

FRAZIER SCHOOL DISTRICT K-12 GUIDANCE PLAN

A. SCHOOL COUNSELORS AND ASSIGNMENTS

- Cari Capozza: High School guidance counselor (grades 9-12)
- Shari Hohol: Middle school guidance counselor (grades 6-8)
- Diane Silverblatt: school psychologist (K-12)
- Holly Gillis: social worker (K-12)
- Heather Hess: Community In Schools (grades 9-12)
- Gary Farrell: Police Officer (K-12)
- Melissa Reese: Drug & Alcohol (K-12)

B. GRANT PROPOSAL INITIATIVE

In elementary schools, students will be able to identify and discuss the Pennsylvania Academic Standards for Career Education and Work from grades K-5 including knowledge of individualized career portfolio components, personal interests, range of jobs available in the community, how to cooperate with others, define and discuss entrepreneurship, and describe factors that influence career choices. In grades K-3, students will complete an individualized career portfolio that will remain with them throughout their education. Students will have the opportunity to meet professionals throughout the school year as well as through a career fair during the fourth marking period. Also, throughout the school year, school staff will meet with students to discuss the "I" statements related to the Academic Standards for Career Education and Work. Finally, high school students attending the vocational

technical school will meet with elementary students to discuss their experiences at the vo-tech, and students will tour the area CTC to learn about its various programs. Funding will be used to purchase material needed for portfolios and educational material, transportation, and career fair products.

The middle school and high school counseling program will continue a developmental approach 6-12 in the area of career development. Students will build yearly on skills and foundations to become prepared in career awareness, preparation, advancement, and entrepreneurship. In grades 9-12, Career Cruising, an internet based program, will be used to meet the career educational standards 9-12. Funding will be needed to continue this program.

C. SCHOOL-COUNSELING DEPARTMENT MISSION STATEMENT

The mission of the school counseling department through its commitment to leadership, advocacy, collaboration, and change is to provide a comprehensive guidance program that will assist all students to become effective students, responsible citizens, and productive members of the workforce. The school counseling program addresses the academic, career, and personal/social needs of the students and is committed to support the unique abilities of every student.

D. STAKEHOLDERS

ELEMENTARY

Parents: Through the Parent Teacher’s Organization, career development resources will be offered to parents, including summer programs offered at the CTC and local universities. Throughout the school year, parents will be invited to speak about their careers to students in grades 4 and 5.

Teachers/Administrators: Grade K-3 teachers will be provided with career portfolios for each student that track the “I” statements in the Academic Standards for Career Education and Work. Also,

an administrator will administer an interest inventory to students in grades 4 and 5. Finally, administrators will teach career lessons to help all elementary students become more aware of their individual strengths and interests.

Business/Community: Businesses will be invited to participate in an end-of-the year career fair at the elementary schools for grade 5.

Post- Secondary: CTC students will meet with grade 5 students to talk about their CTC experience. Fifth grade students will participate in a tour of the local CTC and will be given an opportunity to attend a summer program at the CTC. Post-Secondary will be invited to participate in a career fair at the elementary schools.

MIDDLE SCHOOL

Parents: During an open house program, a display will be set up to provide the parents with the following information: CWCTC brochures, financial aide materials, 8th grade career fair information, information on senior graduation projects, samples of 6-8 and 9-12 career curriculum. In addition, both a middle school and high school guidance website will be established to provide relevant and timely information for both students and parents. Start date: September 2012 – ongoing

Teachers/Administrators: Sixth Grade: Sixth grade teachers will teach/explore a career education book, CLUE (Careers: Learning: Understanding and Exploring). Students will create a career portfolio. **Seventh Grade:** Seventh grade teachers will teach/explore an interest assessment book, Coin Career Targets. Students will add to their career portfolio. **Eighth Grade:** An Eighth grade teacher will continue to teach a nine week career education class that will meet all the eighth grade career standards. Students will complete their middle school portfolio and will transfer portfolio to high school.

Business/Community: Middle School students will attend a Fayette county career fair that has over 100 business and community members sharing their occupations. Students will interview 3 professionals and then write a career paper.

Post-Secondary: In each grade level, an interdisciplinary unit will be taught that encompasses their career education and goals. Students may job shadow, dress as your profession, and/or will give a presentation on the profession or job of their choice. Community members will be invited to be guest speakers.

HIGH SCHOOL

Parents: During an open house program, a display will be set up to provide the parents with the following information: CWCTC brochures, financial aide materials, information on senior graduation projects, and samples of 9-12 career curriculum. In addition, a high school guidance website will be established to provide relevant and timely information for both students and parents. Start date: September 2012 – ongoing

Teachers/Administrators: **Ninth Grade:** Freshman seminar teachers will teach a nine week career exploration course. Students will add to their portfolio. Ninth grade teachers will also advise middle school students on course selections. **Tenth Grade:** Tenth grade English teachers will implement a career based research project. Students will add to their portfolio. **Eleventh Grade:** Eleventh grade English teachers will implement a job shadowing program. Students will be required to shadow a profession and complete a report and give a presentation on their experience. Students will add to their portfolio. **Twelfth Grade:** Twelfth grade English teacher will facilitate a career based senior project which includes a research paper and presentation. Students will add to their portfolio.

