



DeKalb County School District B.R.I.D.G.E. Law/Postsecondary P.U.S.H. Plan Scope and Sequence

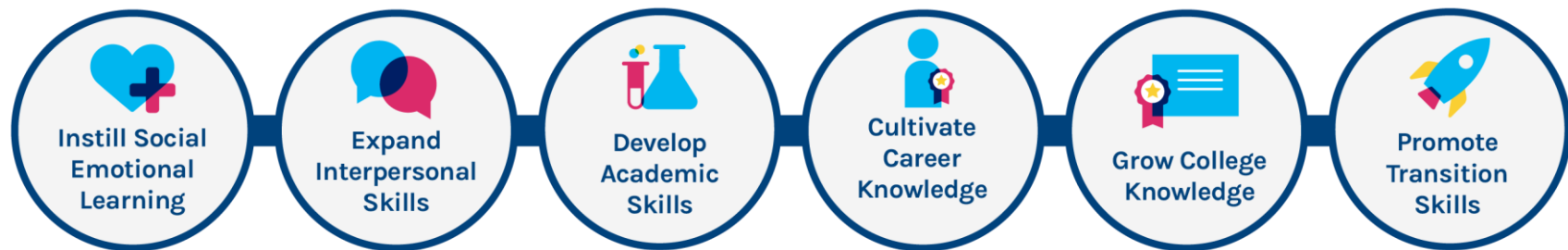
2024 – 2025 SY | Updated 8.14.2024



THE TRUSTED COLLEGE, CAREER & LIFE READINESS (CCLR) PLATFORM

Naviance helps middle and high school students at more than 13,000 schools discover their strengths, explore college and career interests, create actionable goals and find their best-fit path after high school.

Meeting Student Needs to Improve Outcomes:



The Naviance College, Career, and Life Readiness (CCLR) Framework is designed to further college and career readiness programs for middle and high school students.

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Introduction

The General Assembly of Georgia enacted the B.R.I.D.G.E. (Building Resourceful Individuals to Develop Georgia's Economy) Law (House Bill 400) on May 20, 2010. The law mandates Georgia's 6th - 12th grade students are made aware of available college and career options.

The Goals of the B.R.I.D.G.E. Law are:

- To expose middle and high school students to the connection between early career exploration and future career plans.
- To create an atmosphere motivating middle and high school students to learn the relevance of education to their dreams and future plans.
- To provide middle and high school students with career counseling and regularly scheduled advisement to choose a focused plan of study.

Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. It is also the primary digital learning tool utilized by school counselors to execute completion of the B.R.I.D.G.E. law tasks.

College, Career, and Life Readiness is a developmental process for students that lasts throughout their academic career. It is a collaborative effort between teachers, counselors, administrators, and all school staff. Each grade level has a specific focus and tasks that helps students to reach their postsecondary goals:




- **6TH GRADE:** Help students transition from elementary school to middle school and begin to put down roots as they explore options for their future.
- **7TH GRADE:** Focus on overcoming obstacles, developing successful study habits, and identifying careers of interest.
- **8TH GRADE:** Assist students in developing successful study skills, decision-making skills, and working with others as they make the transition out of middle school and into high school.
- **9TH GRADE:** Ensure students make a successful transition to high school, develop successful study habits, and begin to identify a postsecondary path.
- **10TH GRADE:** Reinforce career and academic knowledge to prepare students as they enter a period of decision-making for their future.
- **11TH GRADE:** Assist students in mapping out their postsecondary path and preparing to reach their goals after high school.
- **12TH GRADE:** Ensure students have the tools to execute their postsecondary plan and are prepared for their post-high school transition.

Starting in the 2024-2025 school year, the primary focus of the DCSD Post-Secondary P.U.S.H. Plan will include college and career exploratory opportunities for all high school scholars. For Seniors, holistic advisement and support will be provided so that upon graduation, our scholars will walk across the stage with both a diploma and an individualized plan for their next step. It is the district's goal to support 100% of seniors in their quest to have a path forward when they graduate from the DeKalb County School District.




