



Student Support Services: Focus on School Counselors

Expect great things.
1



Student Support Services Focus for 2018- 2019

- Theme: **“Making Magic Everyday in the Lives of our Children in Every Way”**
- Student needs is the core of our work.
- Input from all stakeholders is valued.
- Clear expectations for all role groups in Student Support Services.



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Standardized Practices

- Grade Band Specific K-12 Counseling and Social Worker Monthly Checklist Calendar (Shared with Counselors, Social Workers and Administrators)
- Weekly email with updates, opportunities and announcements.
(Shared with Counselors, Social Workers and Administrators)
- Professional Development: K-12 Grade Specific
- Department Moodle Page Focused on School Supports
- District Sponsored College Fairs:
 - Infinite Scholars Program – September 6, 2018
 - HBCU Get on the Bus Tour – October 11, 2018
 - Pittsburgh Promise Preferred College Fair – November 1, 2018

Coming Soon to Student Support Services

- Student Support Services Handbook
- Standard Operating Procedures for Counselors, Social Workers and Nurses
- Naviance for Grades 3-5
- Fact Sheets (Quick Reference Guides)
 - 504 Plan Flow Chart and Guide Sheet
 - Student Assistance Program
 - Naviance
 - PBIS
 - Restorative Practices
 - Code of Conduct
 - McKinney Vento
- High School Credit Count Review Process
- Transgender Point Team Training
- Gender-Inclusive School Communities Symposium

What is Naviance College and Career Planning?

1 **WHO** am I?



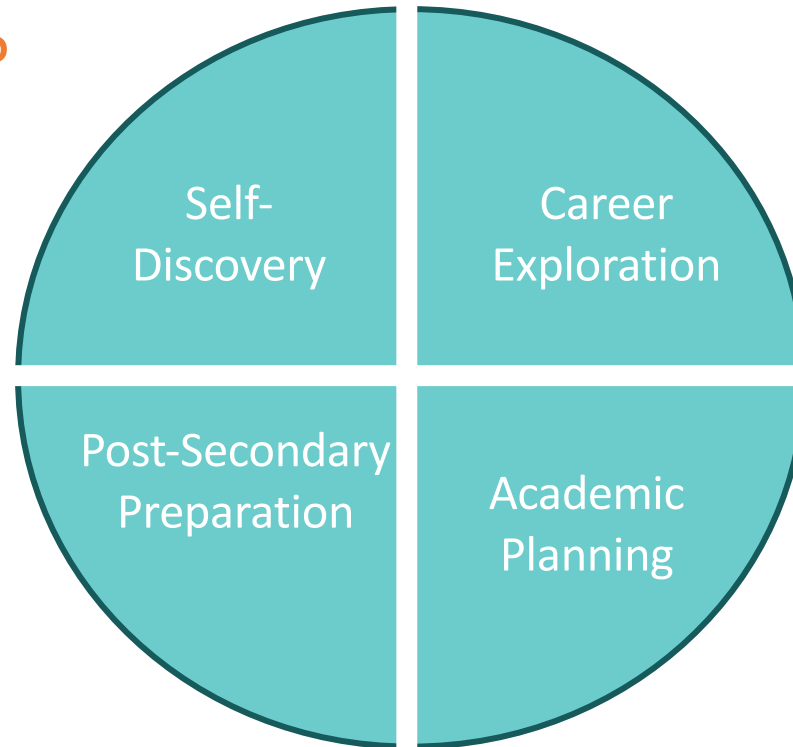
2 **WHAT** do I want to do?



4 **WILL** I be successful?

