

K-12 Guidance Plan

Carlynton School District



Carlynton School District Chapter 339 Counseling Plan

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1. School Counselors & Assignments

Counselor Name	School	Ratio
Stefanie Barnes Stefanie.Barnes@carlynton.k12.pa.us	High School (Grades 10-12) 412-429-2500 x1122	330
Helen Shearer helen.shearer@carlynton.k12.pa.us	Junior High School (Grades 7-9) 412-429-2500 x2229	306
Elle Chaffee elle.chaffee@carlynton.k12.pa.us	Carnegie Elementary School 412-429-2500 x5225	410
Dominic Politi dominic.politi@carlynton.k12.pa.us	Crafton Elementary School 412-429-2500 x4321	289

2. Role of the School Counselor

Role	Evidence of Role
Leader	The school counselor functions as a leader by taking the initiative to guide programs and services grounded in best practices which are supported by data to remove barriers from and promote the growth of students in their academic, social/emotional lives, and career plans. Through active participation in district wide and building level committees and improvement teams, school counselors are well situated to embed counseling programs throughout the broader school system. Below are some examples of Carlynton School Counselor leadership in action through participation.
Advocate	As advocates, school counselors promote equity of access for all students. Through reflective processes, counselors are able to identify data points/sets that expose student needs and are able to suggest programs and services to promote greater access by removing barriers and establishing resiliency supports. Through various forms of outreach and communication with stakeholders, school counselors continually promote increasing access for all students in academics, career pathways, and social/emotional growth. The examples below highlight how Carlynton School Counselors function as advocates to help remove barriers for students.
Collaborator	Functioning as a critical member of the school community, oftentimes as the primary point of contact, the school counselor contributes to the healthy functioning of the school system by combining efforts with others to develop and deliver programs that promote the growth of the whole child. Working in concert with others, the school counselor offers a strong understanding of the complexity of student growth and development, which can be integrated into the development of school programs designed to realize the school’s mission. As collaborators within the school system, the list below highlights a few of the many programs in which Carlynton School Counselors serve as collaborators.
Systemic Change Agent	The school counselor, by virtue of position and training, is empowered to facilitate change in both individuals and the broader school system. Combining all other roles, as a change agent, school counselors have access to a wide range of data that highlights areas for improvement. Through leadership, advocacy, and collaboration, counselors are able to appropriately challenge the “status quo” through the development of realistic action plans to improve the efficacy of the school system in accomplishing the mission. The examples below provide samples of the types of system changes Carlynton School Counselors encourage.

Role	Level	Evidence of Role
Leader	Elementary	Career exploration, creation of 504 plan development, parent/teacher meetings, leadership with standardized testing, PBIS
	Jr. High	Career planning for students, 504 plan development, leadership with standardized testing, parent/teacher meeting, student schedules, PBIS
	High School	Career planning for students, 504 plan development, leadership with standardized testing, parent/teacher meetings, student schedules, college applications, Programs/Local Scholarships
Advocate	Elementary	Crisis response, SAP team member
	Jr. High	Crisis response, SAP team member, advocate for student needs for grade-level transition, course selection
	High School	Crisis response, SAP Meetings, advocate student needs when determining course availability in the master schedule, building master schedule
Collaborator	Elementary	Support school initiatives, PBIS positive school culture, PSSA testing
	Jr. High	Parent/student programs, support school initiatives, PBIS positive school culture, House System, PSSA/Keystone testing
	High School	Parent/student programs, support school initiatives, assist and support with Keystone and AP testing
Systemic Change Agent	Elementary	Collaborate with teachers, parents, and students to identify and support student needs
	Jr. High	Effective scheduling to meet student needs, collaboration with teachers, administration, and outside agencies to provide the best experience for students, data meetings
	High School	Course offerings/prerequisites to better meet student needs, effective schedule to meet student needs, collaboration with teachers, administration, and outside agencies to provide the best experience for students, data meetings

3. Job Description linked to the Counselor Evaluation Process

Elementary

<p><u>Domain 1</u> Planning and Preparation</p>	<ul style="list-style-type: none"> • Provide students with the opportunity to explore careers through Xello and classroom lessons and activities. • Work to introduce students to CEWs and increase awareness about different careers in relation to the world of work. • Have a network of resources available for various student needs. • Provide programs based on student needs (SEL, bullying, study skills).
<p><u>Domain 2</u> Environment</p>	<ul style="list-style-type: none"> • Provide a welcoming environment for all stakeholders. • Provide a counseling program that promotes and supports academic, social/emotional, and postsecondary success for all students. • Works to provide a positive school climate.
<p><u>Domain 3</u> Delivery</p>	<ul style="list-style-type: none"> • Use available data to determine student needs and provide services to meet those needs. • Look at the whole student when providing services and adjust the approach based on student need. • Provides responsive services. • Continually review the services provided in the areas of career education, academic and social/emotional services.
<p><u>Domain 4</u> Professional Development</p>	<ul style="list-style-type: none"> • Seek to work collaboratively with other professionals. • Participate in relevant continuing education opportunities. • Involvement with professional organizations. • Maintain effective communication with stakeholders.