Business/Community: Students and parents will be invited to a financial aid/career fair program that discusses the FASFA, applying to colleges, and opportunities for jobs in the community. Business and college representation will be present for a question and answer session.

Post-Secondary: College, Trade Schools, and Business Professionals will provide bi-monthly educational programs for all students 9-12. Eleventh and twelfth grade students will attend college day at different universities throughout the year. Ninth grade students will attend a tour and information session at CWCTC.

E. ADVISORY COUNCIL

Anne Peters: LEA (Administrator)
Kelly Lombard: Elementary Principal
Jerry Strother: Fifth Grade Teacher
Leigh Ann Walters: Fifth Grade Teacher
Diane Silverblatt: School Psychologist
Holly Gillis: Social Worker
Shari Hohol: Middle School Guidance Counselor
Cari Capozza: High School Guidance Counselor
Janet Jones: Laurel Business Institute (Post-Secondary)
Stacey Erdley: Parent/Board Member
Kate Martin: Westmoreland Fayette Workforce Investment Board (Business/Community)

Tentative months of meetings: October and April

F. ROLE OF THE SCHOOL COUNSELOR

- **Leadership:** The middle school and high school counselors will develop methods of delivery, lead in organized implementation, and assess data in order to maintain an effective school counseling

program. Both counselors will serve on school based leadership improvement teams and support the schools as safe and welcoming learning communities.

- **Advocate:** The middle school and high school counselors will identify and diminish barriers that impede academic success, and provide support and direction to those who are underrepresented. They will ensure the academic, personal/social, and career development of all students; and ensure equitable access to educational and career exploration opportunities for all students.
- **Collaborator:** The middle school and high school counselors will work as team members as well as liaisons between teacher, parent, and the community to discuss and develop the best educational and career plan for each student. Both counselors will team with staff to provide professional development that enhances student success and will promote commitment to the mission of the school.
- **As an Agent of Systemic Change:** The middle and high school counselors will work to remove institutional barriers to academic achievement and implement the support interventions needed to ensure all students graduate ready for success in both college and career.

G. COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

| | | | |
|---|---|--|---|
| <p>Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic</p> | <p>Prevention, Intervention and Responsive Services Addresses school and student needs</p> | <p>Individual Student Planning Assists students and parents in development of academic and career plans</p> | <p>System Support Includes program, staff and school support activities and services</p> |
|---|---|--|---|

| | | | |
|--|---|---|---|
| <p>way to all students preK-12</p> | | | |
| <p>Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p> | <p>Purpose Prevention, Intervention and Responsive services to groups and/or individuals</p> | <p>Purpose Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p> | <p>Purpose Program delivery and support</p> |
| <p>Academic</p> <ul style="list-style-type: none"> • Effective learning in school and across the life span • Academic preparation for post-secondary options • Relationship of academics, work, family, and community | <p>Academic</p> <ul style="list-style-type: none"> • Address school related concerns • RTI • Individual/Group study skills • SAP involvement • Tutoring • Community In Schools support | <p>Academic</p> <ul style="list-style-type: none"> • Development of portfolio • Facilitate and interpretation of tests • Academic preparation essential for post-secondary options • Appropriate course selections • Understand academic strengths | <p>Academic, Career, Personal/Social</p> <ul style="list-style-type: none"> • Administrator professional development • Advisory committee • Program planning and development • Parental involvement and education • Community outreach and involvement • Consultation with staff and |

| | | related to results of interest inventory | stakeholders <ul style="list-style-type: none"> • Evaluation of programs |
|---|--|--|--|
| Career <ul style="list-style-type: none"> • Implement Pa Career Education and Work Standards K-12 • Investigate the world of work • Utilize strategies to achieve future career goals • Identify relationship of personal qualities, educational training and work | Career <ul style="list-style-type: none"> • Utilize career strategies such as assessment tools to help students understand the relevance of their skills and learning to future employment • Assistance to students to prevent dropout • Teach career lessons | Career <ul style="list-style-type: none"> • Career Develop a career plan/portfolio • Explore career clusters and pathways • Utilize interest and skill inventories • Utilize career information resources in school and community • Work-based learning intervention • Occupation searches • Appropriate course selections to career plan | Career |

| | | | |
|---|--|---|--|
| | | | |
| <p>Personal/Social</p> <ul style="list-style-type: none"> • Identify/role play appropriate social skills • Investigate good decision making and setting goals • Identify everyday safety skills | <p>Personal/Social</p> <ul style="list-style-type: none"> • Assist students with issues relating to emotional, social, family, drugs, relational, etc • Sap involvement • Drug and Alcohol involvement • Community In Schools involvement • Individual/group therapy | <p>Personal/Social</p> <ul style="list-style-type: none"> • Utilize behavior checklists • Teach skills and competencies related to student needs | <p>Personal/Social</p> |
| <p>Counselor/Administrator Role</p> <ul style="list-style-type: none"> • Guidance curriculum • Classroom or structured Groups • consultation | <p>Counselor/Administrator Role</p> <ul style="list-style-type: none"> • Individual/group counseling • Referral • Consultation | <p>Counselor/Administrator Role</p> <ul style="list-style-type: none"> • Assessment • Planning • Placement • Consultation | <p>Counselor/Administrator Role</p> <ul style="list-style-type: none"> • Develop and manage program • Coordination • Develop relationships and |