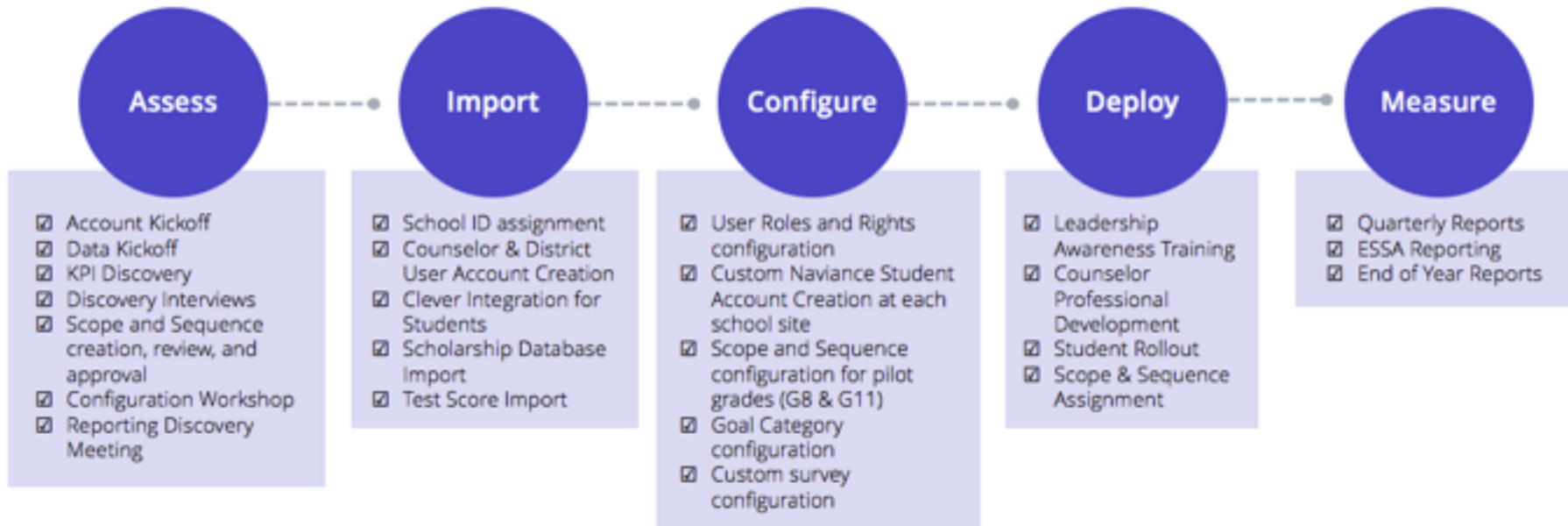


3 **HOW** will I get there?



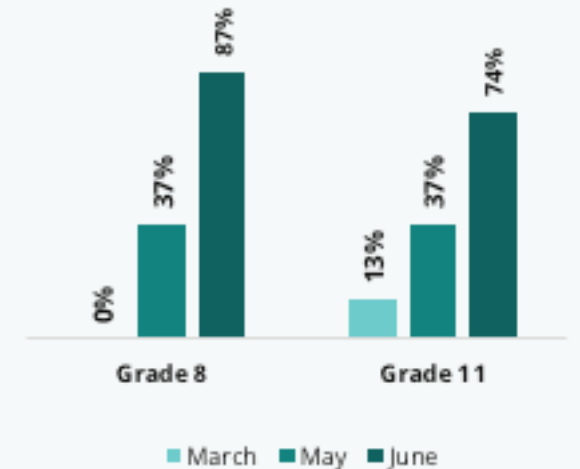
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Year 1 Implementation Milestones



STUDENT USAGE

% Students Logged in at Least 1 Time



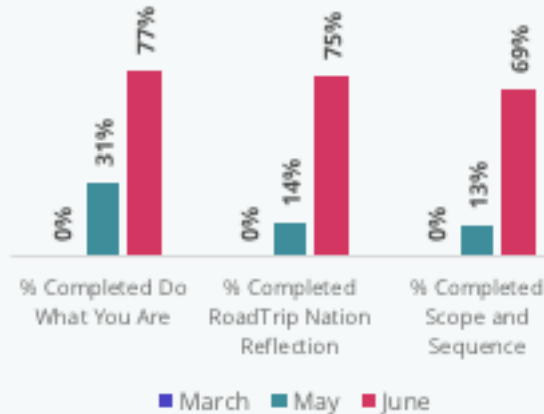
Naviance First Year Implementation At-a-Glance

