of IST/any follow-ups from academic interventions				X	
Back to School Night coordinating with teacher teams		X			
Back to School Night counselor preparation				X	

New Student Parent meeting/breakfast		X		X	
Career:					
Naviance/career lesson planning				X	
Social/Emotional:					
New student group		X			
Meetings with students with transition needs			X		
Setup Kindness Committee		X			
Train student advisory program for student leaders		X			
Arrange school-wide programs for relevant presenters for student education/awareness	X			X	
Collaborate on district turkey fund information				X	
ISL (restorative ISS program) meetings with students			X		
STAT review from end of year		X			
BST review from end of year		X			
Suicide prevention/awareness week (education for students, activities for awareness)		X	X	X	
OCTOBER					
Academic:					
Ongoing schedule changes - individual changes			X		
Local Assessments/MAP assessments					X
New Student Parent meeting/breakfast		X		X	

Back to School Night coordinating with teacher teams		X		X	
Plan/prepare for PSAT, follow-ups on registrations					X
Career:					
Plan with guidance team for career lessons				X	
Deliver career and self-discovery lessons in classrooms	X				
Social/Emotional:					
Plan for classroom lessons for Fall/Late Fall (character traits & soft skills)	X			X	
Red Ribbon Week		X		X	
Organize speaker to discuss drug abuse prevention/vaping				X	
NOVEMBER					
Academic:					
Proctor PSAT					X
Grade checks/student meetings based on failure report			X		
Parent conferences		X			
Back to school night		X			
Career:					
Classroom Career Lessons	X				
Career Day Planning Begins				X	
Social/Emotional:					
Parent Conferences		X	X		
Collaborate on district turkey fund information				X	

Student group (one in Fall other than new student group)		X			
DECEMBER					
Academic:					
Trimester schedule changes		X			
Career:					
Career Day Planning				X	
Social/Emotional:					
Student group		X			
Classroom Character Traits Lessons	X				
JANUARY					
Academic:					
8th grade high school selection meeting (with principal)				X	
8th grade high school course selection meetings w/students & parents			X		
Career:					
Career Day Planning				X	
Social/Emotional:					
School-wide speaker support				X	
FEBRUARY					
Academic:					
Career:					
Career Day Planning				X	
Social/Emotional:					

8th grade field trip to local college/multicultural awareness field trip/activity		X			
MARCH					
Academic:					
Collaborate with teachers for next year course recommendations				X	
Oversee student course selection			X		
Begin teaming/scheduling request process (6-7)				X	
8th Grade Course Selection			X	X	
Failure meetings/letters/parent contact		X		X	
Evening Parent Conferences		X			
Trimester change schedule changes, student meetings and parent meetings/contact		X		X	
Career:					
Career Day Planning				X	
Social/Emotional:					
Trimester change schedule changes, student meetings and parent meetings/contact		X			
Evening Parent Conferences		X			
APRIL					
Academic:					
PSSA Proctoring					X
Course Selection/Scheduling			X	X	
Summer School Planning			X		
Career:					

Career Day Planning				X	
Social/Emotional:					
MAY					
Academic:					
Summer school planning			X	X	
7th Grade field trip assistance & attendance	X				
Course Selection/Scheduling			X	X	
Career:					
Career Day	X				
Social/Emotional:					
JUNE					
Academic:					
Course Selection/Scheduling			X	X	
Final failure letters & summer school enrollment		X		X	
Career:					
Social/Emotional:					
Plans for Fall/Late August student transition mtgs/walk throughs		X			
JULY					
Academic:					

Scheduling/Course Selection			X	X	
Individual Family Meetings		X			
Email communication				X	
Career:					
Social/Emotional:					
Parent contact as needed		X		X	
HIGH SCHOOL:					
AUGUST					
Academic:					
Schedule changes		X			
AP Participation and Audit				X	
AP Registration and AP classroom set up				X	
School Profile				X	
Naviance set up - new-student and new faculty accounts, scholarship updates, newsletters, emails and e-doc set up					X
NCAA course updates				X	
Communicate with teachers and case managers regarding student schedules				X	
New student assessments, enrollments and schedules	X		X	X	
Review 504 roster and student needs			X		
Career:					
PHSP meetings w/ families	X	X	X		

Registration, roster, scheduling and other planning for technical school/technical education				X	
Set college visit schedule					X
Social/Emotional:					
Parent/student inquiries throughout the summer, as needed		X			
SEPTEMBER					
Academic:					
Naviance college application process and document request training	X				
Applying to College for Senior Parents	X				
Schedule changes		X			
Participation in Back to School Night	X				
Meetings with students to assist in the admissions process				X	
High Volume Letter writing for College admissions		X			
Processing College Applications (Higher volume but ongoing)				X	
Financial Aid Night	X		X		
SAT Boot Camp	X	X	X		
Application Help Groups	X	X	X		
PSAT Pre-Registration	X		X		
Naviance Help Groups	X	X	X		
Meet with College Reps	X	X	X		
College Board Workshop				X	
Counselor Workshop				X	
ACT Workshop				X	
NMSQT Letter and Apps				X	
Career:					

DCCC Placement Tests for DE Students	X	X		X	
Social/Emotional:					
Class meetings	X				
OCTOBER					
Academic:					
Write college recommendation letters (heavy volume in fall but ongoing)				X	
PSAT Pre-Admin					X
PSAT Administration	X				
Meet with college representatives (heavy volume in fall but ongoing)		X			
Process college applications (heavy volume in fall but ongoing)		X			
Individual meetings with 9th grade students to discuss transition, activity and academic interests, & friends/social	X				
FAFSA Completion Night	X	X	X		
AP Commitment	X	X		X	
Counselor Workshop				X	
Process college applications (heavy volume in fall but ongoing)				X	
Evening parent conferences re: grades				X	
Career:					
Career Day					X
Meet with college representatives		X			
Naviance Lesson--Grade 12	X				
Naviance Lesson--Grade 9	X				
Academy Presentation Meetings	X	X	X		

Individual meetings with 9th grade students to discuss transition, activity and academic interests, & friends/social	X				
Social/Emotional:					
Individual meetings with 9th grade students to discuss transition, activity and academic interests, & friends/social	X				
Evening parent conferences re: struggling students		X			
NOVEMBER					
Academic:					
High Volume Letter Writing for College Admissions		X			
Review 1st Marking Period Grades with low scores		X			
Send 1st quarter grades to Colleges	X				
HOBYP applicant review process		X			
Naviance Lessons--9th grade	X				
Process college applications (heavy volume in fall but ongoing)		X			
AP Coordinators Workshop				X	
AP Ordering				X	
9th grade Individual meeting to discuss transition, activity, academic and friends/social	X				
Career:					
ASVAB testing				X	
Academy Presentations	X		X		
Naviance Lesson--9th grade	X				
Social/Emotional:					

Freshman transition meeting to discuss academics, friends, activity interest		X			
DECEMBER					
Academic:					
High Volume Letter Writing for College Admissions			X		
10th grade individual meetings	X				
Process College Applications (High Volume but ongoing)					X
Career:					
Counselor students regarding college decision			X		
Social/Emotional:					
Counselor students regarding college decisions			X		
JANUARY					
Academic:					
Semester 2 schedule changes			X		
All day Scheduling meeting					X
Junior Book Awards Preparation					X
Boys State/Girls State					X
Lions Club Nomination					X
Scholarships--Reaching out to donors					X
Individual Meetings--10th grade				X	
College Planning Meeting Junior Families				X	
Career:					
Naviance lesson--10th grade	X				
Social/Emotional:					
FEBRUARY					

Academic:					
Mid-Year Reports for Colleges				X	
Individual Meetings--11th grade			X		
Semester 1 failure meetings			X		
Course selection meetings	X				
ACT bootcamp		X			
Pre-ACT		X			
Evening parent conferences			X		
Junior Book Awards Preparation					X
Financial Aid Decisions conversations		X			
Career:					
Naviance Lesson--11th grade	X				
Advertise technical school opportunities and meet with interested students	X	X	X		
Technical school and medical careers interest meetings		X			
Technical school visitations		X			
Academy Night		X			
Social/Emotional:					
Evening parent conferences			X		
MARCH					
Academic:					
Course selection	X	X		X	
Individual student meetings--11th grade			X		
PSAT 10		X			
Scholarship Application, Outreach, Coordination				X	
1st Timers Small Group		X	X		

Scholarship planning	X		X	X	
Junior PHSP meetings					
Junior Book Awards Nominations					
Financial Aid Decisions		X			
Career:					
Naviance Lesson--Grade 12	X	X	X		
Social/Emotional:					
APRIL					
Academic:					
Review student failure reports and meet with students failing core courses		X			
Junior LA PHSP	X	X	X		
AP Pre-registration	X	X		X	
Scholarship Meetings				X	
Scheduling	X	X	X	X	
AP Planning				X	
Financial Aid Night for Junior Families	X	X	X		
Course Selection Cleanup				X	
Junior Book Awards Preparation					X
Resolve course selection				X	
Meet with seniors in jeopardy of not graduating			X		
Career:					
ASVAB	X	X	X	X	
Future Planning Freshman Mentors	X	X	X		

DCCC Placement Testing	X	X	X	X	
Naviance Lesson--10th grade	X				
Social/Emotional:					
MAY					
Academic:					
AP Testing (3 weeks testing plus planning)		X		X	
Seniors Awards Ceremony		X	X	X	
Junior Book Awards		X	X	X	
Scholarship Meetings				X	
Naviance Training				X	
College Panel	X		X		
Scheduling	X	X	X		
Junior Book Awards Ceremony				X	
Resolve course/scheduling conflicts				X	
Meet with seniors in jeopardy of not graduating		X			
Senior Survey				X	
Career:					
Junior LA Class PHSP meetings	X	X	X		
Dual Enrollment Placement Testing	X		X	X	
DCCC Field Trip	X	X	X		
PHSP Meetings juniors and families	X	X	X		
Naviance Lesson--9th grade	X				
Naviance Lesson--11th grade	X				
Social/Emotional:					
ETR: Transitioning to High School Program	X				
Mental health on college campus program	X				
JUNE					