| | | | |
|---|--|--|---|
| | | | partnerships <ul style="list-style-type: none"> • Consultation |
| Percentage of Time Elementary-25-35% Middle – 25-35% High School -15-25% | Percentage of Time Elementary-25-35% Middle –20-35% High School -20-35% | Percentage of Time Elementary-25-35% Middle –15-25% High School -20-30% | Percentage of Time Elementary-25-35% Middle – 10-15% High School -15-20% |

SAMPLE

H. CURRICULUM ACTION PLAN

**Grade K
Curriculum
Action
Plan**

| Lesson Content /Program | ASCA Domain and/or | Curriculum and Material | Start and End Dates | Number of Student | Location | Evaluation and Assessment | Stakeholders | Contact Person |
|--------------------------------|---------------------------|--------------------------------|----------------------------|--------------------------|-----------------|----------------------------------|---------------------|-----------------------|
|--------------------------------|---------------------------|--------------------------------|----------------------------|--------------------------|-----------------|----------------------------------|---------------------|-----------------------|

| Lesson Content | CEW Domain | ASCA Domain | Curriculum and Materials | Start and End Dates | Number of Students | Location | Evaluation and Assessment | Stakeholder |
|----------------|------------|-------------|--------------------------|---------------------|--------------------|----------|---------------------------|-------------|
|----------------|------------|-------------|--------------------------|---------------------|--------------------|----------|---------------------------|-------------|

| | | | | | | | | |
|-------------------|--------|---|-------------|-------|------------|-----------|----------|----------------|
| Career Portfolios | 13.1.3 | Teacher curriculum, "I"Statements and Folders | School Year | K-All | Elementary | Checklist | Teachers | Administration |
|-------------------|--------|---|-------------|-------|------------|-----------|----------|----------------|

| | | | | | | | | |
|------------------------------|--------|---------------------------------|-------------------------------|-------|------------|-----------------|---------------|----------------|
| Career Development Resources | 13.1.3 | Career Information and Programs | Start of School Year-Annually | K-All | Elementary | Perception Data | Parents (PTO) | Administration |
|------------------------------|--------|---------------------------------|-------------------------------|-------|------------|-----------------|---------------|----------------|

| | | | | | | | | |
|----------------|--------|------------------|---------------------|--------|------------|---------------------|--------------------------|----------------|
| Career Lessons | 13.1.3 | Career Workbooks | School Year-Monthly | K- All | Elementary | Informal discussion | Teachers /Administrators | Administration |
|----------------|--------|------------------|---------------------|--------|------------|---------------------|--------------------------|----------------|

Grade 1 Curriculum Action Plan

| Lesson Content/Program Content | ASCA Domain and/or CEW | Curriculum and Materials | Start and End Dates | Number of Students | Location | Evaluation and Assessment | Stakeholder |
|--------------------------------|------------------------|--------------------------|---------------------|--------------------|----------|---------------------------|-------------|
|--------------------------------|------------------------|--------------------------|---------------------|--------------------|----------|---------------------------|-------------|

| Domain | | Affected | | | | | | |
|------------------------------|--------|---|-------------------------------|----------|------------|---------------------|-------------------------|---|
| Career Portfolios | 13.2.3 | Teacher curriculum, "I"Statements and Folders | School Year | 1st-All | Elementary | Checklist | Teachers | A |
| Career Development Resources | 13.2.3 | Career Information and Programs | Start of School Year-Annually | 1st-All | Elementary | Perception Data | Parents (PTO) | A |
| Career Lessons | 13.2.3 | Career Workbooks | School Year-Monthly | 1st- All | Elementary | Informal discussion | Teachers/Administrators | A |

SAMPLE

**Grade 2
Curriculum
Action
Plan**

| Lesson Content /Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | Contact Person |
|---------------------------------|-------------------------------|---|-------------------------------|-----------------------------|------------|---------------------------|--------------------------|----------------|
| Career Portfolios | 13.3.3 | Teacher curriculum, "I"Statements and Folders | School Year | 2nd-All | Elementary | Checklist | Teachers | Administration |
| Career Development Resources | 13.3.3 | Career Information and Programs | Start of School Year-Annually | 2nd-All | Elementary | Perception Data | Parents (PTO) | Administration |
| Career Lessons | 13.3.3 | Career Workbooks | School Year-Monthly | 2nd- All | Elementary | Informal discussion | Teachers /Administrators | Administration |