PROFESSIONAL DEVELOPMENT AND FUNCTIONAL TRAINING

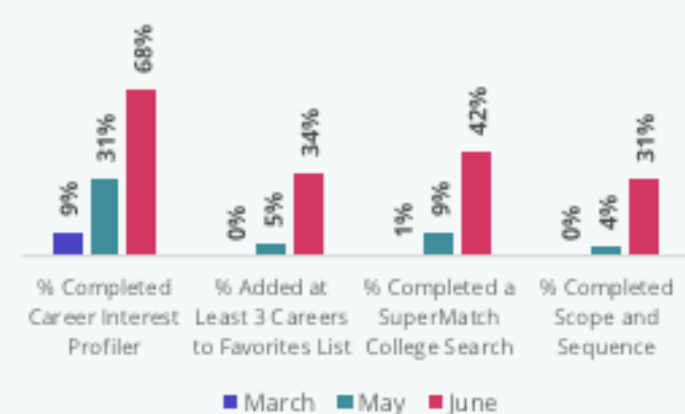
- 11/23 – 11/24: 24 hours onsite training
- 3/2: 6 hours onsite training
- 5/3: 1-hour virtual training
- 9/17 – 9/18: 12 hours onsite training

Total
Training
Hours **43**

Scope and Sequence Progress (Grade 8)



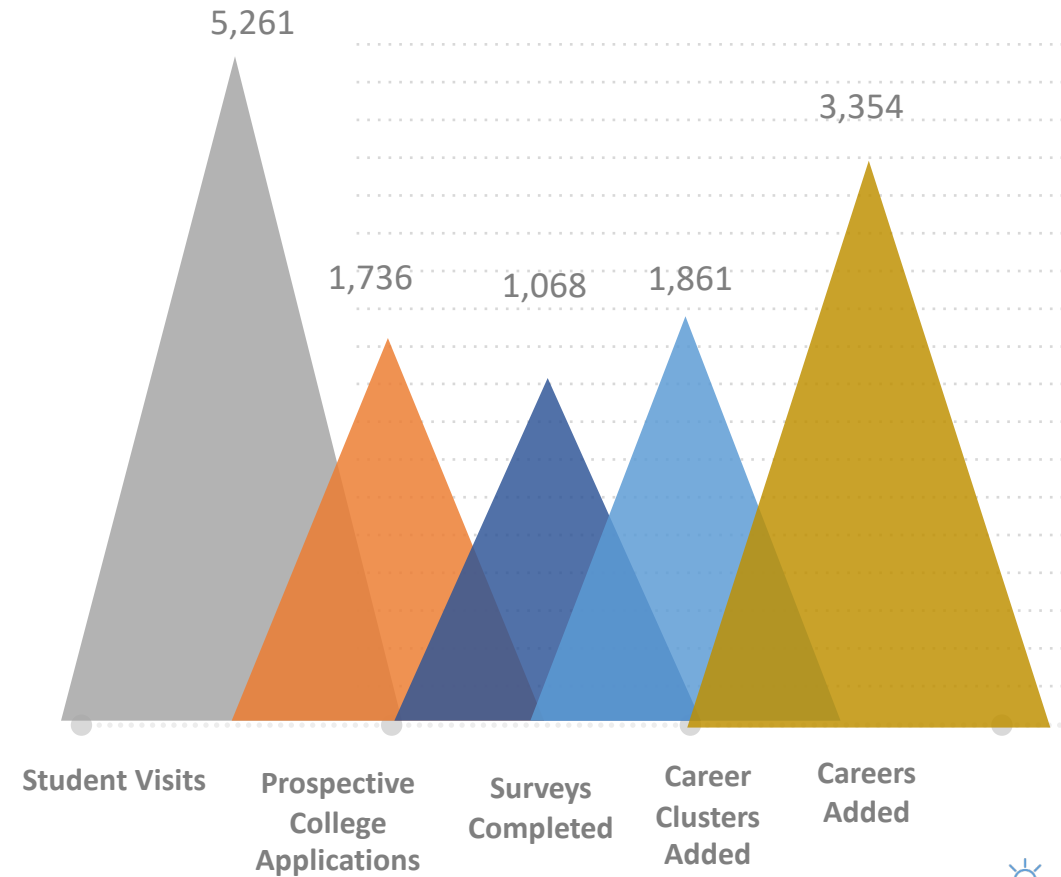
Scope and Sequence Progress (Grade 11)