Academic:					
Review Junior Transcripts				X	
Sending Final Transcripts				X	
NCAA Transcripts				X	
Grad speeches			X		
Graduation Planning, Practice and Ceremony	X	X		X	
Senior Survey	X	X		X	
Scheduling		X		X	
End of Year Reports				X	
Order PSAT				X	
AP Payment				X	
Placement Testing		X		X	
Failure Meetings		X			
Summer School		X		X	
Graduation verification				X	
Resolve course/scheduling conflicts		X			
Career:					
Change of Plans meetings		X	X		
PHSP meetings juniors and families		X	X		
Serve as a reference for students for a summer job				X	
Social/Emotional:					
Review summer activities/internship with students					
JULY					
Academic:					
AP Score Reports				X	
Scheduling	X	X		X	

Ind Family Meetings	X				
Email		X		X	
Career:					
Social/Emotional:					

Program Calendars (Ongoing)

ELEMENTARY

Ongoing Items	Curriculum - (Tier 1) ALL KIDS/FAMILIES	Responsive - (Tier 2) IND OR SMALL GROUP	Individual Academic/ Career Counseling NOT CRISIS	System Support (counselor related)	Non-counselor related
Academic:					
504 Meetings based on 504 accommodations			X		
504 renewals/504 Management			X		
IEP Meetings			X		
Attendance monitoring and meetings	X				
Concussion management			X		
Respond to emails and phone calls				X	
Participation in attendance improvement plan			X		
Child Study Team meetings and support for teachers			X		
Attend special education team meetings				X	
Career:					
Providing positive models and language for diverse career interests	X				
Coordinating exposure to activities that promote prosocial work skills	X				
Social/Emotional:					
Individual student meetings			X		
Small group counseling		X			

Pair and small group restorative conferences		X			
Attend/support large group learning (assemblies, bus safety, etc.)	X				
Mental Health Transition meetings				X	
Consult with outside agencies (CYS, therapists, outplacement)				X	
Consult with school nurse re: medical issues				X	
Consult with administration re: student concerns				X	
Consult with social worker re: crisis intervention, support for families				X	
Consult with school psychologist re: accommodations, CST, testing				X	
Consult with parents re: academic, career or personal concern				X	
Consult with teachers re: behavior plans, supports, strategies				X	
Support various service initiatives (drives, collections)	X				
Facilitate Student Leader group selection and trainings		X			
Crisis Intervention with students (risk assessments)		X			

MIDDLE

Ongoing Items	Curriculum - (Tier 1) ALL KIDS/FAMILIES	Responsive - (Tier 2) IND OR SMALL GROUP	Individual Academic/ Career Counseling NOT CRISIS	System Support (counselor related)	Non-counselor related
Academic:					
New Student Enrollment (orientation, scheduling, academic assessments)			X	X	
Schedule changes	X			X	
504 Meetings based on 504 accommodations			X	X	
504 Data Collection and Observations for updates/changes/504 evaluations			X	X	
504 renewals/504 Management			X	X	
Gifted testing			X	X	
IEP Meetings			X	X	

Weekly Team Meetings				X	
Weekly Academic Intervention & Administration Team Meetings (CAM)				X	
Meet and discuss ongoing STAT (Student Assistance Program) needs		X		X	
Failure meetings		X			
Failure letters				X	
Oversee course selection			X	X	
Next Year Scheduling: Teaming, Balance Teams				X	
Next Year Scheduling: Request teacher recommendations for course levels				X	
Oversee and manage (IST), academic intervention team			X	X	
Oversee and manage (BST), behavior intervention team			X	X	
Organize and oversee peer tutoring between selection of students		X			
In school math tutoring arrangements, parent contact			X	X	
Parent/Guardian contact for workshop changes/non-special education academic intervention classes					X
Parent/Guardian contact for Chromebook missing/overdue fees					X
Career:					
Classroom Career Lessons	X				
Career Fair	X				
Character Traits classroom lesson (includes "soft skills")	X				
Social/Emotional:					
Individual student meetings	X		X		
Student file/record keeping				X	
Ongoing parent meetings/contacts (responses, outreach)		X			
Student mediation/conflict resolution		X			
504 renewals		X			

ISL (ISS restorative support) counseling component		X	X		
504 meetings based on 504 accommodations		X			
Oversee/supervise student advisory program	X	X			
Positive Behavior Support Team Meetings and Planning				X	
Coordinate School-Wide Programs for presenters throughout the year	X			X	
Ongoing Lunch Duty (Daily)					X
Classroom Lessons (Character Traits)	X				
CYS/Social Services reports and coordination		X			
Mental health placement/transition meetings/coordination		X			
Run kindness activities and kindness committee	X	X			
Students Groups based on need (Anxiety/stress, girls groups, lunch bunch)		X			
Risk Assessments & parent follow-up, resources		X			
Collaborate with Nurse on student medical updates / concussions		X			
Collaborate with administration and school psych on updated medical info/needs		X			
Collaborate with School Psych for social/emotional scales, as needed		X			
Classroom observations as needed for accommodations/interventions				X	

HIGH SCHOOL

Ongoing Items	Curriculum - (Tier 1) ALL KIDS/FAMILIES	Responsive - (Tier 2) IND OR SMALL GROUP	Individual Academic/ Career Counseling NOT CRISIS	System Support (counselor related)	Non-counselor related
Academic:					
Schedule changes			X		
504 Meetings based on 504 accommodations					
504 renewals/504 Management		X			
IEP Meetings		X			

Weekly Academic Intervention & Administration Team Meetings				X	
Concussion management			X		
Failure meetings			X		
College letter writing			X		
Respond to emails and phone calls				X	
New student registration			X		
Participation in attendance improvement plan				X	
SSD Accommodations			X	X	
Transcript and Credit Reviews					
Write Rec Letters and complete nomination forms				X	
Career:					
Meeting w/ college, military and community organizations				X	
Naviance Lessons	X				
Dual enrollment referrals				X	
Admin meeting with College/Career Counselor for updates				X	
Academy and Career education		X	X		
Assisting with Technical Education applications					
Assist students and families with FAFSA application					
Social/Emotional:					
Individual student meetings		X			
Mental Health Transition meetings				X	
Student Assistance Team meeting				X	
Consult with school nurse re: medical issues				X	
Consult with administration re: student concerns				X	
Consult with social worker re: crisis intervention				X	
Consult with school psychologist re: accommodations				X	
Consult with parents re: academic, career or personal concern				X	

Crisis Intervention with students (risk assessments)		X		X	
Identify students for counseling support group		X		X	
Facilitate charitable donations for families in need		X			
Referrals to and collaboration with mental health providers		X			

Curriculum Action Plan/Scope and Sequence

Grade 1 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder teaching	Contact Person	Indicator Artifact
Responsive Classroom Community Building (waiting turn, sharing, asking questions, giving compliments)	mindset/behavior; 13.3.3 A,B,C,F,G	RC I training manuals, Morning Meeting Book, Power of Words	September - June (with strong emphasis September through October)	288	Classrooms	Educator	Nancy Dallett	
Goal-setting	13.4.3 B	goal-setting sentence completion	September	288	Classrooms	Educators /Parents	Team Leaders	- paper completed by student and/or family
Fire Truck Visit	13.1.3 D	Brainpop (pre), Miss Mingo (pre), presentation	October	288	Porch/ Driveway	Educators/ Community Members	Susan Trella	
Red Ribbon Week activities	13.3.3 E	Happy Heart, Healthy Heart announcements/tips/ exercises	October	288	Classrooms /front office	Educators	Bethany Coover and Adam King	
Bucket-Filling /Kindness	13.3.3 A, B, C	Have You Filled A Bucket Today? Discussion, coloring page and take-home tips	October	288	Classrooms	Counselor	Bethany Coover	
Personal Safety	13.3.3 E	Presentation by Family Support Line	January	288	LMC	Counselor /Presenter	Bethany Coover	
Community Helpers/Jobs	13.1.3 D, E, F, G, H; 13.2.3 E	Discussion; Whose Shoes or other career-related book	April	288	Classrooms	Educators	Jen Grondin (team leader)	

DRAFT

Grade 2 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder teaching	Contact Person	Indicator /Artifact
Introductory Lesson- Role of the Counselor	13.1.3 E; 13.2.3 E; 13.3.3 A	Introduction to Counselor	September	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Bullying Lessons	13.2.3 E; 13.3.3 A	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Personal Safety	13.2.3 A, E	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Internet Safety	13.2.3 A, E	PA Office of Attorney General	May	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Mix It Up Day	13.1.3 A, B, C	Teaching Tolerance	October	Sabold: 150, Scenic: 168	Cafeteria	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Attendance, Q&A
Career Awareness	13.1.3.A, B, C, D	Community Jobs Field trip; Job dress up day; Guest Speaker- Student Special Guest	September - June	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Career Acquisition	13.2.3.A; 13.2.3.C; 13.2.3.D; 13.2.3.E; 13.3.3.A, B, C	Morning Meeting; All about me bags; Letter writing		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	All About Me posters, Writing Assignments/ Writer's Notebook
Career Retention	13.3.3.A; 13.3.3.B; 13.3.3.C; 13.3.3.D; 13.3.3.G	Goal Setting, Growth mindset		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Goal Setting writing assignment
Responsive Classroom Community Building	mindset/behavior; 13.3.3 A,B,C,F,G	RC I training manuals, Morning Meeting Book, Power of Words	September - June (with strong emphasis September)	Sabold: 150, Scenic: 168	Classrooms	Educators	Alicia Kalbach/ Lori Schmidt	Not Measured

			through October)					
--	--	--	---------------------	--	--	--	--	--

DRAFT

Grade 3 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder teaching	Contact Person	Indicator/Artifact
Bullying Lessons	13.2.3 E; 13.3.3 A	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168				
Personal Safety	13.2.3 A, E	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168				
Internet Safety	13.2.3 A, E	PA Office of Attorney General	May	Sabold: 150, Scenic: 168				
Mix It Up Day	13.3.3 A, B, C	Teaching Tolerance	October	Sabold: 150, Scenic: 168	Cafeteria	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Attendance, Q&A
Career Awareness	13.1.3.A, B, C, D	Community Jobs Field trip; Job dress up day; Guest Speaker-Student Special Guest	September-June	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Career Acquisition	13.2.3.A; 13.2.3.C; 13.2.3.D; 13.2.3.E; 13.3.3.A, B, C	Morning Meeting; All about me bags; Letter writing		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	All About Me posters, Writing Assignment s/ Writer's Notebook
Career Retention	13.3.3.A; 13.3.3.B; 13.3.3.C; 13.3.3.D; 13.3.3.G	Goal Setting, Growth mindset		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Goal Setting writing assignment