The required activities outlined in the B.R.I.D.G.E. Law/Postsecondary P.U.S.H. Plan Scope and Sequence are to be completed annually using Naviance.

This version of the document includes a R.A.C.I. (Responsible, Accountable, Consulted, and Informed) Matrix for each task to ensure timely execution in alignment with the district's Strategic Plan.




6TH GRADE CCLR Program: Help students transition from elementary school to middle school and begin to put down roots as they explore options for their future.



| Timeline | 6 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|---|--|--|---|---|
| By end of October | Choose Your Path-6 th | Students will select a primary path on Naviance homepage and post a comment. <i>Task complete when student posts a comment. Staff can compare task completion to Outcomes Detail Report.</i> | R-Principal A-Teacher C- Counseling Coordinator/Postsecondary Transition Specialist I-Counselor | Goal Area 4: Culture and Climate Performance Objective 4.3: Improve student attendance by creating a positive and engaging school experience. Performance Strategy b: Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance. |
| By end of October | Complete Career Key | Students complete the Career Key assessment which helps students discover interests, personality type and related careers. <i>Naviance Curriculum 6.4 My Present vs. My Future</i> | R-Principal A- Counselor C-Counseling Coordinator/Postsecondary Transition Specialist I-Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategies c & d: Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. |  GA DOE B.R.I.D.G.E. Task 6-2: 6 th graders complete one career interest inventory. CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. <u>Students must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | R-Principal A-Teacher C- Counseling Coordinator/ Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | |
| By end of December | Complete AchieveWorks Learning & Productivity | Students complete the AchieveWorks Learning and Productivity assessment to reveal the ways they learn best and how they can be most productive. <i>Naviance Curriculum 6.7 Using My Strengths</i> | R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. |  GA DOE B.R.I.D.G.E. Task 6-1: 6 th graders will create an electronic career profile. CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |

7TH GRADE CCLR Program: Focus on overcoming obstacles, developing successful study habits, and identifying careers of interest.




| Timeline | 7 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|-------------------|---|--|--|--|---|
| By end of October | Choose Your Path | Students will select a primary path on Naviance homepage and complete the Choose Your Path survey. <i>Results can be viewed on the Outcomes Detail Report.</i> | <p>R-Principal A-Teacher C- Counseling Coordinator/ Postsecondary Transition Specialist I-Counselor</p> | <p><u>Goal Area 4:</u> Culture and Climate</p> <p><u>Performance Objective 4.3:</u> Improve student attendance by creating a positive and engaging school experience.</p> <p><u>Performance Strategy b:</u> Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance.</p> |  <p>DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance.</p> |
| By End of October | Complete Career Cluster Finder | <p>Students will complete a questionnaire that helps students discover career clusters that are most interesting to them. Once a student completes the Career Cluster Finder, top matching career clusters are made available for review and to mark as a favorite.</p> <p><i>Naviance Curriculum 7.2 What Makes Me Unique?</i></p> <p><i>Naviance Curriculum 7.5 Habits for Success</i></p> | <p>R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways.</p> <p><u>Performance Strategies c & d:</u> Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> |  <p>GA DOE B.R.I.D.G.E. Task 7-1: Students will complete one <u>career interest</u> and one career aptitude inventory in 7th or 8th grade. Both tasks may be completed in the same school year.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| By End of October | Add Career Clusters to My List | <p>Students save at least 3 Career Clusters to favorites list</p> <p><i>Task complete when student saves at least 3 career clusters to their Favorites list</i></p> <p><i>Naviance Curriculum 7.8 my Definition of Success</i></p> | <p>R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways.</p> <p><u>Performance Strategies c & d:</u> Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> |  <p>GA DOE B.R.I.D.G.E. Task 7-2: 7th graders will explore at least three (3) Career Clusters based on their career inventory results.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. <u>Students must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | <p>R-Principal A-Teacher C- Counseling Coordinator/ Postsecondary Transition Specialist I-Counselor</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways.</p> <p><u>Performance Strategy d:</u> Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> | |