SAMPLE

Grade 3 Curriculum Action

Plan

| Lesson Content /Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | Contact Person |
|---------------------------------|-------------------------------|---|-------------------------------|-----------------------------|------------|---------------------------|--------------------------|----------------|
| Career Portfolios | 13.4.3 | Teacher curriculum, "I"Statements and Folders | School Year | 3rd-All | Elementary | Checklist | Teachers | Administration |
| Career Development Resources | 13.4.3 | Career Information and Program | Start of School Year-Annually | 3rd-All | Elementary | Perception Data | Parents (PTO) | Administration |
| Career Lessons | 13.4.3 | Career Workbooks | School Year-Monthly | 3rd- All | Elementary | Informal discussion | Teachers /Administrators | Administration |

SAMPLE

Grade 4 Curriculum

**um
Action
Plan**

| Lesson Content /Program | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | Contact Person |
|--------------------------------|--------------------------------------|----------------------------------|-------------------------------|------------------------------------|-----------------|----------------------------------|--------------------------|-----------------------|
| Career Speaker s | 13.4.3, 13.1.5 | Career Information | School Year-Monthly | 4th-All | Elementary | Pre and Post Questionnaire | Parents | Administration |
| Interest Inventory | 13.1.5 | Career Information and Inventory | School Year-Annually | 4th-All | Elementary | Informal discussion | Teachers /Administrators | Administration |
| Career Lessons | 13.1.5 | Career Workbooks | School Year-Monthly | 4th- All | Elementary | Informal discussion | Teachers /Administrators | Administration |
| Career Development Resources | 13.1.5 | Career Information and Programs | Start of School Year-Annually | 4th-All | Elementary | Perception Data | Parents (PTO) | Administration |

**Grade 5
Curriculum
Action
Plan**

| Lesson Content /Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | Contact Person |
|--|--------------------------------------|-------------------------------------|----------------------------|------------------------------------|-----------------|----------------------------------|--------------------------|-----------------------|
| Career Speakers | 13.2.5, 13.3.5, 13.4.5 | Career Presentation and Information | School Year-Monthly | 5th-All | Elementary | Pre and Post Questionnaire | Parents | Administration |
| Interest Inventory | 13.1.5 | Career Information and Inventory | School Year-Annually | 5th-All | Elementary | Informal discussion | Teachers /Administrators | Administration |
| Career Lessons | 13.1.5 | Career Presentation and Workbooks | School Year-Monthly | 5th- All | Elementary | Informal discussion | Teachers /Administrators | Administration |

| | | | | | | | | |
|-------------|--------------------------------|-------------------------------------|----------------------|---------|------------|---|---|----------------|
| Career Fair | 13.1.5, 13.2.5, 13.3.5, 13.4.5 | Career Presentation and Information | School Year-Annually | 5th-All | Elementary | Interview questions, discussion, student group poster project and gallery for parents | Parents/Community Partners/Post-Secondary | Administration |
|-------------|--------------------------------|-------------------------------------|----------------------|---------|------------|---|---|----------------|

| | | | | | | | | |
|---------------------|------------------------|--------------------------------|----------------------|---------|------------|------------------------------------|----------------|----------------|
| CTC Intro and Visit | 13.1.5,1 3.2.5, 13.3.5 | Program Presentation and Visit | School Year-Annually | 5th-All | Elementary | Interview questions and discussion | Post-Secondary | Administration |
|---------------------|------------------------|--------------------------------|----------------------|---------|------------|------------------------------------|----------------|----------------|

| | | | | | | | | |
|------------------------------|--------|---------------------------------|-------------------------------|---------|------------|-----------------|---------------|----------------|
| Career Development Resources | 13.1.5 | Career Information and Programs | Start of School Year-Annually | 5th-All | Elementary | Perception Data | Parents (PTO) | Administration |
|------------------------------|--------|---------------------------------|-------------------------------|---------|------------|-----------------|---------------|----------------|

SAMPLE

**Grade 6
Curriculum
Action Plan**

| Lesson Content/Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | |
|----------------------------------|-------------------------------|--------------------------------|---------------------|-----------------------------|-----------------------|--|---|--------------------------|
| Coin CLUE workbook | 13.1, 13.2 | Coin CLUE workbook | Nine Week program | 6th Grade-All | Frazier Middle School | Students will be given a pre and posttest to gauge their knowledge of careers. | Teachers | Shareholder Guarantee |
| Open House | 13.1.8-13.4.8 | Career and Program Information | Annually-September | 6th Grade-All | Frazier Middle School | Perception and discussion | Parent | Shareholder Guarantee |
| Guidance Website | 13.1.8-13.4.8 | Website | School Year | 6th Grade-All | Frazier Middle School | Interest and Opportunities utilized | Teachers/Administrators | Shareholder Guarantee |
| Job Shadow/Dress Your Profession | 13.1.8-13.4.8 | Teacher Provided | Annually | 6th Grade-All | Frazier Middle School | Presentation | Community/Business Partners and Teachers/Administrators | Shareholder Guarantee |