Grade 4 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder teaching	Contact Person	Indicator/Artifact
Bullying Lessons	16.2.KE 16.3.K.A 16.1.5.C	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168				
Personal Safety	13.2.5 A, E	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168				
Internet Safety	13.2.5 A, E	PA Office of Attorney General	May	Sabold: 150, Scenic: 168				
Mix It Up Day	13.3.5 A, B, C	Teaching Tolerance	October	Sabold: 150, Scenic: 168	Cafeteria	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Attendance, Q&A
Career Awareness	13.1.5.A, B, C, D	Community Jobs Field trip; Job dress up day; Guest Speaker-Student Special Guest	September-June	Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Career Acquisition	13.2.5.A, C, D; 13.2.5.E; 13.3.5.A, B, C	Morning Meeting; All about me bags; Letter writing		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	All About Me posters, Writing Assignments/ Writer's Notebook
Career Retention	13.3.5.A, B, C; 13.3.5.D, G	Goal Setting, Growth mindset		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Goal Setting writing assignment

Grade 5 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder teaching	Contact Person	Indicator Artifact
Bullying Lessons	16.2.KE 16.3.K.A 16.1.5.C	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168				
Personal Safety	13.2.3 A, E	Presentation by Family Support Line	November-December	Sabold: 150, Scenic: 168				
Internet Safety		PA Office of Attorney General	May	Sabold: 150, Scenic: 168				
Mix It Up Day	13.3.3 A, B, C	Teaching Tolerance	October	Sabold: 150, Scenic: 168	Cafeteria	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Attendance, Q&A
Career Awarenesses	13.1.5.A, B, C, D	Community Jobs Field trip; Job dress up day; Guest Speaker-Student Special Guest	September-June	Sabold: 150, Scenic: 168	Class	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Not Measured
Career Acquisition	13.2.5.A, C, D; 13.2.5.E; 13.3.5.A, B, C	Morning Meeting; All about me bags; Letter writing		Sabold: 150, Scenic: 168	Class	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	All About Me posters, Writing Assignments/ Writer's Notebook
Career Retention	13.3.5.A, B, C; 13.3.5.D, G	Goal Setting, Growth mindset		Sabold: 150, Scenic: 168	Classroom	Elementary Counselor	Colleen Tate (Sabold) Tamara Speakes-Brown (Scenic)	Goal Setting writing assignment
Career Awarenesses and Preparation	13.1.5 A, B	Biztown	June	Sabold: 150, Scenic: 168		Classroom Teachers		Attendance, Writing reflection

Career Acquisition and Entrepreneurship	13.2.5A 13.2.5C 13.2.5E; 13.4.5 A, B, C	Stop and Shop	June	Sabold: 150, Scenic: 168		Classroom Teachers		
---	--	---------------	------	-----------------------------	--	--------------------	--	--

DRAFT

Lesson, Event or Unit Theme	Grade	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator (Evidence)
Career Lessons 6th Grade Topics Reviewed: My middle school foundation My study skills My career interests / learning style What is college?	6th	13.1.8 A, B, C, D 13.3.8 A, E	Naviance	6th grade year	323	Classroom/ Writing Class	Counselor	6th grade counselor	survey (Naviance) - 2 different reflection surveys for the unique lessons
Enrichment period for Day 1 or Day 6 – Graff, Budgeting lesson is taught to every 6th grade student (schedules within homeroom for entire 6th grade)	6th	13.2.5 E 13.3.5 D	Classroom lesson	6th grade year	approx. 120	Classroom in Business class	Teacher	6th grade counselor	not measured
Stress Management Day 1 or Day 6 – Blair	6th	13.2.5 E 13.3.5 E	Classroom lesson	6th grade year	approx. 120	Classroom	Teacher	Teacher	not measured
Digital Citizenship Lesson (Security/Use of technology)	6th	13.2.5 E 13.3.5 C	Video, discussion	6th grade year	998	Homeroom	Teacher	PBIS leaders	Could a survey be created for all HR students to answer a few questions on the do's & don'ts?
Cafeteria Behavior Expectations (PBIS with classroom advisory leaders)	6th	13.2.5 E	Video, discussion	6th grade year	998	Homeroom	Teacher and Student Leader	PBIS leaders	Not Measured
Spectator Behavior (PBIS with classroom advisory leaders)	6th	13.2.5. E	Canvas activity	6th grade year		Homeroom	Teacher and Student Leader	PBIS leaders	Not Measured

Grade 7 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator
Career Lesson 7th; Lessons include: Habits for Success My Definition of Success Getting Involved Career Scavenger Hunt	13.1.8.A, 13.1.8.B, 13.1.8C, 13.2.8D, 13.2.8E, 13.3.5G, 13.3.8G	Naviance	7th grade year	322	Classroom/ Social Studies Class	Counselor	7th grade counselor	survey (Naviance)
Character Trait Lesson 7th	13.3.8C	Video, discussion, role playing/skits	7th grade year	322	Classroom/ Social Studies Class	Counselor	PBIS leaders	reflection cards
Organizational Strategies – Finestone, all 7th Grade homeroom	13.2.8E	Lesson, discussion, application	7th grade year	100	Classroom	Teacher	Erica Polsky	
Author Day – 7th grade (Journalism, Musician, pre-work and post-work)	13.2.8C	Speaker, Worksheet, post-work	7th grade year	322	Classrooms /Assigned author locations	LA Teachers	7th Grade LA Teachers: DiCristino, Balaban, Pierce	Reflection form (via paper), Letter to author (Canvas) *discuss with admin

Grade 8 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator
Career Lesson 8th: Brainstorming My Interests Success, Risk, Failure Decision Making Redefining Success Time Management Working Through Stress My School Support Network My Career Path What's Your Road	13.1.8B, 13.1.8C, 13.1.8G	Naviance	8th grade year	353	Classroom/ Social Studies Class	Counselor	8th grade counselor	Survey (Naviance)
Course Selection Overview and High School Academy Discussion	13.1.8H	Principal Presentation	8th grade year	353	Auditorium (organized by team)	Principal and Counselor	8th grade counselor	Completed online course requests
8th Grade Resume Writing – Al Humes (Day 1 or Day 6)	13.2.8C	Canvas Lesson	8th grade year	100	Classroom	Teacher	8th grade principal	Not measured
First Aid & Mental Health – 8th grade Health	13.2.8 E	Teacher presentation	8th grade year	353	Classroom	Teacher	8th grade principal	Classroom writing assignment
Goal Setting & Digital Vision Board – Keller w/ 8th Grade homerooms	13.2.8 D	Canvas Lesson	8th grade year	353	Classroom	Teacher	8th grade principal	Canvas artifact
8th Grade Mindfulness Lesson	13.2.8 E	Classroom - small group presentation	8th grade year	353	353	Presenter/ Counselor	8th grade counselor	Not measured
Career Fair	13.4.8 B, 13.1.8D, 13.1.8F, 13.1.8F	Grade level fair	8th grade year	353	School building	Counselor	8th grade counselor	survey (will set up on Naviance)

Grade 9 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator
9th Grade Orientation	13.1.3A; 13.1.8.H	Visual Presentation, large group meeting	Aug of each year	346	Auditorium, throughout high school	9th grade students and families	ETR & SHS Counselors, HS Principal	not evaluated
Individual Student Conferences	13.1.11.H	E Schools	Sept-Oct	346	Counseling Office	9th grade students	School Counselor	not evaluated
Curriculum Night	13.1.5.D	Counseling Tables	Sept	346	Counseling Office	9th grade students and families	School Counselor	
Course Selection	13.1.8.H	E Schools	Mar	346	Commons	9th grade students	School Counselor	
Course Selection Meeting	13.1.8.H	Visual Presentation, medium-size group meetings	Feb	346	Commons, Counseling Office, Auditorium	9th grade students	School Counselor	Not evaluated
Naviance Lesson--Career Cluster	13.1.11.A,B,F	Naviance Curriculum	Sept	346	Classrooms	9th grade students	Academy Coordinator	College Search Results in Naviance
Naviance Lesson--My High School Resume	13.2.11.C	Naviance Curriculum	Sept	346	Classrooms	9th grade students	Academy Coordinator	Resume in Naviance
Naviance Lesson--My College Search	13.1.11.F	Naviance Curriculum	May	346	Classrooms	9th grade students	Academy Coordinator	College Search Results In Naviance
Naviance Lesson--My Foundation--Video	13.1.11.F	Naviance Curriculum	Oct	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson--Setting Goals	13.1.11.F	Naviance Curriculum	Oct	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson--My High School Plan	13.1.11.D	Naviance Curriculum	Oct	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson--Working with my teachers	13.3.8.C	Naviance Curriculum	Nov	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson--Teamwork	13.3.8.C	Naviance Curriculum	Nov	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson--Choosing Courses	13.1.11.H	Naviance Curriculum	Nov	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson--My Strengths Explorer	13.1.11.A,B	Naviance Curriculum	Nov	346	Classrooms	9th grade students	Academy Coordinator	