8TH GRADE CCLR Program: Assist students in developing successful study skills, decision-making skills, and working with others as they make the transition out of middle school and into high school.



| Timeline | 8 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|--|--|---|--|---|
| By end of October | Choose Your Path | Students will select a primary path on Naviance homepage and complete the Choose Your Path survey. <i>Results can be viewed on the Outcomes Detail Report.</i> | R-Principal A-Teacher C- Counseling Coordinator/ Postsecondary Transition Specialist I-Counselor | Goal Area 4: Culture and Climate Performance Objective 4.3: Improve student attendance by creating a positive and engaging school experience. Performance Strategy b: Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance. |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. <u>Students must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | R-Principal A-Teacher C- Counseling Coordinator/ Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | |
| By end of November | Complete Workforce Development Initiative Survey (8th-10th) | Students research high-demand careers, workforce development opportunities, and the HOPE Career Grant. Once they have reviewed the information and <i>completed the Workforce Development Study Guide</i> , students complete the Workforce Development Initiative survey. | R-Principal A-Teacher C- Counseling Coordinator/ Postsecondary Transition Specialist I-Counselor | Goal Area 3: Recruit, Develop, and Retain Talent Performance Objective 3.1: Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool. Performance Strategy h: Develop career pathways for students to transition into district careers in high-demand areas such as paraprofessionals, teaching, and nursing. |  DCSD Postsecondary P.U.S.H. Plan (Workforce Development): Students research high-demand careers and workforce development opportunities in Georgia annually. |
| By end of December | Complete AchieveWorks Skills | Students complete AchieveWorks Skills, an aptitude-based assessment that will measure students' creativity, conscientiousness, critical thinking, leadership, and social-emotional skills and connect their skills to careers that might interest them. <i>Naviance Curriculum 8.2 Working Through Stress</i> | R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher | Goal Area 5: Mental Health and Wellness Performance Objective 5.1: Create safe and supportive environments that promote positive mental health and wellness. Performance Strategy c: Implement the SEL curriculum to help students manage emotions, problem solve, and create positive relationships with others. |  GA DOE B.R.I.D.G.E. Task 8-1: Students will complete one career interest and one <u>career aptitude</u> inventory in 7 th or 8 th grade. Both tasks may be completed in the same school year. CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |

| Timeline | 8 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|----------------------|---|--|--|---|---|
| | | <i>Naviance Curriculum 8.3 Re-Imagining Success</i> | | | |
| By end of December | 8 th Grade IGP | <p>Students meet with counselor to discuss and create their Individual Graduation Plan/Program of Study and select courses for the subsequent school year (annual advisement). The information is also shared with parents/guardians.</p> <p><i>Task complete when staff marks complete</i></p> <p><i>Naviance Curriculum 8.7 My Personal School Support Network</i></p> | <p>R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 2:</u> School, Family, and Community Engagement</p> <p><u>Performance Objective 2.2:</u> Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives.</p> <p><u>Performance Strategy c:</u> Utilize online engagement platforms to facilitate communication and collaboration among stakeholders and the community.</p> |  <p>GA DOE B.R.I.D.G.E. Task 8-2: 8th graders will use their career interest and career aptitude inventory results to complete an Individual Graduation Plan (IGP) and to guide registration for 9th grade courses.</p> |
| By end of January | Learn About Dual Enrollment Options | <p>Students review information about Dual Enrollment options, eligibility, funding, and program requirements. Once they have reviewed the information, students complete the Dual Enrollment survey.</p> <p><i>Naviance Curriculum 8.9 Facing Fears About College</i></p> | <p>R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways.</p> <p><u>Performance Strategy d:</u> Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> |  <p>GA DOE B.R.I.D.G.E. Task 8-3: 8th graders will receive notification of the Georgia Dual Enrollment program information by February 1st.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| End of academic year | Transition to High School | <p>Students complete the Transition to High School survey to share goals, expectations, and concerns about high school.</p> <p><i>Naviance Curriculum 8.14 My High School Preview</i></p> | <p>R-Principal A- Counselor C- Counseling Coordinator/ Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 4:</u> Culture and Climate</p> <p><u>Performance Objective 4.3:</u> Improve student attendance by creating a positive and engaging school experience.</p> <p><u>Performance Strategy b:</u> Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance.</p> | |