Junior High

<p><u>Domain 1</u> Planning and Preparation</p>	<ul style="list-style-type: none"> ● Provide students with the opportunity to explore careers through Xello and classroom lessons and activities. ● Work to introduce students to CEWs and increase awareness about different careers in relation to the world of work. ● Have a network of resources available for various student needs. ● Provide programs based on student needs (SEL, bullying, study skills).
<p><u>Domain 2</u> Environment</p>	<ul style="list-style-type: none"> ● Provide a welcoming environment for all stakeholders. ● Provide a counseling program that promotes and supports academic, social/emotional, and postsecondary success for all students. ● Works to provide a positive school climate.
<p><u>Domain 3</u> Delivery</p>	<ul style="list-style-type: none"> ● Use available data to determine student needs and provide services to meet those needs. ● Look at the whole student when providing services and adjust the approach based on student need. ● Provides responsive services. ● Continually review the services provided in the areas of career education, academic and social/emotional services.
<p><u>Domain 4</u> Professional Development</p>	<ul style="list-style-type: none"> ● Seek to work collaboratively with other professionals. ● Participate in relevant continuing education opportunities. ● Involvement with professional organizations. ● Maintain effective communication with stakeholders.

High School

<p><u>Domain 1</u> Planning and Preparation</p>	<ul style="list-style-type: none"> ● Provide students with the opportunity to explore careers through Xello and classroom lessons and activities. ● Work to introduce students to CEWs and increase awareness about different careers in relation to the world of work. ● Have a network of resources available for various student needs. ● Provide programs based on student needs (SEL, bullying, study skills).
<p><u>Domain 2</u> Environment</p>	<ul style="list-style-type: none"> ● Provide a welcoming environment for all stakeholders. ● Provide a counseling program that promotes and supports academic, social/emotional, and postsecondary success for all students. ● Works to provide a positive school climate.
<p><u>Domain 3</u> Delivery</p>	<ul style="list-style-type: none"> ● Use available data to determine student needs and provide services to meet those needs. ● Look at the whole student when providing services and adjust the approach based on student need. ● Provides responsive services. ● Continually review the services provided in the areas of career education, academic and social/emotional services.
<p><u>Domain 4</u> Professional Development</p>	<ul style="list-style-type: none"> ● Seek to work collaboratively with other professionals. ● Participate in relevant continuing education opportunities. ● Involvement with professional organizations. ● Maintain effective communication with stakeholders.

4. Counseling Department Mission Statement

District Mission Statement
The Mission of the Carlynton School District is to provide a challenging educational program for all students within a safe, nurturing environment which will enable them to function as productive, ethical and responsible global citizens.
K-12 School Counseling Mission Statement
It is the Mission of Carlynton School District's comprehensive school counseling and guidance program to plan and nurture the INDIVIDUAL passions and interests of EACH student and support the exploration of post-secondary options related to future goals and aspirations. It is our belief that this is best accomplished through collaboration with students, families, and community agencies. Through this process students will become empowered to become flexible continual learners, prepared to be self-sufficient and persevere in all future pursuits.

5. Program Calendar/ Program Delivery

Elementary (K-6)

Ongoing Program Delivery (Occurs throughout the School Year)

Academic:	Classroom lessons as needed, small groups as needed, student observations as needed, IEP/GIEP Meetings, 504 Plans, consults with staff, parent meetings, CCA
Career:	Xello classroom lessons
Personal/Social:	Classroom lessons, Character Education, de-escalation, individual consult, PBIS, mediation, crisis interventions, groups, threat assessment team, school based therapy referrals, Safe2Say response, Imperio Alert response
System Support:	SAP, field trips
Non-Counselor Related:	Classroom coverage, bus duty

Monthly Program Delivery

Month Domain Item	
August	Theme: Back to School Celebration - Back to School Table (Academic & Social/Emotional)
Academic:	Meet the Teacher Night
Career:	Intro to Xello Intro to the School Counselor
Social/Emotional:	K-3: Self-Awareness Lessons (PAWS) 4-6: Social Awareness Lessons (PAWS)
September	Theme: Friendship/ New Students - New Student Orientation (Academic & Social/Emotional)
Academic:	Lunch bunch groups as needed covering math, reading, spelling.
Career:	3rd– Interests 13.1 (Xello) 1st: The Farm (Xello)
Social/Emotional:	K-3: Self-Awareness Lessons(PAWS)