Naviance Lesson-- My Life's Work	13.1.11.A,B	Naviance Curriculum	Dec	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson-- Anatomy of a College Application	13.2.11.C	Naviance Curriculum	Dec	346	Classrooms	9th grade students	Academy Coordinator	
Naviance Lesson-- How to pay for a College	13.3.11.D	Naviance Curriculum	Dec	346	Classrooms	9th grade students	Academy Coordinator	

Grade 10 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator
Individual Student Conferences	13.1.11, 13.2.11, 13.3.11	E Schools	Apr	339	Counseling Office	10th grade students and families	School Counselor	
ASVAB	13.1.11. B	ASVAB exam	Nov/Apr	20	LMC	10th grade students	College/Career Counselor	
Pre-ACT	13.1.11.B, H	Pre- ACT exam	Apr	339	Classrooms	10th grade students	College/Career Counselor	
Curriculum Night	13.1.11, 13.2.11	Counseling Tables	March	339	Commons	10th grade students	School Counselor	
Academy Meetings	13.1.11.A, B, H	Academy Information sheets	Jan	339	Audions	10th grade students	School Counselor	
Course Selection	13.1.11, 13.2.11	E Schools	Mar	339	Commons	10th grade students	School Counselor	
HOBY selection	13.4.11 B	N/A	Oct	339	Classrooms	10th grade students	College/Career Counselor	
PSAT	13.1.11.B, H	PSAT Exam	Feb	339	Classrooms	10th grade students	College/Career Counselor	
Career Day	13.4.11. B, 13.1.11.A, B, F	N/A	Oct	339	Auditorium, Throughout High School	10th grade students	Academy Coordinator	
Tech School Meetings	13.1.3.A, 13.1.5.A, 13.1.8.D, 13.1.8.B	N/A	Feb	339	Auditorium	10th grade students	Technical School Liaison	
Naviance Lesson-- Enhancing My Resume	13.2.11C	Naviance Curriculum	Jan	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- Connecting my course & Careers	13.1.11.H	Naviance Curriculum	Jan	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- What's your road	13.1.11.A, B, F	Naviance Curriculum	Apr	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- My Success Habits	13.2.11.C	Naviance Curriculum	Sep	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- Participating in my Life	13.4.11A	Naviance Curriculum	Oct	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- Working Hard	13.1.11.D	Naviance Curriculum	Oct	339	Classrooms	10th grade students	Academy Coordinator	

Naviance Lesson-- Sharing My Future with My Family	13.3.8.C	Naviance Curriculum	Oct	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- Support Networks	13.3.8.C	Naviance Curriculum	Nov	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- Anatomy of a College Website	13.2.11B	Naviance Curriculum	Nov	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- The College Visit	13.1.5.D	Naviance Curriculum	Nov	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- My College Fears	13.4.11B	Naviance Curriculum	Nov	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- My College Options	13.1.11A, B, F, ; A: B1.6, 16.1.5.B	Naviance Curriculum	Dec	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- The Real Cost of College	13.3.11.D	Naviance Curriculum	Dec	339	Classrooms	10th grade students	Academy Coordinator	
Naviance Lesson-- What Debt Looks Like	13.3.11.D	Naviance Curriculum	Feb	339	Classrooms	10th grade students	Academy Coordinator	

Grade 11 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator
Post High School Planning	13.1.11.A-F	NA	Jan	318	Counseling Office	11th Grade Students	School Counselor	
Financial Aid Night	13.3.11. D	Presentation	Sept	318	Audion	11th Grade Students & Families	College & Career Counselor	
College Planning Night	13.2.3 D	Presentation	Mar	318	Audion	11th Grade Students & Families	College & Career Counselor	
Career Day	13.1.11 A, B, F							
Course Selection	13.1.8.H	Presentation	Mar	318	Commons, Counseling Office & Auditorium	11th Grade Students & Counselors	School Counselor	
Junior Planning Meeting	13.3.11. D	Presentation	Oct	318	Audion	11th Grade Students & Families	College & Career Counselor	
College Essay	13.2.11.C	Essay Resources	May	318	Classroom	11th Grade Students	LA Teachers	
PSAT- Pre-administration	13.1.11. B, H	Practice Books	Feb	318	Classroom	11th Grade Students	College & Career Counselor	
DCCC Placement Tests	13.1.11. B, H	NA	Sept/Apr	318	LMC	11th Grade Students	College & Career Counselor	
Junior Book Awards	13.1.11.A,D	NA	May	318	Auditorium	11th Grade Students	School Counselor	
Open House	13.1.5. D	NA	Sept	318	Classrooms	11th Grade Students	Principal	
PSAT	13.1.11. B, H	NA	Oct	318	Classrooms	11th Grade Students	College & Career Counselor	
AP Testing	13.1.11. B, H	NA	May	318	LMC	11th Grade Students	College & Career Counselor	
Pre-ACT	13.1.11. B, H	NA	Apr	318	Classrooms	11th Grade Students	College & Career Counselor	
ASVAB administration	13.1.11. B, H	NA	Nov/Apr	20	LMC	11th Grade Students	College & Career Counselor	
Tech School Meetings	13.1.3.A, 13.1.5.A, 13.1.8.D, 13.1.8.B	NA	Feb	318	Auditorium	11th Grade Students	Technical School Liaison	
First Timer meeting	13.1.2.3D, 13.1.8.G	Presentation	Feb	318	Classrooms	11th Grade Students	College & Career Counselor	

Naviance Lesson- -Challenging myself	13.1.11.D	Naviance Curriculum	Sept	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- - Building Self-Confidence	13.3.5.A	Naviance Curriculum	Oct	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -My College Assessments	13.1.11. B, H	Naviance Curriculum	Oct	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -My Test Prep Plan	13.1.11. B, H	Naviance Curriculum	Oct	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -My Support Network	13.3.8 C	Naviance Curriculum	Nov	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -My Career Goals	13.1.11.F	Naviance Curriculum	Nov	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- College Fit	13.3.11. A	Naviance Curriculum	Nov	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- Financial Aid Options	13.3.11. D	Naviance Curriculum	Nov	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -Get Ready for the FAFSA	13.3.11. D	Naviance Curriculum	Dec	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -Paying for College	13.3.11. D	Naviance Curriculum	Dec	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -My senior year	13.1.11.H	Naviance Curriculum	Feb	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -My college essay	13.2.11.C	Naviance Curriculum	Oct	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -College super match	13.1.11.F	Naviance Curriculum	Oct	318	Classrooms	11th Grade Students	Academy Coordinator	
Naviance Lesson- -What makes me unique?	13.3.11. A	Naviance Curriculum	May	318	Classrooms	11th Grade Students	Academy Coordinator	

Grade 12 Action Plan

Lesson, Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder	Contact Person	Indicator
Individual Senior Meetings	13.1.11.h	Naviance, College Board website	Sept-Dec	319	Counseling Office	12th grade students	School Counselor	
FAFSA Completion Night	13.1.1,13.2.11, 13.3.11.d	Power Point, handouts	Oct	25-30	LMC	12th grade students and families	College and Career Counselor	

Naviance Lesson-- My College Applications	13.2.11.c	Naviance Curriculum	Sept and Oct	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- Financial Offer Analyzer	13.3.11.d	Naviance Curriculum	Sept and Oct	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- My College Network	13.3.8.c	Naviance Curriculum	May	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- My Personal Brand	13.1.3.b, 13.1.11.a,b	Naviance Curriculum	Sept	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- National College Search	13.2.11.c	Naviance Curriculum	Oct	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- Types of Scholarships	13.3.11.d	Naviance Curriculum	Oct	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- Choosing the Right School	13.1.11.h	Naviance Curriculum	Oct	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- National Scholarship Search	13.3.11.d	Naviance Curriculum	Nov	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- My Resume	13.2.11.c	Naviance Curriculum	Nov	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- Being Career Ready	13.1.11.d	Naviance Curriculum	Nov	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- Beyond the Acceptance Letter	13.1.11a,b,f a:b1.6, 16.1.5.b	Naviance Curriculum	Nov	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- My College Life	13.3.8.c	Naviance Curriculum	Dec	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- My College Budget	13.3.11.d	Naviance Curriculum	Dec	319	Classrooms	12th grade students	Academy Coordinator	
Naviance Lesson-- Leaving Home	13.3.8.c	Naviance Curriculum	Feb	319	Classrooms	12th grade students	Academy Coordinator	
Curriculum night	13.1.5.d	N/A	Sep	319	Classrooms	12th grade students	Administration	
Parent/Teacher conferences	13.3.8.c	N/A	Oct	319	Classrooms	12th grade students	Teachers	

SMART GOALS

ELEMENTARY

SMART GOALS - SOCIAL EMOTIONAL	
Specific Issue What is the specific issue based on our school's data?	There has been an increase in elementary mental health and discipline concerns.
Measurable How will we measure the effectiveness of our interventions?	The goal will be measured in four ways: 1. Reduction of mental health referrals 2. Reduction of discipline and bullying referrals to principals 3. Reduction of Suicide Risk Assessments 4. Increase in attendance and overall academic progress.

Attainable What outcome would stretch us yet is still attainable?	A Mental Health and Positive Behavior Support system can be offered and implemented to all students through an ISF (Interconnected Systems Framework) approach.
Results-Oriented Is the goal reported in results-oriented data? Process Interventions used, # of students involved, # of staff involved in programs Perception Beliefs, attitudes, knowledge Outcome What changed	Process: Review and identify ISF program in school year 19-20 in order to reduce mental health/bullying/discipline concerns. Determine who and how the program will be implemented. Perception: School transparency and resources will help support parental involvement. Outcome- In addition to the data, mental health concerns are linked to many school related behaviors. The program should: Increase attendance and grades and decrease discipline and bullying incidents
Time Bound When will our goal be accomplished?	Intervention 1: Identification of ISF program 19-20 school year Intervention 2: Implementation of ISF 20-21 school year

Schools: Springfield Literacy Center (K-1), Sabold and Scenic Hills Elementary Schools

Year: 2019-2020, 2020-2021

Counselors: Bethany Coover, Colleen Tate and Tamara Speakes-Brown

SMART GOALS - CAREER AWARENESS	
Specific Issue What is the specific issue based on our school's data?	Elementary students have a limited awareness of post-secondary educational and career opportunities. Early awareness and exposure to a wide range of post-secondary educational and career options can lead students to set high academic goals that connect to their career goals.
Measurable How will we measure the effectiveness of our interventions?	The effectiveness of the intervention will be measured by the student's ability to identify multiple personal career interests.