**Grade 7
Curriculum
Action Plan**

| Lesson Content/Program | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | |
|----------------------------------|-------------------------------|--------------------------------|--------------------------|-----------------------------|-----------------------|--|---|-----------|
| Coin Career Targets | (13.1, 13.2) | Coin Career Targets | Nine Week Program | 7th Grade-All | Frazier Middle School | Students will be given a pre and posttest to gauge their knowledge of careers. | Teachers | Sha |
| Open House | 13.1.8-13.4.8 | Career and Program Information | Annually-September | 7th Grade-All | Frazier Middle School | Perception and discussion | Parent | Sha |
| Guidance Website | 13.1.8-13.4.8 | Website | School Year-Year to Year | 7th Grade-All | Frazier Middle School | Interest and Opportunities utilized | Teachers/Administrators | Sha Gu |
| Job Shadow/Dress Your Profession | 13.1.8-13.4.8 | Teacher Provided | Annually | 7th Grade-All | Frazier Middle School | Presentation | Community/Business Partners and Teachers/Administrators | Sha Gu |

**Grade 8
Curriculum
Action
Plan**

| Lesson Content /Program | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder | Contact Person |
|-------------------------|--|------------------------------|---------------------|-----------------------------|-----------------------|--|---------------------------------|----------------|
| Career Education Class | This class meets all PA CEW Standards (13.1.8, 13.2.8, 13.3.8, 13.4.8) | Teacher provided | Nine Week program | 8th Grade-All | Frazier Middle School | Students will be given a pre and posttest to gauge their knowledge of careers. | Teachers | Shari Hohol |
| Career Fair | All domains 13.1.8-13.4.8 | Career Information/Resources | Annually | 8th Grade-All | Frazier Middle School | Perception and discussion/interview and | Community/Business Partners and | Shari Hohol |

| | | | | | | | | |
|----------------------------------|---------------|--------------------------------|----------------------|----------------------------------|-----------------------|-------------------------------------|--|-------------------------|
| CTC Tour | 13.1.8 | Career Information/Resources | Annually | 8th Grade-Special Education only | Frazier Middle School | paper Perception and Enrollment | Post-Secondary Community/Business Partners and Post-Secondary | Shari Hohol |
| Open House | 13.1.8-13.4.8 | Career and Program Information | Annually - September | 8th Grade-All | Frazier Middle School | Perception and discussion | Parent | Shari Hohol |
| Guidance Website | 13.1.8-13.4.8 | Website | School Year | 8th Grade-All | Frazier Middle School | Interest and Opportunities utilized | Teachers /Administrators | Shari Hohol-MS Guidance |
| Career Portfolio | 13.1.8-13.4.8 | Teacher provided | School Year | 8th Grade-All | Frazier Middle School | Checklist | Teachers /Administration | Shari Hohol |
| Job Shadow/Dress Your Profession | 13.1.8-13.4.8 | Teacher Provided | Annually | 8th Grade-All | Frazier Middle School | Presentation | Community/Business Partners and | Shari Hohol-MS Guidance |

n

Teachers
/Adminis
trators

**Grade 9
Curricul
um
Action
Plan**

| Lesson Content /Progra m | ASCA Domain and/or CEW Domain | Curricul um and Materia ls | Start and End Dates | Number of Student s Affecte d | Locatio n | Evaluati on and Assess ment | Stakeh older | Contact Person |
|---|--|---|------------------------------------|--|---------------------------|--|-------------------------|--|
| Nine Week Explorati on Course | 13.1.11, 13.2.11 | Teacher provided | Nine Week | 9th Grade- All | Frazier High School | Students will be evaluate d and graded by the teacher. A project at the end will show | Teachers | Cari Capozza -HS Guidanc e |

| | | | | | | | | |
|----------------------|-----------------|--------------------------------|----------------------|---------------|---------------------|--|--|---------------------------|
| CTC Tour | 13.2.11 | Career Info/Resources | Annually | 9th Grade-All | Frazier High School | growth and mastery of the subject material. Perception/Enrollment | Community/Business Partners and post-secondary | Cari Capozza -HS Guidance |
| Open House | 13.1.11-13.4.11 | Career and Program Information | Annually - September | 9th Grade-All | Frazier High School | Perception and discussion | Parent | Cari Capozza -HS Guidance |
| Guidance Website | 13.1.11-13.4.11 | Website | School Year | 9th Grade-All | Frazier High School | Interest and Opportunities utilized | Teachers /Administrators | Cari Capozza -HS Guidance |
| Career Presentations | 13.1.11-13.4.11 | Provided by Speakers | Bi-Monthly | 9th Grade-All | Frazier High School | Perception and discussion | Community/Business Partners and | Cari Capozza -HS Guidance |

post-
seconda
ry

Add 10th-12th from File or EDIT Below

Grade 10 Curriculum Action Plan

| Lesson Content/Program | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders |
|-------------------------------|--------------------------------------|---------------------------------|----------------------------|------------------------------------|---------------------|---|---------------------|
| Career Research Paper | 13.1.11; 13.2.11 | Teacher provided | Nine Weeks | 10th Grade-All | Frazier High School | Students will be evaluated and graded by the teacher. | Teachers |
| Open House | 13.1.11- 13.4.11 | Career and Program Information | Annually-September | 10th Grade-All | Frazier High School | Perception and discussion | Parent |