	4-6: Social Awareness & Relationship Skills Lessons (PAWS)
October	Theme: Healthy Choices - Red Ribbon Week (Social/Emotional)
Academic:	Study Skills Small Groups Lunch bunch groups as needed covering math, reading, spelling.
Career:	4th: Skills 13.2 (Xello) 2nd: Art Gallery (Xello)
Social/Emotional:	K-3: Self-Management Lessons (PAWS) 4-6: Relationship Skills Lessons (PAWS)
November	Theme: Hope - Children's Grief Awareness Day (Social/Emotional)
Academic:	Honor Roll Parent/Teacher Conferences Lunch bunch groups as needed covering math, reading, spelling.
Career:	5th: Starting a Business 13.4 (Xello) K: The Park (Xello)
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Relationship Skills Lessons (PAWS)
December	Theme: Community - Organize Giving Tree (Social/Emotional)
Academic:	Lunch bunch groups as needed covering math, reading, spelling.
Career:	6th: Matchmaker 13.1 (Xello)
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Relationship Skills Lessons (PAWS)
January	Theme: Goal Setting - Attendance Rush Week (Academic, Career, & Social/Emotional)
Academic:	K-6: Academic small groups Attendance Goal Week Lunch bunch groups as needed covering math, reading, spelling.
Career:	3rd: School Subjects 13.1 (Xello)
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Responsible Decision Making Lessons (PAWS) Grief Small Groups
February	Theme: Kindness - Be the Kind Kid (Social/Emotional)

Academic:	K-6: Academic small groups
Career:	4th: Goal Setting 13.1 (Xello)
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Responsible Decision Making Lessons (PAWS)
March	Theme: Online Safety - Cyber Safety Tips for Parents (Social/Emotional)
Academic:	Sixth Grade Move Up Day PSSA Testing Lunch bunch groups as needed covering math, reading, spelling.
Career:	5th: Learning & Future Success 13.3 (Xello)
Social/Emotional:	K-3: Self-Awareness Lessons (PAWS) 4-6: Responsible Decision Making Lessons (PAWS)
April	Theme: Testing/Healthy Habits - Test Taking Strategies (Academic, Career, Social/Emotional)
Academic:	Test Taking Strategies Lunch bunch groups as needed covering math, reading, spelling
Career:	Test Taking Strategies 6th: Learning Styles (Xello)
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Social Awareness Lessons (PAWS)
May	Theme: Mental Health Awareness - 143 Day (Social Emotional)
Academic:	Kindergarten Orientation
Career:	Summer Schedule
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Social Awareness Lessons (PAWS)
June	
Academic:	Encouraging continued learning over the summer
Career:	Summer Goals
Social/Emotional:	K-3: Social Awareness Lessons (PAWS) 4-6: Social Awareness Lessons (PAWS)

Junior High (7-9)

Ongoing Program Delivery (Occurs throughout the School Year)

Academic:	1:1 meetings with students, scheduling, student record review, peer-based programs, teacher meetings, 504 meetings, Student of the Month, data review, CCA
Career:	Xello classroom lessons
Personal/Social:	Classroom lessons, de-escalation, individual consult, PBIS, House System, mediation, crisis interventions, groups, threat assessment team, school based therapy referrals, consult with building based school based mental health therapist, Safe2Say response, Imperio Alert response
System Support:	SAP, IEP meetings, PBIS/House meetings
Non-Counselor Related:	Classroom coverage, ISS coverage, lunch duty, bus duty

Monthly Program Delivery

Month Domain Item	
August	Theme: Back to School Celebration - Back to School Table (Academic & Social/Emotional)
Academic:	Meet the Teacher Schedule Changes Resolve Scheduling Issues Review student schedules
Career:	Schedule alignment with career goals
Social/Emotional:	Aid 7th grade students with transition to middle school
September	Theme: Friendship/ New Students - New Student Orientation (Academic & Social/Emotional)
Academic:	Schedule Changes Start collecting data for Peer Mentors
Career:	7th Grade - Xello: Draft Resume
Social/Emotional:	Start collecting data for Peer Mentors

October	Theme: Healthy Choices - Red Ribbon Week (Social/Emotional)
Academic:	Review first quarter grades Meetings with students that are at-risk for failure Math Scavenger Hunt
Career:	8th Grade - Xello: Skills
Social/Emotional:	Math Scavenger Hunt (House Challenge tie in)
November	Theme: Hope - Children's Grief Awareness Day (Social/Emotional)
Academic:	Create Honor Roll Certificates Honor Roll Ceremony Student Warning Failure letters Peer Mentoring
Career:	8th Grade - Parkway Presentation
Social/Emotional:	Showing support/caring to peers
December	Theme: Community - Organize Giving Tree (Social/Emotional)
Academic:	Prepare House Leader for PBIS Student Summit
Career:	Working as a team
Social/Emotional:	Participate in Giving Day House Assembly with goal of improving student connectedness to school
January	Theme: Goal Setting - Attendance Rush Week (Academic, Career, & Social/Emotional)
Academic:	Review second quarter grades Meetings with students that are at-risk for failure Reading/ELA Scavenger Hunt Meet with students to discuss semester schedule changes Master schedule Start planning 6th grade move-up day
Career:	8th Grade - Parkway Tour Xello: Entrepreneurial Skills
Social/Emotional:	Grief Small Groups Reading/ELA Scavenger Hunt (House Challenge tie in)
February	Theme: Kindness - Be the Kind Kid (Social/Emotional)
Academic:	Create Honor Roll Certificates