Attainable What outcome would stretch us but is still attainable?	75% of 5th grade students will demonstrate an increased awareness of educational and career opportunities after a series of career awareness lessons. Students will be able to identify multiple personal career interests.
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process -Interventions used, # of students involved, # of staff involved in programs. Perception -Beliefs, attitudes, knowledge (survey) Outcome -What changed.	Process -All fifth grade students will participate in career awareness lessons. Perception -Surveying knowledge, beliefs, and attitudes about post-secondary education and careers. Outcome -Based on the survey data, 75% of the fifth grade students who participate in career awareness lessons will be able to identify multiple personal career interests.
Time Bound When will our goal be accomplished?	The goal will be accomplished by the end of the fifth grade career awareness program.

School: Scenic/ Sabold Elementary

Year: 2019

Counselors: Tamara Speakes-Brown and Colleen Tate

Summary: During the 2019-2020 school year, 75% of 5th grade students will demonstrate an increased awareness of educational and career opportunities after a series of career awareness lessons by being able to identify multiple personal career interests.

ELEMENTARY SMART GOALS – ACADEMIC (ATTENDANCE)

SPECIFIC ISSUE What is the specific issue based on our school's data?	Regular attendance in school is the most basic building block to a student's education. Poor attendance creates gaps in a child's education and greatly reduces their opportunities for academic growth. In the 2018-2019 school year; [REDACTED] number of students in grades K-5 had 10 or more absences (excused or unlawful).
---	---

MEASURABLE How will we measure the effectiveness of our interventions?	The attendance data for students in grades K-5, from 2019-2020 school year, will be compared with the attendance data for students in grades K-5 in the 2018-2019 school year.
ATTAINABLE What outcome is both sufficient and attainable?	The number of students with 10 or more absences will decrease by 5% as a result of increased communication with parents and students.
RESULTS-ORIENTED Goal reported by Process/Perception/Outcome PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs PERCEPTION – Beliefs, attitudes, knowledge (survey) OUTCOME – What changed?	Compare attendance data from 2019-2020 to that from 2018-2019. PROCESS- Number of students in grades K-5 with 10 or more absences PERCEPTION- Pre/posttest surveying knowledge, beliefs, and attitudes about school attendance OUTCOME- Number of students in grades K-5 with 10 or more absences will decrease by 5% from 2018-2019 to 2019-2020,
TIMELINE When will this goal be accomplished?	The data will be collected and reviewed throughout the current year and compared to the previous year's data in June of the 2019-2020 school year.

School(s): Springfield Literacy Center, Sabold and Scenic Elementary Schools

Year: 2019-2020

School Counselors: Bethany Coover, Colleen Tate and Tamara Speakes-Brown

SMART GOAL Decrease number of students in grades K-5 with 10 or more absences by 5% for 2019-2020 school year

Summary: Middle school students will improve study skills, measurable through academic progress through Fall and Spring MAP as

SMART GOALS – ACADEMIC	
SPECIFIC ISSUE What is the specific issue based on our school's data?	Middle school students need improvement in study skills. All middle school students will participate in a Naviance lesson related to study habits.

MEASURABLE How will we measure the effectiveness of our interventions?	MAP assessments will be used to measure student skill performance in Fall and Spring.
ATTAINABLE What outcome is both sufficient and attainable?	Student MAP assessments from Fall to Spring will increase by 5%.
RESULTS-ORIENTED Goal reported by PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs PERCEPTION – Beliefs, attitudes, knowledge (survey) OUTCOME – What changed?	Process: MAP assessments completed during HR for all grade levels. Perception: Students will participate in a study habits lesson through Naviance. Outcome: The baseline will be established at the end of the first MAP assessments in all grade levels for the first trimester.
TIMELINE When will this goal be accomplished?	Data will be collected by the end of the 2019 - 2020 school year.

School: E.T. Richardson Middle School

Year: 2019-20

School Counselors: Demetrius Spiropoulos, Ivy Harris, Marambei Beatty

SMART GOAL

Reduce the number of students with 3+ unlawful days each year by gathering data from the previous year and identifying barriers that lead to poor attendance. By increasing attendance students will have more opportunities to become successful students.

SMART GOALS – SOCIAL/EMOTIONAL

SPECIFIC ISSUE What is the specific issue based on our school's data?	The school needs to reduce the number of discipline referrals leading to in school suspensions. Develop a counseling/therapeutic component for in school suspension that focuses on restorative practices.
MEASURABLE How will we measure the effectiveness of our interventions?	The number of in-school suspensions will be reduced.
ATTAINABLE What outcome is both sufficient and attainable?	Decrease discipline referrals leading to in school suspensions by 25%.
RESULTS-ORIENTED Goal reported by Process/Perception/Outcome PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs PERCEPTION – Beliefs, attitudes, knowledge (survey) OUTCOME – What changed?	Process: ISL (ISS program) assigned students will all participate in a group or 1:1 counseling session focusing on his/her actions and consequences to help the student establish positive goals. 3 counselors and 1 social worker will provide ongoing support/meetings with students assigned to ISL.
TIMELINE When will this goal be accomplished?	Data will be collected by the end of the 2019 - 2020 school year.

School: ET Richardson Middle School

Year: 2019-2020

School Counselors: Demetrius Spiropoulos, Ivy Harris, Marambei Beatty

SMART GOAL

Students need more exposure to realistic and attainable career goals.

Middle School Level

SMART GOALS – CAREER

SPECIFIC ISSUE What is the specific issue based on our school's data?	Students need more exposure to realistic and attainable career goals.
MEASURABLE How will we measure the effectiveness of our interventions?	<p>Every 6th grade student will participate in preliminary discussion about career interests as part of his/her classroom career lessons, and complete a reflection survey.</p> <p>Every 7th grade student will complete a Career Interest survey, participate in class discussion about the careers and their current interests. Students will complete a survey in Naviance and identify 1 - 2 steps toward achieving his/her career goal.</p> <p>Every 8th grade student will attend the career and will select their career day presentations based on his/her identified career interests. Students will complete a survey in Naviance and reflect on the information learned about his/her career interests.</p>
ATTAINABLE What outcome is both sufficient and attainable?	100% of middle school students will participate in lessons exposing him/her to careers and career interests. All middle school students will set a career interest goal by the end of 7th grade.
RESULTS-ORIENTED Goal reported by Process/Perception/Outcome PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs PERCEPTION – Beliefs, attitudes, knowledge (survey) OUTCOME – What changed?	All middle school students will participate in a career lesson and complete a survey.
TIMELINE When will this goal be accomplished?	Data will be collected by the end of the 19-20 school year, by grade level

School: ET Richardson Middle School

Year: 2019-2020

School Counselors: Demetrius Spiropoulos, Ivy Harris, Marambei Beatty

High School Level

SMART GOALS - ACADEMIC	
SPECIFIC ISSUE What is the specific issue based on our school's data?	As Per PA Code Chapter 339, all students should make connections between their high school course-work and their career readiness (Academy)
MEASURABLE How will we measure the effectiveness of our interventions?	85% of students will have completed their course requests by the end of the 2019-2020 school year.
ATTAINABLE What outcome is both sufficient and attainable?	School counselors will meet with 85% of students during the course selection process to ensure they are selecting courses that meet their identified post-secondary goals and align with their chosen academy (11th and 12th grade).
RESULTS-ORIENTED Goal reported by Process/Perception/Outcome PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs OUTCOME – What changed?	PROCESS – Beginning in October, school counselors will plan and facilitate the course selection/ academy selection process with 85% of students. OUTCOME – 85% of students will have a completed course request list that aligns with their academy by the end of the 2019-2020 school year.
TIMELINE When will this goal be accomplished?	Outcome data will be collected in June of 2020.

Schools: Springfield High School

Year: 2019-2020

School Counselors: Kelly N. Pedrotty-Stump, Hilary Campbell, Jamie Weaver, Jessica Houser, Kendra Campbell (College and Career Counselor)

SMART GOAL

School counselors will meet with 85% of students during the course selection process to ensure they are selecting courses that meet their identified post-secondary goal. School Counselors will meet with 85% of 10th and 11th grade students to discuss this academy selection and match their electives with their academy.

High School Level

SMART GOALS – PERSONAL/SOCIAL	
SPECIFIC ISSUE What is the specific issue based on our school's data?	Students should understand the role of personality type, to give them valuable insights into their education, career and relationships.
MEASURABLE How will we measure the effectiveness of our interventions?	In the 2019-2020 school year, all 9th grade students will identify their top personality strengths and how to use those strengths to their advantage (Naviance Lesson My Strengths Explorer)
ATTAINABLE What outcome is both sufficient and attainable?	85% of 9 th grade students in the 2019-2020 will complete the My Strengths Explorer lesson in Naviance.