| | | | | | | | |
|----------------------|-----------------|----------------------|---------------------------|-----------------|---------------------|-------------------------------------|---|
| Guidance Website | 13.1.11-13.4.11 | Website | School Year- Year to year | 10th Grade- All | Frazier High School | Interest and Opportunities utilized | Teachers/Admin |
| Career Presentations | 13.1.11-13.4.11 | Provided by Speakers | Bi-Monthly | 10th Grade- All | Frazier High School | Perception and discussion | Community/Buis Partners and pos secondary |

Grade 11 Curriculum Action Plan

| Lesson Content/Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholder |
|--|------------------------------------|--|---------------------|-----------------------------|---------------------|---|-------------|
| Job Shadow with paper and presentation | 13.1.11; 13.2.11; 13.3.11 | Provided by Teacher | Nine Weeks | 11th grade- All | Frazier High School | Teacher will grade on presentation and paper. | Teachers |
| Personal Finance Course | 13.1.11; 13.2.11; 13.3.11, 13.4.11 | Provided by Teacher Career and Program | 18 Weeks | 11th grade- All | Frazier High School | Teachers grade on growth and mastery of subject material. | Teachers |
| Open House | 13.1.11-13.4.11 | Information | Annually- September | 11th grade- All | Frazier High School | Perception and discussion | Parent |

| | | | | | | | |
|-----------------------|-----------------|----------------------------------|--------------------------------|----------------|---------------------|-------------------------------------|---|
| Guidance Website | 13.1.11-13.4.11 | Website | School Year | 11th Grade-All | Frazier High School | Interest and Opportunities utilized | Teachers/Admin |
| Career Fair | 13.1.11-13.4.11 | Career Information and Resources | Annual School Year-as provided | 11th grade-All | Frazier High School | Perception and discussion | Community/Busi Partners, Post-Secondary |
| Post-Secondary Visits | 13.1.11-13.4.11 | Provided by Teacher | Year-as provided | 11th grade-All | Frazier High School | Perception and discussion | Post-Secondary Community/Buis |
| Career Presentations | 13.1.11-13.4.11 | Provided by Speakers | Bi-Monthly | 11th Grade-All | Frazier High School | Perception and discussion | Partners and pos secondary |

Grade 12 Curriculum Action Plan

| Lesson Content/Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders |
|---|---|--|---------------------|-----------------------------|---------------------|---|----------------|
| Cumulative Career Related Senior Project. | 13.1.11; 13.2.11; 13.3.11, 13.4.11 | Provided by Teacher Career and Program | School year | 12th grade-all | Frazier High School | Career research paper and presentation. | Teachers/Admin |
| Open House | 13.1.11-13.4.11 | Information | Annually-September | 12th grade-all | Frazier High School | Perception and discussion | Parent |

| | | | | | | | |
|-----------------------|-----------------|----------------------------------|--------------------|----------------|---------------------|-------------------------------------|--|
| Guidance Website | 13.1.11-13.4.11 | Website | School Year | 12th Grade-All | Frazier High School | Interest and Opportunities utilized | Teachers/Admin |
| Career Fair | 13.1.11-13.4.11 | Career Information and Resources | Annual School Year | 12th grade-All | Frazier High School | Perception and discussion | Community/Buis Partners, Post-Secondary |
| Post-Secondary Visits | 13.1.11-13.4.11 | Provided by Teacher | Year-as provided | 12th grade-All | Frazier High School | Perception and discussion | Post-Secondary |
| Career Presentations | 13.1.11-13.4.11 | Provided by Speakers | Bi-Monthly | 12th Grade-All | Frazier High School | Perception and discussion | Community/Buis Partners and po secondary |

I. ORGANIZING CAREER RESOURCES

The Frazier SD administrators will use telephone, email, and letter correspondence as a way of connecting students to business and community organizations that can ultimately, create career opportunities.

| Resource Types | List Resources |
|-------------------------------|--|
| Organizations/Agencies | Laurel Business Institute California University of PA Douglas Educational Center |
| Intermediary Organizations | Westmoreland County Community College Penn State Fayette Bradford School of Business US Military Branches St. Vincent College University of PA-Greensburg |
| Umbrella Organizations | PHEAA Chamber of Commerce Intermediate Unit 1 |

LE

| | |
|---------------------------------|---|
| Community/State Agencies | Workforce Investment Board Fay-Penn Economic Development Council Camber of Commerce Private Industry Council United Way Community in Schools Office of Vocational Rehabilitation Goodwill Community Action Perryopolis Police Dept. Fayette County Drug and Alcohol |
| Networking Opportunities | Jeremy Burnworth-Geneva Marketing Group |
| Individual Contacts | Janet Jones, Laurel Business Institute Kate Martin, Westmoreland-Fayette Workforce Investment Board John Elder, Westmoreland CTC Pat DeConcilis, Douglas Education Center Ed Jeffries, Fayette CTC Muriel Nuttall, Fayette Chamber of Commerce Roger Beadling, Perryopolis Police Dept |