	Honor Roll Ceremony Student Warning Failure letters Meet with students to discuss schedules for next year Course Selection Virtual Scheduling meeting for Parents
Career:	Course selection that is relevant to future/career
Social/Emotional:	Grief Small Groups
March	Theme: Online Safety - Cyber Safety Tips for Parents (Social/Emotional)
Academic:	Host 6th graders for move up day Review third quarter grades review Meetings with students that are at-risk for failure Science Scavenger Hunt
Career:	9th Grade - Xello: Personality Style & Match Maker 9th Grade - Xello: Experiences
Social/Emotional:	Science Scavenger Hunt (House Challenge tie in)
April	Theme: Testing/Healthy Habits - Test Taking Strategies (Academic, Career, Social/Emotional)
Academic:	Create Honor Roll Certificates Honor Roll Ceremony Student Warning Failure letters Test Taking Strategies PSSA
Career:	Test Taking Strategies (Career soft skills review i.e. time management and prioritizing)
Social/Emotional:	Test Taking Strategies to prevent/manage anxiety
May	Theme: Mental Health Awareness - 143 Day (Social Emotional)
Academic:	Keystones Review Danger of Failing and Summer School
Career:	Summer Job/Volunteer Opportunities
Social/Emotional:	Coping Skills Scavenger Hunt
June	
Academic:	Confirm students in need of summer school programing Share resources with parents/guardians

	Create Honor Roll Certificates Honor Roll Ceremony Teacher communication for failing students
Career:	Summer Job/Volunteer Opportunities
Social/Emotional:	Self-Care
July	
Academic:	Finalize scheduling for next school year Review records and schedule new enrollments
Career:	Summer Job/Volunteer Opportunities
Social/Emotional:	Update resources for when students return

High School (10-12)

Ongoing Program Delivery (Occurs throughout the School Year)

Academic:	1:1 meetings with students, peer mentors, student record review, update student academic record, transcripts, college applications, academic monitoring, collaborating with parents/teachers, 504 meetings, CCA
Career:	Junior meetings
Personal/Social:	Classroom lessons, Character Education, de-escalation, individual consult, mediation, crisis interventions, groups, threat assessment team, school based therapy referrals, Safe2Say response, Imperio Alert response
System Support:	SAP, IEP meetings
Non-Counselor Related:	Classroom coverage, ISS coverage, lunch duty, bus duty

Monthly Program Delivery

Month Domain Item	
August	Theme: Back to School Celebration - Back to School Table (Academic & Social/Emotional)
Academic:	Meet the Teacher Meet new students and families/give tours Schedule classes Update counseling resources Update school profile Review first semester student schedules, resolve issues, enter summer school grades and adjust schedules accordingly CCA enrollments and courses PSAT Registration AP Registration
Career:	Update counseling resources Partner-UP Registration PSAT Registration AP Registration
Social/Emotional:	Meet the Teacher Meet new students and families Update counseling resources

September	Theme: Friendship/ New Students - New Student Orientation (Academic & Social/Emotional)
Academic:	Graduation credit audit Keystone exam alternative pathway Process applications Write letters of recommendation Senior classroom meetings Financial aid night
Career:	Process application Write letters of recommendation Senior classroom meetings Financial aid night Xello lessons
Social/Emotional:	Xello Lessons Start collecting data for Peer Mentors
October	Theme: Healthy Choices - Red Ribbon Week (Social/Emotional)
Academic:	PSAT coordination/Administration Review student grades Send out Scholarship opportunities Begin Junior meetings - Individualized academic and Career plan Continue college applications Letters of recommendations
Career:	Set Partner-Up Meetings PSAT coordination/Administration Review student grades Send out Scholarship opportunities Begin Junior meetings - Individualized academic and Career plan Continue college applications Letters of recommendations Xello Lessons
Social/Emotional:	Introduce new students to each other Continue Peer Mentors
November	Theme: Hope - Children's Grief Awareness Day (Social/Emotional)
Academic:	Meet with students in jeopardy of graduating Meet with students failing courses Meet with seniors for alternative pathway for keystones Project succeed referrals Junior Meetings
Career:	Junior Meetings -Individualized academic and Career plan Partner Up Field trip to PNC