9TH GRADE CCLR Program: Ensure students make a successful transition to high school, develop successful study habits, and begin to identify a postsecondary path.




| Timeline | 9 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|---|---|---|--|--|
| By end of October | Choose Your Path | Students will select a primary path on Naviance homepage and complete the Choose Your Path survey. <u>Path selection can be updated at any frequency as desired by the student or the school using the results of a Naviance career assessment.</u> <i>Results can be viewed on the Outcomes Detail Report.</i> | R-Principal A-Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 4: Culture and Climate Performance Objective 4.3: Improve student attendance by creating a positive and engaging school experience. Performance Strategy b: Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance. |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. Students <u>must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | R-Principal A-Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | |
| By end of November | Complete Workforce Development Initiative Survey (8 th -10 th) | Students research high-demand careers, workforce development opportunities, and the HOPE Career Grant. Once they have reviewed the information and <i>completed the Workforce Development Study Guide</i> , students complete the Workforce Development Initiative survey. | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 3: Recruit, Develop, and Retain Talent Performance Objective 3.1: Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool. Performance Strategy h: Develop career pathways for students to transition into district careers in high-demand areas such as paraprofessionals, teaching, and nursing. |  DCSD Postsecondary P.U.S.H. Plan (Workforce Development): Students research high-demand careers and workforce development opportunities in Georgia annually. |
| By end of December | Create GA Futures Account | Students create a GA Futures account. <u>Students must only complete this task once in any grade (9th-12th) in order for the task to be marked completed.</u> <i>Task complete when student checks a box; staff verifies</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. | |
| By end of December | Complete Strengths Explorer | Students complete the Strengths Explorer assessment to identify their strengths and | R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. |  GA DOE B.R.I.D.G.E. Task 9-1: Students will complete one <u>career interest</u> and one |




| Timeline | 9 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|---------------------------|--|--|---|--|---|
| | | <p>connect their strengths to career pathways.</p> <p><i>Naviance Curriculum 9.4 My Strengths Explorer</i></p> | <p>I-Teacher</p> | <p><u>Performance Strategies c & d:</u> Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> | <p>career aptitude inventory in 9th or 10th grade. Both tasks may be completed in the same school year.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| <p>By end of December</p> | <p>Add Postsecondary Careers or Military Interests to My List</p> | <p>Students save at least 3 Careers to favorites list</p> <p><i>Task complete when student saves at least 3 careers to their Favorites list</i></p> <p><i>Naviance Curriculum 9.3 Teamwork</i></p> | <p>R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways.</p> <p><u>Performance Strategies c & d:</u> Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> |  <p>GA DOE B.R.I.D.G.E. Task 9-2: 9th graders will explore at least three (3) Careers/Occupations and save the results in their electronic career profile.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| <p>By end of December</p> | <p>9th Grade IGP</p> | <p>9th Grade Students meet with counselor to review and revise, if necessary, their Individual Graduation Plan/Program of Study and select courses for the subsequent school year (annual advisement). The information is also shared with parents/guardians.</p> <p><i>Task complete when staff marks complete</i></p> | <p>R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 2:</u> School, Family, and Community Engagement</p> <p><u>Performance Objective 2.2:</u> Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives.</p> <p><u>Performance Strategy c:</u> Utilize online engagement platforms to facilitate communication and collaboration among stakeholders and the community.</p> |  <p>GA DOE B.R.I.D.G.E. Task 9-3: 9th graders will review and revise their Individual Graduation Plan/Program of Study to guide course registration.</p> |
| <p>By end of January</p> | <p>Learn About Dual Enrollment Options</p> | <p>Students review information about Dual Enrollment options, eligibility, funding, and program requirements. Once they have reviewed the information, students complete the Dual Enrollment survey.</p> <p><i>Naviance Curriculum 9.10 Choosing Courses</i></p> | <p>R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways.</p> <p><u>Performance Strategy d:</u> Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> |  <p>GA DOE B.R.I.D.G.E. Task 9-4: 9th graders will receive notification of the Georgia Dual Enrollment program information by February 1st.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |

| Timeline | 9 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|----------------------|---|--|---|---|--|
| End of academic year | Freshman on Track | <p>Students who have met the minimum criteria for promotion to 10th grade and have completed 9th grade B.R.I.D.G.E. tasks will be recognized in the spring semester of their sophomore year during the Half Cap Ceremony.</p> <p><i>Task complete when staff marks complete</i></p> | <p>R-Principal A-Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher</p> | <p>Goal Area 1: Student Academic Success with Equity and Access</p> <p>Performance Objective 1.3: Increase the 4-and 5-year cohort graduation rates.</p> <p>Performance Strategies c & d: Increase the number of graduation pathway options by incorporating alternative opportunities. Implement strategies to increase the number of students meeting the requirements for ninth-grade promotion.</p> |  <p>DCSD Postsecondary P.U.S.H. Plan (Academic Achievement): Students will be recognized for meeting graduation and B.R.I.D.G.E. requirements in 9th and 10th grade.</p> |
| End of academic year | Transition to High School | <p>Students complete the Transition to High School survey to share goals, expectations, and concerns about high school.</p> <p><i>Naviance Curriculum 8.14 My High School Preview</i></p> | <p>R-Principal A-Postsecondary Transition Specialist C-Senior Advisor/ Counselor I-Teacher</p> | <p>Goal Area 4: Culture and Climate</p> <p>Performance Objective 4.3: Improve student attendance by creating a positive and engaging school experience.</p> <p>Performance Strategy b: Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance.</p> | |
| End of academic year | Build Resume | <p>Student creates/updates/saves a resume of activities, experience, skills and awards with the Family Connection resume builder.</p> <p><i>Naviance Curriculum 9.8 My High School Resume</i></p> | <p>R-Principal A-Postsecondary Transition Specialist C- CTAE Teacher/ Counselor I- Senior Advisor</p> | <p>Goal Area 1: Student Academic Success with Equity and Access</p> <p>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</p> |  <p>DCSD Postsecondary P.U.S.H. Plan (Postsecondary Transition Planning): Students will prepare resume to execute desired postsecondary plan (employ, enlist, etc.).</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |




10TH GRADE CCLR Program: Reinforce career and academic knowledge to prepare students as students enter a period of decision-making for their future.