LE

| | |
|-----------------------------|---|
| Community/Business Meetings | Chamber of Commerce, School Board Meetings, |
| Community Events | Career Day, Conferences, Workshops, Inservices |
| Online/ Onland | fafsa.ed.gov |
| Internet Based Links | pacareerlink.state.pa.us www.pacareerstandards.com www.onetecenter.org |
| Media/Advertising | Harold Standard, Froggy 103.5 FM, Tribune Review, WMBS 590AM, Valley Independent, Daily Courier |
| Publications/Documents | PA Career Guide, Newspaper Inserts |

LE

J. PROGRAM CALENDER

| | |
|------------------------------|-----------------------|
| <u>July-No School</u> | <u>January</u> |
|------------------------------|-----------------------|

| | |
|---|---|
| Academic: | Academic: Career Lessons K-12 Career Portfolio K-3 |
| Career: | Career: Career Speaker 4-5 th |
| Personal/Social: | Personal/Social: Lessons K-5 |
| <u>August</u> | <u>February</u> |
| Academic: Teacher Inservice K-12 | Academic: Career Lessons K-12 Career Portfolio K-3 |
| Career: Teacher Inservice K-12 | Career: Career Speaker 4-5 th CTC Tour 8 th Special Edu/9 th All |
| Personal/Social: Teacher Inservice K-12 | Personal/Social: Lessons K-5 |
| <u>September</u> | <u>March</u> |
| Academic: Career Lessons K-12 Career Portfolio K-3 | Academic: PSSA Career Lessons K-12 Career Portfolio K-3 |
| Career: PTO Meeting w/ info and speaker sign-up K-5 | Career: Career Lessons K-5 |
| Personal/Social: Lesson Presentation K-5 | Personal/Social: Lessons K-5 |
| <u>October</u> | <u>April</u> |
| Academic: Career Lessons K-12 | Academic: Career Lessons K-12 |

SAMPLE

| | |
|--|--|
| Career Portfolio | Career Portfolio K-3 |
| Career: Career Speaker 4-5 th Interest Inventory 4-5 th | Career: Career Fair 5 th Career Gallery for parents 5 th |
| Personal/Social: Lessons K-5 | Personal/Social: Lessons K-5 |
| <u>November</u> | <u>May</u> |
| Academic: Career Lessons K-12 Career Portfolio K-3 | Academic: Career Lessons K-12 Career Portfolio K-3 |
| Career: CTC Student Speakers 5 th CTC Tour 5 th Career Fair 8 th | Career: Interest Inventory 4-5 th |
| Personal/Social: Lessons K-5 | Personal/Social: Lessons K-5 |
| <u>December</u> | <u>June-No</u> |
| | <u>School</u> |
| Academic: Career Lessons K-12 Career Portfolio K-3 | Academic: |
| Career: | Career: |
| Personal/Social: Lessons K-5 | Personal/Social: |

K. CAREER AND TECHNICAL CENTER STRATEGY

At the elementary level, CTC students will meet with fifth grade students to talk about their experience at the CTC. In addition, fifth grade students will tour the CTC and have the opportunity to attend its summer program. Finally, The PTO will distribute introductory information about the CTC.

A representative from CWCTC discusses the programs available and distributes programs of studies. All ninth grade students tour the facility and report which program they may be interested in attending. CWCTC holds an open house/parent night after the students tour the facility. Information is posted on the website and in the guidance office for student use.

CAREER AND TECHNICAL CENTER STRATEGIES

Student Awareness:

| Grade | Intervention/Program/Events | Stakeholder Delivering | Data Used Success Indicator | Begin& End | Contact Person |
|--------------|------------------------------------|-------------------------------|--|--------------------------|-----------------------|
| 5 | Tour CTC | Administrator | Informal discussion/ Perception | November/Annually | Administrator |
| 8 | Special Education | Administrator | Informal discussion/ Perception | February/Annually | Administrator |
| 9 | Tour CTC | Administrator | Informal discussion/ Perception | February/Annually | Administrator |
| 5 | CTC student speaks | Administrator | Informal discussion/ | November/Annually | Administrator |

| | | | | | |
|--|--|--|-------------------|------|--|
| | | | Perception | ally | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Parent Awareness:

| Intervention/Program Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Person |
|------------------------------------|-------------|-------------------------------|------------------------------------|-----------------------|
| Provide info at PTO meeting | September | Parent | Informal discussion/Perception | Administrator |
| Provide info/Parent open house | September | Parent | Informal discussion/Perception | Administrator |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Educator Awareness:

| Intervention/Program Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Person |
|------------------------------------|-------------------|-------------------------------|------------------------------------|-----------------------|
| Tour CTC | November/Annually | Administrator | Informal discussion/Perception | Administrator |
| | | | | |
| | | | | |
| | | | | |