<p>RESULTS-ORIENTED</p> <p>Goal reported by Process/Perception/Outcome</p> <p>PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs</p> <p>PERCEPTION – Beliefs, attitudes, knowledge (survey)</p> <p>OUTCOME – What changed?</p>	<p>PROCESS – Counselors or school staff will facilitate the “My Strength Explorer” through Naviance with all 9th graders</p> <p>PERCEPTION- As a result of taking this assessment, students will make connections between their personalities and how they influence relationships.</p> <p>OUTCOME – Students will know about their top three talents and ways to put their talents to action.</p>
<p>TIMELINE</p> <p>When will this goal be accomplished?</p>	<p>.All 9th grade students will complete the “My Strength Explorer” by the end of Naviance.</p>

Schools: Springfield High School

Year: 2019-2020

School Counselors: Kelly Pedrotty, Hilary Campbell, Jamie Weaver, Kendra Campbell, Jessica Houser

SMART GOAL

In the 2019-2020 school year, all 9th grade students will identify their top personality strengths and how to use those strengths to their advantage (Naviance Lesson My Strengths Explorer). All 9th grade students will complete the “My Strength Explorer” by the end of Naviance.

High School Level

SMART GOALS – CAREER PORTFOLIO

<p>SPECIFIC ISSUE What is the specific issue based on our school's data?</p>	<p>Students need to have an identified post-secondary career and educational plan before they graduate.</p>
<p>MEASURABLE How will we measure the effectiveness of our interventions?</p>	<p>During the 2019-2020 school year, 95% of students will have developed a post-secondary plan. This will be determined by their committing to a post-secondary institution, formal training program, the military or by listing their employment. This will be recorded through Naviance.</p>
<p>ATTAINABLE What outcome is both sufficient and attainable?</p>	<p>During the 2019-2020 school year, 100% of the senior class will report a post high school plan in the senior survey in Naviance.</p>
<p>RESULTS-ORIENTED Goal reported by Process/Perception/Outcome</p> <p>PROCESS – Intervention Used, # students involved, # staff involved, # staff involved in programs</p> <p>OUTCOME – What changed?</p>	<p>PROCESS – All Seniors will meet with their Counselor and/or College & Career Counselor to discuss their post high school plan.</p> <p>OUTCOME – The number of students with a completed Senior Survey at the end of the 2018-2019 school year will be compared to the number of students with a completed Senior Survey at the end of the 2019-2020 school year.</p>

TIMELINE

When will this goal be accomplished?

Outcome data will be collected in May of 2020.

Schools: Springfield High School

Year: 2017-2018

School Counselors: Kelly Pedrotty, Hilary Campbell, Jamie Weaver, Jessica Houser, Kendra Campbell

SMART GOAL

By the end of 12th grade all seniors will have completed the senior survey with a specific post high school plan.

Individualized Academic & Career Plan Process and Portfolio**Section One: 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	Fire truck and department visit	Red Ribbon Week activities - personal health, well-being, good choices	Responsive classroom community building (waiting turn, sharing, asking questions, giving compliments)	Goal-setting lesson and activity Grit/Growth Mindset lesson

			<p>Red Ribbon Week activities - personal health, well-being, good choices</p> <p>Kindness/getting along lesson</p> <p>Personal safety/well-being/self-advocacy lesson</p>	
1	<p>Fire truck and department visit</p> <p>Community helper/ job research project and presentation</p> <p>Career awareness/biases lesson</p>	<p>Community helper/ job research project and presentation</p> <p>Career awareness/biases lesson</p>	<p>Responsive Classroom Community Building (waiting turn, sharing, asking questions, giving compliments)</p> <p>Red Ribbon Week activities - personal health, well-being, good choices</p> <p>Kindness/getting along lesson</p> <p>Personal safety/well-being/self-advocacy lesson</p> <p>Grit/Growth Mindset Lesson</p>	<p>Goal- setting lesson, activity and conferencing</p> <p>Grit/ Growth Mindset lesson</p>
2	<p>Community Jobs Field trip; Job dress up day; Guest Speaker; Student Special Guest</p>	<p>Classroom presentations; All about me bags</p>	<p>Grit/ Growth Mindset Lessons</p> <p>Mix It Up Day</p>	<p>President's Day speech</p> <p>Grit/ Growth Mindset Lesson</p>

3	Career discussion connecting academic subjects, work ethic, and work schedules in school to careers students are interested in at the time.	Classroom presentation that focus on work skills and tools	Grit/ Growth Mindset Lessons Mix It Up Day	Immigration simulation Grit/ Growth Mindset Lessons
4	Scientist Career Exposure	Classroom presentation- relate academic subjects, work habits and career interests to careers in the field of Science.	Grit/ Growth Mindset Lessons Mix It Up Day	Grit/ Growth Mindset Lessons
5	Community Jobs Field trip; Job dress up day and role play	Development of business plan and role play of jobs and responsibilities	Grit/ Growth Mindset Lesson Mix It Up Day	Biztown Field Trip Grit/ Growth Mindset Lessons
6	Class presentation on study habits, homework tips, and time management. Exploration of career pathways and introduce various professional careers to 6th grade students.			
7	Class presentation involving lessons to develop habits for success/definition of success.			

	<p>Classroom lessons on Developing My Interests</p> <p>Classroom lessons on Exploring My Options/My Future Plans</p>			
8	<p>Classroom lessons on Brainstorming My Interests, Career Cluster Finder, and Career Path</p> <p>Career Day involving professionals from the community in all different career pathways/sectors that present to students based on their interest(s). Reflection activity for each presenter and professional thank you letters are completed.</p> <p>Classroom lesson following career day for students to initiate goals/8th grade career interest plan.</p>			
9	Career Cluster Inventory	Career Cluster Inventory	<p>Career Cluster Inventory</p> <p>Future Planning Curriculum</p>	Future Planning Curriculum

	<p>My High School Resume lesson</p> <p>My College Search lesson & activity</p> <p>Senior Mentor Presentation</p> <p>Future Planning Curriculum</p>	<p>My High School Resume lesson</p> <p>My College Search lesson & activity</p> <p>Future Planning Curriculum</p> <p>Senior Mentor Presentation</p>	<p>Senior Mentor Presentation</p>	<p>Senior Mentor Presentation</p>
10	<p>Enhancing High School Resume lesson</p> <p>Connecting Courses to Careers lesson</p> <p>Lesson to assist students in broadening their career scope through looking at their interests and potential careers</p> <p>Career Day</p> <p>PSAT</p> <p>Pre-ACT</p>	<p>Enhancing High School Resume lesson</p> <p>Connecting Courses to Careers lesson</p> <p>Lesson to assist students in broadening their career scope through looking at their interests and potential careers</p> <p>Career Day</p> <p>PSAT</p> <p>Pre-ACT</p> <p>ASVAB</p> <p>Career/Technical School Presentation</p> <p>Academy/Pathway Presentations</p> <p>Personal Finance Curriculum</p>	<p>Career Day</p> <p>PSAT</p> <p>Pre-ACT</p> <p>ASVAB</p> <p>Personal Finance Curriculum</p>	<p>Career Day</p> <p>Personal Finance Curriculum</p>

	<p>ASVAB</p> <p>Career/Technical School Presentation</p> <p>Academy/Pathway Presentations</p> <p>Personal Finance Curriculum</p>			
11	<p>Creating a Resume</p> <p>College/Career Survey</p> <p>PSAT</p> <p>Pre-ACT</p> <p>ASVAB</p> <p>Career/Technical School Presentation</p>	<p>Creating a Resume</p> <p>College/Career Survey</p> <p>PSAT</p> <p>Pre-ACT</p> <p>ASVAB</p> <p>Career/Technical Presentation</p> <p>Academy/Pathway Presentation</p>	<p>Lesson and Activity: What Makes Me Unique</p> <p>Writing a thank you note</p> <p>Career Fair</p> <p>Personal Finance Curriculum</p>	<p>Lesson and Activity: What Makes Me Unique</p> <p>Writing a thank you note</p> <p>Career Fair</p> <p>Personal Finance Curriculum</p>

	<p>Academy/Pathway Presentation</p> <p>Academy/Pathway Selection</p> <p>Career Fair</p> <p>Personal Finance Curriculum</p>	<p>Academy/Pathway Selection</p> <p>Career Fair</p> <p>Personal Finance Curriculum</p>		
12	<p>My College Applications</p> <p>Financial Aid Analyzer</p> <p>My college Network</p> <p>Career Day</p> <p>Financial Aid Night</p> <p>Applying to College Sessions for students and parents</p>	<p>My College Applications</p> <p>Financial Aid Analyzer</p> <p>My College Network</p> <p>Career Day</p> <p>Financial Ad Night</p> <p>FAFSA Completion Night</p>	<p>My College Network</p> <p>Career Day</p> <p>FAFSA Completion Night</p> <p>Personal Finance Curriculum</p>	<p>My College Network</p> <p>Career Day</p> <p>Personal Finance Curriculum</p>

	ASVAB	ASVAB		
	Personal Finance Curriculum	Personal Finance Curriculum		

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
What grade will the Plan and Portfolio Start?	--Evidence collection for the portfolio begins in Kindergarten and continues through 12th grade
Will the plan/portfolio be electronic, hard copy or both?	--The pieces of evidence for the portfolio are kept electronically --The academic plan will be electronic
Who will be responsible for maintaining the portfolio?	--Each student is responsible for creating the pieces of evidence --The technology department and Academy Coordinator will be responsible for updating and maintaining the portfolio

What demographic information will be included on the student portfolio?	<p>--Name, grade, student ID</p> <p>--Homeroom (elementary level)</p>
2. Interventions, Assessments & Decisions	<p>Process Description by Grade based on when the plan starts.</p> <p>What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.</p>
Grade 6	N/A
Grade 7	<p>Counselor delivers classroom lessons in the Winter (between 60 - 120 minutes) to help students explore their personal interests and relate it to his/her future goals and a career pathway. Students will complete a reflection survey to record his/her current future goals and the corresponding career pathway.</p> <p>Counselor will present/review 8th grade course options for students prior to their cycle/class course selections. Counselor will describe different electives and how they align with different career pathways.</p>
Grade 8	<p>In November the Counselor will deliver classroom career lessons covering a Career Interest Survey and identifying student's future interests/career goals. Students will complete a lesson on decision making and goal setting.</p> <p>In May all 8th grade students will participate in a career day, where students will select to participate in different professional presentations within his/her selected career pathway(s). Students will complete a reflection survey, write a professional thank you letter as part of career day.</p>