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Naviance Usage

| Naviance Usage Grade 11 | Total Students | Average Logins per Student | % of Students Who Have Logged In at Least 1 Time |
|--------------------------------|----------------|-------------------------------|---|
| District | 1504 | 1.4 | 74% |
| Allderdice High School | 363 | 1.6 | 77% |
| Brashear High school | 288 | 1.3 | 83% |
| Carrick High school | 155 | 0.9 | 60% |
| Perry High School | 81 | 2.2 | 80% |
| CAPA 6-12 | 125 | 1.4 | 89% |
| Clayton Academy | 11 | 0.8 | 55% |
| Conroy Education Center | 17 | 0.0 | 0% |
| Milliones 6-12 | 81 | 1.0 | 68% |
| Obama 6-12 | 119 | 1.8 | 82% |
| Oliver Citywide Academy | 16 | 1.9 | 63% |
| Online Academy | 28 | 0.6 | 36% |
| Pioneer Education Center | 3 | 0.0 | 0% |
| Science And Technology Academy | 78 | 1.1 | 88% |
| Student Achievement Center | 36 | 0.3 | 17% |
| Westinghouse Academy 6-12 | 103 | 1.6 | 70% |



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Proposed Scope and Sequence Elementary School

3rd Grade: *Who am I?*

| Activity | Description | Deadline | Data Points Measured | PA Standard Requirement Met |
|---|---|----------------------|---|---|
| Written Reflection- ➤ "When I Grow Up..." | Students will finish the following writing prompt, "When I grow up I want to be..." The students will upload their written reflection to Naviance. | End of November 2018 | • 100% of students to complete written reflection. | 13.1.5 B. Describe the impact of personal interests and abilities on career choices |
| Written Refelction- ➤ "Some jobs in my community are..." | Students will identify five (5) jobs available in their community. The students will upload their written reflection to Naviance. | End of February 2019 | • 100% of students to complete writing reflection. | 13.2.5 B. Identify and review resources available to research job opportunities. |
| Written Refelction- ➤ "I am unique because..." | Students will recognize individuals have unique interests by: listing their hobbies and interests, naming things they do not like to do, naming a friend's intersts and hobbies. The students will upload their written reflection to Naviance. | End of April 2019 | • 100% of students to complete writing refelction. | 13.1.5 H. Connect personal interests, abilities, and academic strengths to personal career options. |
| Junior Acheivement Steps to Success ➤ Students will complete two in-class lessons about college. | Students will learn about college terms, why education is important for their future career and what levels of degrees there are in education. The students will upload their assignments to Naviance. | End of April 2019 | • Schools will have the opportunity to sign up for Junior Acchievement. | 13.1.5 D. Describe the range of career training programs in the community |



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Proposed Scope and Sequence Elementary School

4th Grade: *What do I like to do?*

| Activity | Description | Deadline | Data Points Measured | PA Standard Requirement Met |
|---|--|----------------------|---|---|
| Naviance Career Scavenger Hunt | Students will complete a scavenger hunt in Naviance to answer questions about a career of their choosing. During their scavenger hunt, students will complete a Word document asking them specific questions about their career. | End of November 2018 | • 100% of students to complete Career Scavenger Hunt in Naviance. | 13.1.5 E. Describe the factors that influence career choices. F. Investigate people's rationale for making career choices. |
| My Budget | Students will create a sample budget for living expenses for a month. The students will upload their budget to Naviance. | End of February 2019 | • 100% of students to create a budget. | 13.3.5 D. Explain budgeting. |
| Written Refelction- ➤ "Being a Team Player..." | Students will participate in a group project in class. Students wil be able to identify the importance of working collaboratively. The students will upload their project and reflection Naviance. | End of April 2019 | • 100% of students to complete writing reflection. | 13.3.5 B. Explain the importance of working cooperatively with others at both home and school to complete a task. C. Identify effective group interaction terms and strategies. |