	Xello Lessons
Social/Emotional:	
December	Theme: Community - Organize Giving Tree (Social/Emotional)
Academic:	Winter Keystones At Risk Senior Meetings Junior Meetings CCA Academic Plan
Career:	Junior Meetings College Application Meetings Letters of Recommendation Partner Up
Social/Emotional:	Xello Lessons
January	Theme: Goal Setting - Attendance Rush Week (Academic, Career, & Social/Emotional)
Academic:	Meet with at-risk seniors Schedule changes at semester Master Schedule Project Succeed Referrals Junior Meetings Individualized academic and Career plan Failure notices Honor Roll Report
Career:	Letters of Recommendation College/Career Fair Planning Junior Meetings,
Social/Emotional:	Grief Small Groups
February	Theme: Kindness - Be the Kind Kid (Social/Emotional)
Academic:	Student Scheduling/Course Selections Keystone Pathway Start Scheduling Process NACAC College Fair
Career:	Letters of Recommendation Mid-Year Transcripts
Social/Emotional:	Appreciation Maintain communication with outplaced organizations
March	Theme: Online Safety - Cyber Safety Tips for Parents (Social/Emotional)

Academic:	Student Scheduling/Course Selections Keystone Exam Setup Failure Letters Honor Roll Report
Career:	Letters of Recommendation Xello Exploration Review plan for Graduation Partner Up
Social/Emotional:	
April	Theme: Testing/Healthy Habits - Test Taking Strategies (Academic, Career, Social/Emotional)
Academic:	Student Scheduling/Course Selection Start Senior Awards Keystone Exam Setup
Career:	Partner Up - Prepare for Super Day Review plan for Graduation
Social/Emotional:	
May	Theme: Mental Health Awareness - 143 Day (Social Emotional)
Academic:	Spring Keystones AP Testing Student Scheduling Keystone Administration Senior Awards night Teacher communication for failing students
Career:	Student Schedule draft Gather post secondary plans Partner Up Super Day
Social/Emotional:	How to Self Care over the summer months
June	
Academic:	Final Transcripts Sent Student Schedule Honor Roll Report Summer School Info/Student failures
Career:	Partner Up Job Offers

Social/Emotional:	Discuss Healthy summer habits
July	
Academic:	Confirm scheduling for next school year Review records and schedule new enrollments
Career:	Student Schedules
Social/Emotional:	Encourage Healthy Summer Habits

6. Annual Program Goals

Carlynton School District Program Goals for the 2024 School Year

Elementary Level (K-6)

	Academic	Career	Personal/Social
<u>Goal:</u>	Raise awareness for and set in place academic supports.	Be exposed to a variety of career opportunities.	Learn soft skills through completion of PAWS lessons.
<u>Specific:</u> What is the specific issue based on school data?	Students who are not in school miss instructional time and have low grades.	Need to meet state required benchmarks for career artifacts as an educational milestone.	Behaviors in students have increased in and outside of the classroom.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Monitor report cards and identify students.	Completion of Xello grade level program activities.	Attendance in Paws.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	Decrease retainment by two students.	95% completion of Xello grade level program activities.	Students will be able to identify two new soft skills.
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception, and outcome?)	This is reported in PIMS.	Xello PIMS reporting.	Comparison of student PAWS attendance and discipline referrals, chill room check-ins.
<u>Timeline:</u> When will our goal be accomplished?	June 2025	June 2025	June 2025

Junior High Level (7-9)

	Academic	Career	Personal/Social
<u>Goal:</u>	Identify the at-risk or failing students, and increase their academic success.	Students will learn a variety of career opportunities.	Students will become more connected to school.
<u>Specific:</u> What is the specific issue based on school data?	At-risk students are failing core classes.	Be exposed to a variety of career opportunities.	Students will participate in school Houses.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Monitor term grades for identified goals.	Completion of Xello grade level program activities. Begin creation of a career portfolio.	Students will attend House events.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	50% reduction in students failing one or more classes.	95% completion of Xello grade level program activities and career portfolio creation.	85% participation in House meetings, assemblies, and activities.
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception, and outcome?)	Student data will be monitored and data will be reviewed with building principals periodically with the outcome being an increase in academic success for identified at-risk students.	Xello PIMS reporting.	Student engagement will be monitored. The PBIS team will review data and make changes to events to encourage further student engagement.
<u>Timeline:</u> When will our goal be accomplished?	June 2025	June 2025	June 2025

High School Level (10-12)

	Academic	Career	Personal/Social
<u>Goal:</u>	Decrease the number of students who are recommended/required to take credit recovery courses.	Increase student engagement in Xello Career Lessons.	Increase student connections at school.
<u>Specific:</u> What is the specific issue based on school data?	There has been an increase in the number of students who are provided information about credit recovery courses.	Students need to meet the required benchmarks for career artifacts as an educational milestone.	Self-advocate a conversation with 3-5 trusted adults focusing on building a connection through shared interests and experiences.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Monitor students' grades each term.	Completion of Xello grade level program activities. Build creation of a career portfolio.	Tracking conversations in a log provided by xello to refer to as they need letters of recommendation or a reference for a job.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	Develop a peer tutoring option for students that occurs during the school day. Decrease the number of classes failing by 5%.	95% completion of Xello grade level program activities and career portfolio creation.	Reference Xello log for 3-5 new connections with a trusted adult throughout the school year.
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception, and outcome?)	Student grade reports, tutoring, and summer school data will be reviewed with the outcome being to decrease the number of students who need credit recovery.	Xello PIMS reporting.	Self-advocacy is a crucial life skill that can help students address personal and social challenges effectively.
<u>Timeline:</u> When will our goal be accomplished?	June 2026	June 2026	June 2026