L. ACADEMIC AND CAREER PLAN TOOL

| | |
|--|----------------------------------|
| <u>Academic & Career Plan</u> | Name: District: |
|--|----------------------------------|

SAMPLE

| Level | Grade | Self Assessments | | | | Influences | C |
|---------------|-------|------------------|------------------|---------------------------|----------------|------------|---|
| | | Interests | Abilities/Skills | Values/Setting Preference | Learning Style | Hobbies | |
| Middle School | 6 | | | | | | |
| | 7 | | | | | | |
| | 8 | | | | | | |

Making Some Decisions:

A. My High School Plan is to: Attend the High School _____ Attend the Career and Technical Center _____ Attend both _____

B. My Current Career Cluster Interest Areas Are:

1. _____ 2. _____
 _____ 3. _____

C. My Current Pathway Interest Areas Are:

1. _____ 2. _____

D. Possible Courses That I Will Need To Take in High School or the Career Technical Center Connected to My Cluster/Pathway Are:

E. My current post-secondary plans are: 4 Year college: _____ 2 Year/Community College: _____ Technical School: _____ Apprenticeship: _____

Certification/Diploma Program: _____ On the Job Training: _____ Not Sure: _____

F. Some possible majors that I would like to pursue are: 1.

_____ 2. _____

G. Three Things That I need to Do To Prepare For My Future Are:

1.
 2.
 3.

| | Post-Secondary Training Plan | Type of School | Name of Schools/Training | Major Area of Study/Program |
|--|------------------------------|----------------|--------------------------|-----------------------------|
|--|------------------------------|----------------|--------------------------|-----------------------------|

| Level | Grade | Self Assessments | Influences |
|-------|-------|------------------|------------|
|-------|-------|------------------|------------|

SECONDARY PLAN OF STUDIES: ASSESSMENTS AND EXPERIENCES TO DETERMINE A CAREER CLUSTER OR PATHWAY

| High School | Interests | Abilities/Skills | Values/Setting Preference | Learning Style | Activities/Hobbies |
|-------------|-----------|------------------|---------------------------|----------------|--------------------|
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |

| Courses | English | Mathematics | Science | <i>Social Studies</i> | Required Courses |
|---------|---------|-------------|---------|-----------------------|------------------|
|---------|---------|-------------|---------|-----------------------|------------------|

SECONDARY PLAN OF STUDIES: MUST INCLUDE ACADEMIC CORE COURSES AND OTHER SELECTED ELECTIVE PATHWAY/CLUSTER

| Grade | | | | | | |
|-------|--|--|--|--|--|--|
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |

| | | | | |
|----|--|--|--|--|
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

M. DATA COLLECTION AND SETTING GOAL SETTING TOOL

District/CTC _____ Frazier _____ Year
 2011/12

| <u>Student Body Composition</u> | Number of Students | % of Students | Comments |
|--|---------------------------|-------------------------|-----------------|
| Total Enrollment | 1223 | 100% | |
| Male Enrollment | 646 | 53% | |
| Female Enrollment | 577 | 47% | |
| <u>Race</u> | | | |
| White | 1194 | 98% | |
| Black | 15 | 1.2% | |
| Latino | 4 | .33% | |
| Asian | 3 | .23% | |
| Other | 4 | .33% | |
| <u>Special Groups</u> | | | |
| Free/Reduced Lunch | 186 Free / 60 | 40% Free/Reduced | HS/MS |

| | | | | | | |
|-------------------------------|---|---|---------------------------|---------------------------|---------------------------|-----------------|
| | Reduced | | | | | |
| | 101 Free/ 19 Reduced | 38% Free/Reduced | Perry | | | |
| | 67 Free/ 28 Reduced | 43% Free/Reduced | Central | | | |
| Special Ed./IEPs | 165 | 13.5% | | | | |
| Learning Dis. | 58 | 4.7% total pop 35% Sp Ed pop | | | | |
| Gifted | 41 | 3.4% | | | | |
| ESL | 1 | .08% | | | | |
| <u>Attendance</u> | <u>Current (%)</u> | <u>Year 2 Goal</u> | <u>Year 3 Goal</u> | <u>Year 4 Goal</u> | <u>Year 5 Goal</u> | Comments |
| Overall | | | | | | |
| Elementary | | | | | | |
| Middle | | | | | | |
| High | | | | | | |
| <u>Graduation Rate</u> | <u>Current (%)</u> | <u>Year 2 Goal</u> | <u>Year 3 Goal</u> | <u>Year 4 Goal</u> | <u>Year 5 Goal</u> | Comments |
| Overall | | | | | | |
| White | | | | | | |
| Black | | | | | | |
| Latino | | | | | | |
| Asian | | | | | | |
| Other | | | | | | |
| Free/Reduced | | | | | | |
| Learning Dis. | | | | | | |
| Gifted | | | | | | |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Total:
\$1470.00

SAMPLE

Signature of Superintendent
Date

SAMPLE

Kenneth G. Meadows
June 13, 2012

SAMPLE