| Timeline | 10 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|---|---|---|--|--|
| By end of October | Choose Your Path | Students will select a primary path on Naviance homepage and complete the Choose Your Path survey. <u>Path selection can be updated at any frequency as desired by the student or the school using the results of a Naviance career assessment.</u> <i>Results can be viewed on the Outcomes Detail Report.</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 4: Culture and Climate Performance Objective 4.3: Improve student attendance by creating a positive and engaging school experience. Performance Strategy b: Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance. |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. <u>Students must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | R-Principal A-Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | |
| By end of November | Complete Workforce Development Initiative Survey (8 th -10 th) | Students research high-demand careers, workforce development opportunities, and the HOPE Career Grant. Once they have reviewed the information and <i>completed the Workforce Development Study Guide</i> , students complete the Workforce Development Initiative survey. | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 3: Recruit, Develop, and Retain Talent Performance Objective 3.1: Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool. Performance Strategy h: Develop career pathways for students to transition into district careers in high-demand areas such as paraprofessionals, teaching, and nursing. |  DCSD Postsecondary P.U.S.H. Plan (Workforce Development): Students research high-demand careers and workforce development opportunities in Georgia annually. |
| By end of December | Create GA Futures Account | Students create a GA Futures account. <u>Students must only complete this task once in any grade (9th-12th) in order for the task to be marked completed.</u> <i>Task complete when student checks a box; staff verifies</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. | |
| By end of December | Complete AchieveWorks Skills | Students complete AchieveWorks Skills, an aptitude-based assessment that will measure students' | R-Principal A- Counselor C-Senior Advisor/Postsecon | Goal Area 5: Mental Health and Wellness Performance Objective 5.1: Create safe and supportive environments that promote positive mental health and wellness. |  |



| Timeline | 10 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|--|---|--|--|---|
| | | creativity, conscientiousness, critical thinking, leadership, and social-emotional skills and connect their skills to careers that might interest them. <i>Naviance Curriculum 10.5 Success Habits</i> | dary Transition Specialist I-Teacher | Performance Strategy c: Implement the SEL curriculum to help students manage emotions, problem solve, and create positive relationships with others. | GA DOE B.R.I.D.G.E. Task 10-1: Students will complete one career interest and one <u>career aptitude</u> inventory in 9 th or 10 th grade. Both tasks may be completed in the same school year. ² CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |
| By end of December | 10 th Grade IGP | 10 th Grade Students meet with counselor to review and revise, if necessary, their Individual Graduation Plan/Program of Study and select courses for the subsequent school year (annual advisement). The information is also shared with parents/guardians. <i>Task complete when staff marks complete</i> | R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher | Goal Area 2: School, Family, and Community Engagement Performance Objective 2.2: Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives. Performance Strategy c: Utilize online engagement platforms to facilitate communication and collaboration among stakeholders and the community. |  GA DOE B.R.I.D.G.E. Task 10-2: 10 th graders will review and revise their Individual Graduation Plan/Program of Study to guide course registration. |
| By end of December | Add Postsecondary Careers or Military Interests to My List | Students save at least 3 Careers to favorites list <i>Task complete when student saves at least 3 careers to their Favorites list</i> <i>Naviance Curriculum 10.3 Working Hard</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have <u>equitable access to and support for academic programs and career pathways.</u> Performance Strategies c & d: Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. |  DCSD Postsecondary P.U.S.H. Plan (Career Interest): Students will review and update careers of interest annually upon completion of career inventory. CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |
| By end of January | Learn About Dual Enrollment Options | Students review information about Dual Enrollment options, eligibility, funding, and program requirements. Once they have reviewed the information, students complete the Dual Enrollment survey. | R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have <u>equitable access to and support for academic programs and career pathways.</u> Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. |  GA DOE B.R.I.D.G.E. Task 10-3: 10 th graders will receive notification of the Georgia Dual Enrollment program information by February 1 st . ¹ CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |




| Timeline | 10 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|----------------------|--|--|--|--|---|
| End of March | Half Cap Ceremony | <p><i>Naviance Curriculum 10.6 Connecting my Courses & Careers</i></p> <p>Students who have met the minimum criteria for promotion to 11th grade and have completed 9th and 10th grade B.R.I.D.G.E. tasks will be recognized in spring semester of their sophomore year.</p> <p><i>Task complete when staff marks complete</i></p> | <p>R-Principal A-Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.3:</u> Increase the 4-and 5-year cohort graduation rates.</p> <p><u>Performance Strategies c & d:</u> Increase the number of graduation pathway options by incorporating alternative opportunities.</p> |  <p><u>DCSD Postsecondary P.U.S.H. Plan (Academic Achievement):</u> Students will be recognized for meeting graduation and B.R.I.D.G.E. requirements in 9th and 10th grade.</p> |
| End of academic year | Complete Career Interest Profiler | <p>Students will complete Career Interest Profiler, an assessment that helps students discover specific careers that are most interesting to them.</p> | <p>R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u></p> <p><u>Performance Strategies c & d:</u> Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities.</p> |  <p><u>DCSD Postsecondary P.U.S.H. Plan Career Inventory:</u> Students will complete at least one career inventory annually to supplement B.R.I.D.G.E. requirements.</p> |
| End of academic year | Build Resume | <p>Student creates/updates/saves a resume of activities, experience, skills and awards with the Family Connection resume builder.</p> <p><i>Naviance Curriculum 10.9 Enhancing My Resume</i> <i>Naviance Curriculum 10.11 Support Networks</i></p> | <p>R-Principal A-Postsecondary Transition Specialist C-CTAE Teacher/Counselor I-Senior Advisor</p> | <p><u>Goal Area 1:</u> Student Academic Success with Equity and Access</p> <p><u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u></p> |  <p><u>DCSD Postsecondary P.U.S.H. Plan (Postsecondary Transition Planning):</u> Students will prepare resume to execute desired postsecondary plan (employ, enlist, etc.).</p> <p><u>CTAE Course Standard 1:</u> Demonstrate employability skills required by business and industry.</p> |

11TH GRADE CCLR Program: Assist students in mapping out their postsecondary path and preparing to reach their goals after high school.




| Timeline | 11 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|---------------------|--|--|--|---|---|
| By end of September | Set SAT/ ACT SMART Goal | Student creates and saves a SAT/ACT SMART Goal to prepare for the SAT/ACT. <i>Naviance Curriculum 11.6 My Test Prep Plan</i> | R-Principal A- ELA/Math Teacher C-Senior Advisor/Po stsecondar y Transition Specialist I-Counselor | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.5:</u> Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI). <u>Performance Strategies a & b:</u> Conduct districtwide formative assessments to monitor students’ academic progress. Analyze assessment data to identify trends, patterns, and areas where instruction can be improved. |  DCSD Postsecondary P.U.S.H. Plan (Test Prep): Students will investigate the significance of the SAT and ACT and create a personalized study plan. |
| By end of October | Choose Your Path | Students will select a primary path on Naviance homepage and complete the Choose Your Path survey. <u>Path selection can be updated at any frequency as desired by the student or the school using the results of a Naviance career assessment.</u> <i>Results can be viewed on the Outcomes Detail Report.</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Po stsecondar y Transition Specialist I-Counselor | <u>Goal Area 4:</u> Culture and Climate <u>Performance Objective 4.3:</u> Improve student attendance by creating a positive and engaging school experience. <u>Performance Strategy b:</u> Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance. |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. <u>Students must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | R-Principal A-CTAE Teacher C-Senior Advisor/Po stsecondar y Transition Specialist I-Counselor | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways. <u>Performance Strategy d:</u> Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | |
| By end of November | Complete SuperMatch College Search | Students research colleges using the SuperMatch™ college search in Naviance Student. <i>Task is automatically marked complete when the</i> | R-Principal A- Counselor C-Senior Advisor/Po stsecondar y | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4:</u> Ensure all students have equitable access to and support for academic programs and career pathways. |  GA DOE B.R.I.D.G.E. Task 11-1: 11 th graders will save three possible choices of postsecondary options in their career profile. ⁴ |