7. Individualized Academic & Career 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	Intro to Counselor	Park (Xello)		
1			Farm (Xello)	
2				Art Gallery (Xello)
3	Xello: Interests Xello: School Subjects			
4	Xello: Goal Setting	Xello: Skills		
5			Xello: Learning & Future Success	Xello: Starting a Business
6	Xello: Explore Career Matches Xello: Explore Learning Styles			
7		Xello: Draft Resume		
8	Parkway Reflection		Xello: Skills	Xello: Entrepreneurial Skills
9	Xello: Personality Style & Match Maker	Xello: Experiences		
10		Xello: Workplace skills and Attitude	Xello: Work Values	
11	11th Grade Individualized Plan		11th Grade Individualized Plan	Xello: Entrepreneurial Skills
12		Resume Letter of Application		

Section Two: Academic and Career Plan Process

The district is utilizing an online program called Xello as part of our overall guidance curriculum. Xello provides students with interactive lessons with engaging future-readiness activities designed to arm students with the tools necessary to address life transitions and decisions with a critical eye. They are to be woven into our curriculum plans, assigned as self-paced activities, and used as milestones of progress for our students.

Beginning in grade 3, student portfolios are initiated in Xello and are updated each school term. Student portfolios are maintained in a Grade Level Google Classroom.

In grade 7, students continue working in Xello and adding artifacts from their classes that align to the CEW standards. This work is continued through 12th grade. Counselors are scheduled to meet regularly with each grade throughout the school term to work on areas related to portfolio development. Portfolios are reviewed annually by counselors.

1. Parent & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parents & Guardians	Awareness & Engagement Strategies
Elementary Parents & Guardians	Monthly updates in Counselor Newsletter.
Jr. High Parents & Guardians	Monthly updates in Counselor Newsletter.
High School Parents & Guardians	Monthly updates in Counselor Newsletter.

2. Faculty/Administrator Engagement	What strategies will be used to inform teachers/administrators in the process of development, maintenance, and presentation of the plan and portfolio in Elementary, Jr. High, and High School?
Level of Teachers & Administrators	Awareness & Engagement Strategies
Elementary	Teachers will be aware of when lessons will occur in their classrooms. Teachers will support the counselor with the delivery of the lessons.
Jr. High School	Teachers/counselors involved in providing the lessons will be aware of

	when these lessons need to be completed. Teachers will receive support from the counselors and administration to make sure the lessons are completed.
High School	Teachers/counselors involved in providing the lessons will be aware of when these lessons need to be completed. Teachers will receive support from the counselors and administration to make sure the lessons are completed.

3. 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 Jr. High and High School?	Students will use class time during specific courses to work on the career plan and portfolio. Counselors will review the plan and portfolio each year with students during their scheduling meeting. Building level administration support provided when needed.
What process will be used for the student to present the information on their plan at various times (i.e. exit interview or other events)?	Students will share information with their counselors during the school year. This will occur during our scheduling meetings for the upcoming school year. Final discussion about the plan will occur during junior level meetings in the fall of each school year.

8. School District Stakeholders Engagement

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K-12 Guidance Program
	<p>Students will receive the benefit of a sound theoretical and developmentally appropriate career program that combines academic, personal, and social learning in a comprehensive and deliberate manner from Kindergarten through Grade 12. Building on awareness of their interests and abilities, students will begin to explore awareness through goal setting and career planning. Integrating essential soft skills alongside their academic studies, students will make connections to the world of work through a planned course of study spanning their thirteen years in the Carlynton School District.</p>	<p>Students contribute to the delivery of the K-12 guidance plan through their collaboration with others in developing awareness, skills, and course selections to develop and implement a personal career plan. By contributing vital information/data, students add the critical personalized information needed to actively develop a career plan. Through engagement with the various programs and services offered, students are able to construct and revise their career plans.</p>

Stakeholder: Educator

Educators	How educators will benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	<p>Professional educators in the school system benefit from a comprehensive career program by having a “real world” context to connect student learning. By receiving vital information on career theory, workforce trends, post-secondary options and essential skills, educators are able to provide increased relevance of classroom lessons to the world of work for students.</p>	<p>Professional educators are significant contributors in the delivery of the comprehensive program through CEW standards integrated throughout their respective curriculum. Through the incorporation of 21st century skills into lesson design, educators promote the acquisition of essential workforce skills.</p>