	<p>In May, all 8th grade students will draft a career interest plan through a classroom career lesson with the School Counselor.</p>
Grade 9	<p>All 9th graders are encouraged to take a career exploration course (Core Communication & Future Planning) which exposes them to career interest surveys, pathways, post-secondary options, resume, cover letter, and several other career related documents. This course helps reinforce what was learned in the elementary and junior high levels.</p> <p>In January, all students attend a scheduling presentation to help them make educated choices while scheduling the following year.</p> <p>The counselors meet with students individually to discuss scheduling plans and revisit their Academic/Career plan.</p> <p>Through these experiences, each student at this grade level will engage in each strand of the Career Education and Work Standards.</p>
Grade 10	<p>In January, a scheduling presentation is given by Counselors to all 10th grade students outlining their class choices for the following years based on career goals and pathways</p> <p>The Counselors meet with students individually to discuss scheduling plans and revisit their Academic/Career plan</p>

	<p>All 10th grade students are required to take the PSAT in the spring which provides data and feedback in terms of post-secondary options and plans. Students will be given an ACT/SAT presentation given by the counselors to further explore post-secondary options.</p>
Grade 11	<p>A scheduling presentation is given by the counselors to all 11th grade students outlining their class choices for the following year based on career goals and pathways.</p> <p>All 11th grade students are required to take the PSAT in October which provides data and feedback in terms of post-secondary options and plans. Students will be given an ACT/SAT presentation given by the counselors to further explore post-secondary options.</p> <p>The counselors meet individually to discuss scheduling plans and revisit their academic/career plan.</p> <p>Students will meet with their counselor and choose their academy/pathway.</p> <p>Through these experiences, each student at this grade level will engage in each strand of the Career Education and Work Standards.</p>
Grade 12	<p>All seniors will complete a graduation survey.</p>

	<p>Through these experiences, each student at this grade level will engage in each strand of the Career Education and Work Standards.</p>
3. Parental & Guardian Engagement	<p>What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?</p>
Level of Parent & Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	<p>The main goal at this level is to create awareness of post-secondary options and how they relate to individual strengths, preferences and choices at this time. Exposure to career related lessons are taught at all elementary grade levels and, where applicable, guardians are asked to be involved in the process with their students. Areas of focus include successful interpersonal and work habits, work relationships, career interests.</p>
Middle School Parents & Guardians	<p>School engages parents in the annual 8th grade Career Day, by requesting their involvement in career presentations (if he/she chooses to present).</p> <p>In February, all 8th grade parents are invited to attend an assembly addressing the high school course selection and scheduling process. The parents will be introduced to the high school academy process that students will learn more about in 9th grade.</p>
High School Parents & Guardians	<p>The Academic/Career plan will continue to grow and progress throughout the student's high school level. It will be updated annually as each student meets one on one with their counselor. Parents are involved because they review the course requests and schedule online. They also have the opportunity to attend our annual Academy Fair to learn more about each academy. The student's</p>

	schedule is based on the plan, post-secondary goals and the academy.
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	The counselor and staff members collaborate to provide career related lessons within the classroom at all grade levels multiple times a year. Staff members are encouraged to sit in. Staff members are educated about the connection between the lessons they provide and the strands/standards during professional development, staff meetings etc.
Middle School/Junior High	The faculty will be notified by career related activities by the grade level school counselor. Faculty may volunteer to be part of the 8th grade career day. Faculty will be present during classroom course selection discussions for 7th and 8th grade students.
High School	The faculty and administrators are involved in the student's scheduling process through course recommendations/discussions with students, grade level meetings, and actively working together with department heads during the scheduling process.
5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?

How will the plan and portfolio be revisited each year while in middle school and high school?	7th and 8th grade counselors will collaborate annually on career lessons in the classroom to promote cohesion and review of past lessons and student career goals. The middle level counselors will continue to deliver classroom lessons each year and adjust the lessons based on student needs, goals, and student interests.
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)?	All seniors are required to complete a senior survey in the last month of school which indicates their post-secondary plans. Each senior will also graduate in a career academy.

Stakeholders

Student:

The Springfield School District Counselors will work with many stakeholders in developing a K-12 comprehensive program that addresses all students.

The students of the Springfield School District will increase their awareness and knowledge regarding post-secondary choices as it relates to their future through the K-12 comprehensive program. They will have an opportunity to explore, seek resources, and focus on their career identity in order to help them make knowledgeable and informed decisions regarding post-secondary options. A strong foundation will be built within academic, career, and personal/social development to achieve success in all areas of their lives. Springfield School District's career academies will support students through this exploration; affording students the opportunity to learn more about their career interests prior to High School graduation.

Within the comprehensive program, the students will be able to assess their skills and monitor goals in order to provide feedback. Strengths and weaknesses of the program will be evaluated through student participation in order to improve the overall value and delivery to best suit all grade levels K-12.

Educators:

Educators will benefit from a comprehensive career program through expanding their knowledge by keeping up with current and future trends. Educators can learn about the opportunities available within the community. They can use what is learned to connect curriculum (cross-curricular) to a variety of career exploration and opportunities. Educators can facilitate the growth of students' knowledge in various ways. Representatives must serve on the community board/advisory council.

Big Idea	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Connect outside resources to staff members to build career development programming	Ensure 100% of teachers are discussing and making connections between career competencies and class lessons	13.1.11 13.2.11	9-12	Over the last two school years, the school district has provided in-services for staff on the high school academy model along with career opportunities for students Academy Coordinator will educate high school staff on Career/postsecondary lesson on Naviance	# of teachers reached	August through June
Connect staff or engage them with post-secondary opportunities	Increase number of staff exposed to DCTS programs by 5% each year	13.1.11 13.2.11 13.4.11	6-8	Presentations to staff of new programs and amenities at DCTS	# of staff members reached	August through June
Educate staff members about career development program	90% of staff members will be educated on career curriculum and program opportunities	13.1.3 13.2.3 13.1.5. 13.2.5	K-6	Survey staff on career activities and literature they are using throughout the year Presentations at staff/team meetings	# of staff members reached # of responses to survey	August through June

Parents:

Parents will benefit from a comprehensive career program by understanding how they can best help their students experience a successful educational experience. The process will start in elementary schools by sparking thoughts in the careers that interest them most. As they increase awareness of the many opportunities around them through research, they will be encouraged to further pursue their interests, abilities, and work values as they communicate those thoughts with their families and complete further research at the Middle/Senior High School level. Parents will begin to

understand the value of future planning and will explore with their students and ask key questions to spark interest in their students. Representatives must serve on the community board/advisory council.

The K-12 comprehensive program will benefit from parent involvement because they have the greatest impact on their child's attitudes and behaviors. When parents become partners in career development and are given the tools to help their children explore and plan their career future, the impact will greatly increase when combined with the efforts of the school district.

Big Idea	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate the parents regarding comprehensive plan and our K-12 program	Increase parental awareness of student's post-secondary opportunities by 5% each year	13.1.3 13.2.3 13.1.5 13.2.5	K-6	Activities around career exploration completed in each grade level are sent home for parents to review with their child. Newsletters/information/links to resources sent home	Collection of evidence for electronic portfolio Dates/times of year information sent out	August-June
Educate about the Career Technical Center and all post-secondary options	100% of all our Senior High School students will complete their post high school plan before graduation	13.1.11 13.2.11 13.3.11	12	Classroom visits	% of senior survey completion	May-June
Connect parents to an outside resource to learn about local career opportunities	Increase the number of parents who participate in the Academy Career Night by 5%	13.1.11 13.2.11 13.4.11	6-12	Academy Coordinator will email Academy updates to parents. Presentations to students about Academy events Counselors meet with students and their parents individually to discuss the Academy model	The Academy Coordinator will use the electronic program such as Eventbrite to track attendance.	August through June

Business:

The Business and Community partners involved in the School Counseling Plan will provide career opportunities through field trips, speaking engagements, job shadowing experiences, and other venues to engage our K-12 students.

The benefit for the Business and Community Partnerships is to work side by side with the Springfield School District in the development of the skills needed for our students to make them ready for their post-secondary option.

The Springfield School District will continue to develop and foster positive relationships with local businesses and community partnerships to increase opportunities for all of our students. K-12. The benefit to the district is to work closely with the local business and community partners in the development of curriculum, skills, and experiences that will enable our students to be ready for their post-secondary option. Representatives must serve on the community board/advisory council.

Big Idea	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Connect to a community professional to build career development relationships	98% of 8th grade students will be exposed to different career professionals at the middle school Career Day	13.2.11 13.3.11 13.4.11	8	Students attend presentations of 3 different professions. Students write professional thank you letters Students complete reflection survey	# of students completing reflection	May through June
	98% of 7th grade students will explore	13.2.11 13.3.11 13.4.11	7		# of students completing reflection	November through May
Establish a way to connect to new community members	Increase community relationships by 5% with the Academy Advisory Board	13.1.11	9-12	Networking and Outreach	Signed contracts with community businesses	August through June
Develop a new activity for students outside the building	Increase # of students exposed to community/post-secondary options by 5% each year	13.1.11. D	K-6	Off-site visits, if possible Video tours/presentations of DCTS and various career options Panel or meeting options with community/business representatives	# of students who attend session # of students completing reflection item	September through June

Post-Secondary:

With the creation of a K-12 Comprehensive Program, the post-secondary community will benefit in many ways. Students choosing to attend two-year colleges, four-year colleges, technical/trade schools, community colleges, apprenticeships, join the workforce and/or the military will be more prepared, focused and able to make better decisions involving their post-secondary experiences. Changing majors, transferring schools and dropping out will be diminished due to students' participation in the k-12 program. Representatives must serve on the community board/advisory council.