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Proposed Scope and Sequence Elementary School

5th Grade: What am I good at?

| Activity | Description | Deadline | Data Points Measured | PA Standard Requirement Met |
|---|---|----------------------|--|--|
| Entrepreneurship | Students will learn what the term entrepreneurship means, identify at least two (2) entrepreneurs and be able to explain pros and cons of entrepreneurship. Students will create a powerpoint about an entrepreneur of their choice. Students will upload their presentation to Naviance. | End of November 2018 | • 100% of students to complete Entrepreneurship Activity | 13.4.5 A. Identify the risks and rewards of entrepreneurship. B. Discuss the entrepreneurial character traits of historical and contemporary entrepreneurs |
| Written Reflection- ➤ “Applying for a job...” | Students will read an ad for a job both on internet and in a newspaper. Write a reflection about the ad describing what the requirements are to apply. | End of February 2019 | • 100% of students to complete writing reflection. | 13.2.5 B. Identify and review resources available to research job opportunities. |
| Roadtrip Nation Videos | Watch three (3) Roadtrip Nation videos in Naviance and write about the adults and why they chose their careers. | End of April 2019 | • 100% of students to watch three videos and write about career choices. | 13.1.5 E. Describe the factors that influence career choices. F. Investigate people’s rationale for making career choices. |



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Naviance Scope and Sequence-Middle School

Naviance-Measured Key Performance Indicators

- % of students completing their grade-level student success plan

Middle School Scope and Sequence

| Grade | Naviance Activity | Key Data Points |
|-------|--|--|
| 6 | Goal Setting Student create short and long term academic goals and short and long term personal/social goals. | <ul style="list-style-type: none"> • % of students that have created a short term academic goal • % of students that have created a long term academic goal • % of students that have created a short-term personal/social goal • % of students that have created a long term personal/social goal |
| 6 | Individual Student Success Plan Meeting Counselor and student will review career plan and on-going development of career portfolio | <ul style="list-style-type: none"> • % of student who have completed their SSP meeting |
| 6 | Academic Inventory Survey Students complete an informal survey that asks them to take stock in their academic performance | <ul style="list-style-type: none"> • % of students who have completed the Academic Inventory Survey |
| 6 | Career Cluster Finder Students will complete the Career Cluster Finder Survey and add at least 2 career clusters to their Favorites List | <ul style="list-style-type: none"> • % of student who have completed Career Cluster Finder • % of students who have added at least 2 career clusters to their Favorites List |
| 7 | Goal Setting Student create short and long term academic goals and short and long term personal/social goals. | <ul style="list-style-type: none"> • % of students that have created a short term academic goal • % of students that have created a long term academic goal • % of students that have created a short-term personal/social goal |



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Naviance Scope and Sequence-High School

High School Scope and Sequence

| Grade | Naviance Activity | Key Data Points |
|-------|--|---|
| 9 | Goal Setting Student create an academic goal, a personal/social goal, and a career development goal | <ul style="list-style-type: none"> • % of students that have created an academic goal • % of students that have created a personal/social goal • % of students that have created a career development goal |
| 9 | Individual Student Success Plan Meeting Counselor and student will review career plan and on-going development of career portfolio | <ul style="list-style-type: none"> • % of student who have completed their SSP meeting |
| 9 | Pathways to the Promise Students will learn about The Pittsburgh Promise and complete a custom survey to assess their eligibility and plan to remain eligible for the Pittsburgh Promise Scholarship | <ul style="list-style-type: none"> • % of students who have completed the Pathways to Promise custom survey |
| 9 | CTE Program Review and Reflection Students will complete a custom survey after completing CTE program visits/tours and identify CTE programs of interest | <ul style="list-style-type: none"> • % of students who have completed the CTE Review and Reflection custom survey • # of students who have identified a CTE by program |
| 9 | StrengthsExplorer Students will develop a positive attitude toward self as a unique and worthy person by completing StrengthsExplorer, reviewing their results and how it relates to potential career pathways | <ul style="list-style-type: none"> • % of students who have completed StrengthsExplorer |



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ROADTRIP NATION

Define your own road in life.



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