“Big Idea”	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Professional staff need resources and information related to K-12 career education and postsecondary options	To provide staff with information, training, and resources regarding career education and pathways	13.1.8-11 A,B,F,G,H	7-11	Provide teachers with a link to Course of Studies and provide prompts to assist in the scheduling discussion.	Anecdotal reports from students during annual scheduling meeting	January - March Annually
		13.2.3-11 B,D	K-12	Offer instructional staff access to online career education resources through web-based career program	# of teachers that request access to our web-based career program	September Annually

Stakeholder: Parents

Parents	How parents/guardians will benefit from the K-12 Guidance Program	How parents/guardians assist with the delivery of the K-12 Guidance Program
	Parents/guardians benefit from a comprehensive career program which includes sharing essential information related to career awareness and acquisition. Through shared information, parents/guardians are empowered to shape their child’s career plan.	Taking advantage of various modes of communication and information sharing from the Counseling Department, parents/guardians provide assistance to their child in the important post-secondary decision making to advance the student’s career plan.

“Big Idea”	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Parents can benefit from information about the K-12 School Guidance Plan	To provide parents with information regarding the comprehensive nature of school counseling, the K-12 guidance plan, and post-secondary options.	13.1.3-11 F, H	K-12	Newsletters to all parents from the guidance department	# of newsletters distributed	June Annually
		13.1.3-11 D	K-12	Displays, information provided during open house and back to school table.	# of presentations	Minimum of 2 times per year
		13.1.3-11 E, F 13.2.11 B 13.3.11 F	K-12	Provide resource centers online or in each building with information	# of items available in resource center or online	On-going throughout the school year

Stakeholder: Business/Community

Business & Community	How business/community partners benefit from the K-12 Guidance Program	How business/community partners assist with the delivery of the K-12 Guidance Program
	Through a comprehensive career program within the Carlynton School District, business and community members benefit by having graduates that are prepared to contribute to the workforce or continue on their post-secondary education to complete their career preparation. The community and business will have the advantage of recent graduates possessing skills and competencies to contribute as productive and responsible citizens.	The community and businesses assist in the delivery of a comprehensive career program through their financial support of school programs. In addition, by providing various types of work related experiences (guest speakers, job shadowing, internships, simulations, etc.), community members and businesses are important providers of the hands-on component of career exploration for students.

“Big Idea”	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Networking with community members and business will generate strong partnerships for staff and students	To create networks that increase student and staff connections with business and industry along with community members	13.1.3-11 D	K-12	Establish an Advisory Council with representation from all stakeholder groups	# of Advisory Council members and attendance at meetings	November and April annually
		13.1.3-11 A, D, F, H	K-12	Increase the number of career speakers	# of speakers visiting schools	Each academic year

Stakeholder: Postsecondary

Post Secondary	How postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	The wide range of post-secondary institutions profit from the K-12 Guidance Program by receiving our graduates who possess the prerequisite knowledge and skills to further their career plans in the postsecondary world.	Post-secondary institutions contribute immensely to the delivery of the comprehensive career program through providing essential information related to the world of work, current trends in the economy, and requirements for entrance to learning

		institutions.
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“Big Idea”	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
There are many postsecondary pathways for students to consider	To increase student, parent, and staff knowledge of the range of postsecondary options	13.1.3-11 D, F, H	K-12	Increase communications via newsletters, staff meetings, open houses, and scheduling meetings highlighting a range of postsecondary options.	# of information sessions conducted	Academic Year
		13.1.3-11 D, F, H	11-12	Increase student participation in postsecondary visits are Carlynton.	# of students who express interest in postsecondary visits	Academic Year

9. School Guidance Program K-12 Advisory Council

Stakeholder Group	Name	Title & Organization	Attendance Meeting #1	Attendance Meeting #2
Student				
	Corrine Coppler	Crafton Elementary		
	Grayson Lee	Carnegie Elementary		
	Giada Huber-Matteo	Carlynton Jr. High School		
	McKenzie Tomaszewski	Carlynton Sr. High School		
Parents/ Guardians				
	Tami Coppler tami.coppler@gmail.com	Crafton Elementary		
	Vanessa Klapper Lee vklapper@gmail.com	Carnegie Elementary		
	Courtney Bonnet	Carlynton Jr. High School		
	Lucy Valvcheff	Carlynton Sr. High School		
Educator & Administrator				
	Donald Alexander	PAWS Teacher		
	Tyler Roberto	Crafton Elementary		
	Julie Franczyk	Carnegie Elementary		
	Marsha Burleson	Carlynton Jr. High School		
	Michael Loughren	Carlynton Sr. High School		
	Gerald Pepe	Transition Coordinator		
	Robin Ewing	Carlynton Jr./ Sr. Teacher		
Business & Community				

	Dane Marshall dfrey28@comcast.net	Bob's Diner		
	Sue Tresatti 412-370-8636	Crafton-Ingram Rotary		
	412-206-9191	Fig Tree Coffee		
	412-875-0022	Crafton Volunteer Fire		
Postsecondary				
	Tom Bender tbender@eascarpenters.org 412-393-9603	Eastern Atlantic States Carpenters Technical Center		