The K-12 Comprehensive Plan will work with the higher education and the business community to build partnerships. College level courses will be developed and taught on the high school campus by faculty certified by colleges. Students will continue to take classes on college campuses. As a school we will work to increase our Advanced Placement participation. These experiences will help increase academic rigor and better prepare students for college coursework. Students will have the opportunity to attend presentations on college campuses. In turn, the higher education community will conduct school and classroom visits and presentations and be in attendance at the annual community college fair.

Big Idea	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase parent and staff awareness of post-secondary options	Increase parental and staff awareness of student's post-secondary opportunities by 5% each year.	13.2.11	6-8			
Create awareness of an unfamiliar post-secondary resource	75% of our 9th graders will accumulate at least three pieces of evidence around unfamiliar post-secondary resource by 5%	13.1.11 13.2.11	9-12	Naviance lessons related to unfamiliar post-secondary options	Pieces of evidence are accumulated for the K-12 portfolio	August through June
Create student awareness of a familiar post-secondary resource	90% of 5th graders will be exposed to career technical education in Delaware County	13.1.3 13.2.3 13.1.5 13.2.5	K-12	Presentation to elementary students on Delaware County Technical School opportunities. Partner with DCIU to enhance coding and STEM topics	Pieces of evidence are accumulated for the K-12 portfolio	August through June

K-12 Advisory Council

Stakeholder Group	Name	Title & Organization
Student		
	Adam Henry	11th grade student
Parent/Guardian		
	Rob Henry	Teacher - Springfield School District (Delaware County)
Educator & Administrator		
	Joe Hepp	Principal - Springfield School District (Delaware County)
	JoAnn Kovatch	Teacher - Springfield School District (Delaware County)
	Chris Milz	Teacher - Springfield School District (Delaware County)
	Ruth Snyder	Teacher - Springfield School District (Delaware County)
	Mike Zubert	Teacher - Springfield School District (Delaware County)
	Jeff Zweiback	Director of Teaching and Learning - Secondary - Springfield School District (Delaware County)
Business & Community		
	Ryan Buchmann	Community Education Relationship Manager - Franklin Mint Federal Credit Union
	Kia Everett	MHS, MS, LBS, Business Owner, Author, Speaker - Finding Your Way, LLC
	Tim Fox	Pharmacist - Thomas Jefferson University Hospital
	Andy Graff	Police Officer - Springfield Township (Delaware County)
	Meredith Mann	Manager of Information Technology Risk Management - Federal Reserve Bank of

		Philadelphia
	Trish McFarland	President - Delaware County Chamber of Commerce
	Ian McLoughlin	Manager of Instrumental Music Sales and Product Development - J. W. Pepper & Son
	Jim Merkins	The Honorable James J Merkins; Judge Merkins; Partner - PA Magisterial District Court; Musi, Malone & Daubenberger, LLP
	Matt Radico	Producer/Director of Photography (Company Owner) - VATv.Ltd
Post-Secondary		

Springfield Partnerships

<u>Career Cluster</u>	<u>Partnership</u>
-----------------------	--------------------

Agriculture, Food and Natural Resources	Wawa, Kim Council Entrepreneur/desserts specialist
Arts, Audio/Video Technology and Communications	Aqua Pennsylvania, J. W. Pepper & Son, The Vanguard Group, Paul Morelli Design, First Person Arts, Quincy Jones / Sony Ent / Global Sustainability Network, VATv- Value Added Television, Black Hound Clay Studio, QVC, Inc, Curious & Co. Creative,
Education and Training	Child Guidance Resources, Delaware County Intermediate Unit, Gwynedd Mercy University, YMCA of Delaware County, PA, West Chester University, Overbrook School for the Blind, VIPKID, University of Pennsylvania/CHOP, EFS (Educational Furniture Solutions),
Government and Public Administration	State Legislature for the 165th District of PA, US Army, US Air Force, Commonwealth of PA,
Hospitality and Tourism	Kim Council / Entrepreneur/desserts specialist
Information Technology	ELPRO Services,

Manufacturing	Surgent Professional Education, FUJIFILM,
Science, Technology, Engineering and Mathematics	Potomac Testing, AECOM, Department of the Navy, Steamfitter's L.U. 420, M. Cohen and Sons, Steamfitter's L.U. 420, CTOoutsourcing, Janney Montgomery Scott, Boeing, Piasecki Aircraft Corporation, Arkema Inc., ELPRO Services,
Architecture and Construction	Delaware County Technical HS, Keystone Mountain Lakes Carpenters, Johnstone Supply, Bricklayers and allied craftworkers Local 1 of PA/DE, Drummond Scientific company, HRA commercial construction, HECKENDORN SHILES ARCHITECTS, Mythics/Emergent, Coscia Moos Architecture,
Business Management and Administration	Janssen Research and Development (JNJ), Yardi Systems, AstraZeneca Pharmaceuticals, Delaware County Chamber of Commerce, MedSurveyCCT Grants Tracker, Nemours/Alfred I. duPont Hospital for Children, Four Diamonds, HBC Event Services, Isagenix, Pennsylvania Association of Realtors,
Finance	Penn Mutual Life Insurance Company, Cigna, Bank of America, Delaware County Chamber of Commerce, Franklin Mint Federal Credit Union, TD Bank, Sharon Bank, PNC Bank
Health Science	Main Line Health, Boston Scientific, Good Shepherd Penn Partners, Avid Radiopharmaceuticals (Eli Lilly), Thomas Jefferson University Hospital, Fresenius Kidney Care, Crozer Keystone Health System, Hahnemann/Drexel University, Main Line Health (Riddle Hospital), Nemours/Alfred I. duPont Hospital for Children, Williamsburg Dental, St. Christopher's Hospital for Children, Penn State Milton S. Hershey Medical Center and Children's Hospital, My Gym Children's Fitness Center,
Human Services	CADES/GCMS in Swarthmore - approved private school and CHOP, St Francis Hospital, Children's Hospital of Philadelphia, George Crothers Memorial School, CADES, Main Line Counseling & Wellness Center, Inc., JEVS Human Services, EDSI Solutions, MTR Therapy, Main Line Counseling Partners, Finding Your Way, LLC, Penn State Hershey Medical Center, Diakon, Crozer Community Hospital, Junior Achievement of Southeastern Pennsylvania,
Law, Public Safety, Corrections and Security	Collingdale Fire Company/National Event Services, Springfield Police Department, Lower Merion Township Police Department, Rawle & Henderson LLP, Law Offices of Robert F. Stranick, Thompson & Donati Law/Delaware County Office of Support Representation, Orloff Law Firm, Nastasi Law Offices,
Marketing	Isagenix,

Transportation, Distribution and Logistics	Federal Aviation Administration, American Airlines, The Boeing Company, SEPTA,
--	---

Springfield Resources

Resource Type	List Resources
Organizations/Agencies	<p> National School Counselors Association Pennsylvania School Counselors Association Delaware County School Counselors Association Chamber of Commerce Career Center Pennsylvania Department of Education American School Counselor Association Delaware County Community College Delaware County Workforce Development Board Delaware County Intermediate Unit EDSI Office of Vocational Rehabilitation </p>
Networking Opportunities	<p> PACAC Events and Fairs NACAC Events and Fairs DCSCA Conferences Delaware County Community College - Sue Oakley, Dual Enrollment Coordinator Delaware County Community College College - Nancy Wheeler, Asst Director of Admissions Penn State University- Claire Nolan Temple University - Rachel Gionta Drexel University- Melissa Pennestri St. Joe's University - Robert Cusella Swarthmore College - Christopher Capron Lincoln University - Dion Robinson Widener University - Courtney Kelly Ursinus College - Casey Sames Ted Heidt - Blue and Gold Officer for the United States Naval Academy Jaclyn Miley - Communications and Events Director Chamber of Commerce Maria Arrazola - Naviance Account Manager MJ Malandruccho - ACT Account Executive Client Relations Joe Corr - College Board Middle States Representative Crystal Mehta - ASVAB Administrator Petty Officer King - United States Coast Guard </p>

	Sergeant Joshua P. Tierman - United States Marine Corps Christopher Collins - Navy recruiter Alexander J. Hall - Air Force Recruiter Benjamin Katzenberger - Army Recruiter
Community Events	Fire Department Red Ribbon week (K-5) Community Helper Day (K-1) Milky Way farms (Farm Career exploration) E.T. Richardson Middle School Career Day (grade 8) Junior Parent College Night Senior Parent College Night FAFSA completion night Career Day at Springfield High School
Publications/Documents	Cougar Tracks 8th grade reflection survey after Career Day Naviance Curriculum (grades 6-12) College and Career Counselor community e-mails highlighting upcoming school and local events Naviance Counselor pages SHS Guidance website SHS Academy Website

Career and Technical Center Strategy

Information regarding the Delaware County Technical School is disseminated to students and parents through email notifications, individual conversations with counselors, and classroom visits by counselors. Parents are made aware of the technical school opportunity, visit days, and the application process.

In October of each year, all 10th and 11th grade students are invited to sign up to visit the Delaware County Technical School, to shadow up to two programs of interest. Visit days are available in January and February. Parents are contacted and must provide permission for their child to visit.

Each year in February, all 10th and 11th grade students attend a presentation by a Delaware County Technical School representative. This presentation introduces students to the available programs and services, to assist with goal setting and career planning. Students are given the option to attend a more detailed presentation later in the month, to further explore this opportunity. More information about each program is provided at this meeting, as well as detailed information about the application process.

Interested 10th and 11th grade students are encouraged to apply to Delaware County Technical Schools, starting in February of each year. All students considering the technical school should submit applications before the scheduling process is finalized. An application deadline is suggested in March, encouraging students to get their applications in early to ensure available space in the programs.

Special education students considering the Delaware County Technical School will have an additional IEP meeting with a representative from the technical school's special education department, to review the student's goals, present levels, accommodations, and program appropriateness related to career and academic planning.

In the 2019-2020 school year, 79 Springfield High School students in grades 10-12 attend the Delaware County Technical Schools.