10. Career and Postsecondary Resources

CEW Strands	District Career Pathways: 16 Career Clusters	
13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	Arts and Communication Arts, A/V Technology, & Communication Business, Finance, and Information Technology Business Management & Administration Finance Information Technology Marketing Engineering and Industry Technology Architecture & Construction Manufacturing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics	Human Services Education & Training Government & Public Administration Hospitality and Tourism Human Services Law, Public Safety, Corrections, & Security Science and Health Agriculture, Food, & Natural Resources Health Science Science, Technology, Engineering, & Mathematics

Organizations & Agencies

<i>Intermediary Organizations: Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Parkway West	13.1, 13.2, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Eastern Atlantic States Carpenters Technical Center	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

Umbrella Organizations: Organizations that represent a large group of business organizations with a common mission

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Carnegie Collier Rotary	13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Crafton Ingram Rotary	13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

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

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
United Way	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
PA Department of Education	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Salvation Army	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Goodwill Industries	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Family Links	13.1	Human Services

Wesley Spectrum Services	13.1	Human Services
Allegheny County Mental Health	13.1	Human Services
Chartiers Community Mental Health and Retardation Center, Inc.	13.1	Human Services
Western Psychiatric Institute and Clinic	13.1	Human Services
Children's Institute of Pittsburgh	13.1	Human Services
Re:solve Crisis Network	13.1	Human Services
Mercy Behavioral Health	13.1	Human Services

Networking Opportunities

<i>Individual Contacts: Contacts acquired through networking and interaction</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Postsecondary Admissions Counselors	13.2	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Military Recruiters	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Local Scholarship Contacts	13.1, 13.2	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Career Fair Contacts	13.1	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Guidance K-12 Advisory Council	13.1	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human

		Services, Science and Health
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<i>Community & Business Meetings: Meetings which bring cross/community members together to promote growth to further a cause</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Allegheny School Counselors Association	13.1	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

<i>Community Events: Conferences, Workshops, Grand Openings</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
IN Carlynton Montour Magazine	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

Online & Other Resources

<i>Internet Based Links: Websites educating others and promoting career development and related topics</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
www.pacareerzone.org	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
https://www.parkwaywest.org/	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
www.xello.world/en/	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and

		Industry Technology, Human Services, Science and Health
www.collegeboard.org	13.1, 13.2	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
www.actstudent.org	13.1, 13.2	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
www.fafsa.ed.gov	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
www.asvabpracticetestonline.com	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

<i>Media & Advertising: Various marketing methods that provide contacts, career awareness, ideas, and workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
S'more Guidance Newsletter	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Carlynton School District e-Blasts	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
IN Carlynton Montour Magazine	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

		Services, Science and Health
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<i>Publication & Documents: Hard copy materials that offer contacts and career/workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
IN Carlynton Montour Magazine	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Parkway West Brochures	13.1	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

Post-Secondary Options

<i>Postsecondary Options: Colleges, Apprenticeships, Military, Vocational Training</i>			
Resource Type	Description	CEW Strand(s) 13.X	Career Cluster or District Pathway
2-4 Year Colleges	Pitt, PSU, CCAC, Robert Morris University, Duquesne University, Carlow University, Carnegie Mellon, Chatham, Clarion University, LaRoche College, Point Park, Slippery Rock, Washington & Jefferson, WVU	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Technical Programs	PIA, Triangle Tech, ATC	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Military	Army, Air Force, Marines, Coast Guard, Navy, Space Force, PA National Guard	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services,

			Science and Health
Workforce	Various employment opportunities	13.1, 13.2, 13.3	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health
Apprenticeships	Builders Guild of Western PA, various local trade unions	13.1, 13.2, 13.3, 13.4	Arts and Communication, Business, Finance, and Information Technology, Engineering and Industry Technology, Human Services, Science and Health

11. Career and Technology Center Strategies

Student Awareness

Grade	Intervention/Program /Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
6th	Into To PWCTC	Educators	Q &A	Spring	Crafton Elem	Politi
6th	CCAC	Educators	Field Trip	Spring	CCAC Boyce Campus	Politi
8th	PWCTC Presentation	PWCTC Staff	Completion of Google Form	November - annually	Carlynton Jr. High School	Shearer
8th	PWCTC Tour	PWCTC Staff	Visit to PWCTC - tour of top two choices	January - annually	PWCTC	Shearer

Parent Awareness

Grade	Intervention/Program /Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8-11	Virtual Scheduling Night	PWCTC	# of Parents that attend virtual scheduling night	February	Virtual	Shearer
8-11	PWCTC Open House	PWCTC Staff	# of Parents that visit PWCTC	May	PWCTC	Shearer/Pepe

Educator Awareness

Grade	Intervention/Program /Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8	PWCTC	PWCTC	# of teachers who attend as chaperones	January - annually	PWCTC	Shearer