| Timeline | 11 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|---------------------------|--|---|---|--|---|
| | | <p><i>student accesses the the SuperMatch™ college search in Naviance Student.</i></p> <p><i>Naviance Curriculum 11.9 College SuperMatch</i></p> | <p>Transition Specialist I-Teacher</p> | | |
| <p>By end of November</p> | <p>Complete Workforce Development Initiative Survey</p> | <p>Students research high-demand careers, workforce development opportunities, and the HOPE Career Grant. Once they have reviewed the information and <i>completed the Workforce Development Study Guide</i>, students complete the Workforce Development Initiative survey.</p> | <p>R-Principal A-Counselor C-Senior Advisor/Po stsecondary y Transition Specialist I-Teacher</p> | <p>Goal Area 3: Recruit, Develop, and Retain Talent</p> <p>Performance Objective 3.1: Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool.</p> <p>Performance Strategy h: Develop career pathways for students to transition into district careers in high-demand areas such as paraprofessionals, teaching, and nursing.</p> |  <p>GA DOE B.R.I.D.G.E. Task 11-3: 11th graders will research at least one additional state or local workforce development initiative, such as “High Demand Careers Initiative,” “HOPE Career Grant,” “Specialized Training Centers” or any other Georgia workforce and education initiative.⁵</p> |
| <p>By end of November</p> | <p>Complete AchieveWorks Intelligences</p> | <p>Students will uncover their intelligence profile with the AchieveWorks Intelligences Assessment.</p> <p><i>Naviance Curriculum 11.11 Building Self Confidence</i></p> | <p>R-Principal A-CTAE Teacher C-Senior Advisor/Po stsecondary y Transition Specialist I-Counselor</p> | <p>Goal Area 1: Student Academic Success with Equity and Access</p> <p>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</p> |  <p>DCSD Postsecondary P.U.S.H. Plan (Career Inventory): Students will complete at least one career inventory annually to supplement B.R.I.D.G.E. requirements.</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| <p>By end of December</p> | <p>Add Colleges to My List</p> | <p>Students save at least 3 colleges to favorites list</p> <p><i>Task complete when student saves at least 3 colleges to their Favorites list</i></p> | <p>R-Principal A-Counselor C-Senior Advisor/Po stsecondary y Transition Specialist I-Teacher</p> | <p>Goal Area 1: Student Academic Success with Equity and Access</p> <p>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</p> |  <p>GA DOE B.R.I.D.G.E. Task 11-1: 11th graders will save three possible choices of postsecondary options in their career profile.⁴</p> |
| <p>By end of December</p> | <p>11th Grade IGP</p> | <p>11th Grade Students meet with counselor to review and revise, if necessary, their Individual Graduation Plan/Program of Study and select courses for the</p> | <p>R-Principal A-Counselor C-Senior Advisor/Po stsecondary</p> | <p>Goal Area 2: School, Family, and Community Engagement</p> <p>Performance Objective 2.2: Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives.</p> |  |





| Timeline | 11 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|--|---|--|---|---|
| | | subsequent school year (annual advisement). The information is also shared with parents/guardians. <i>Task complete when staff marks complete</i> | y Transition Specialist I-Teacher | Performance Strategy c: Utilize online engagement platforms to facilitate communication and collaboration among stakeholders and the community. | GA DOE B.R.I.D.G.E. Task 11-2: 11 th graders will review and revise their Individual Graduation Plan/Program of Study to guide course registration. |
| By end of December | Add post-secondary Careers or Military Interests to My List | Students save at least 3 Careers to favorites list <i>Task complete when student saves at least 3 careers to their Favorites list</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary y Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategies c & d: Ensure early exposure to pathway opportunities for students to make certain they understand the sequence of courses within each pathway and the required assessments for pathway completion. Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. |  DCSD Postsecondary P.U.S.H. Plan (Career Interest): Students will review and update careers of interest annually upon completion of career inventory. |
| By end of December | Create GA Futures Account | Students create a GA Futures account. <u>Students must only complete this task once in any grade (9th-12th) in order for the task to be marked completed.</u> <i>Task complete when student checks a box; staff verifies</i> | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary y Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. | |
| By end of January | Learn About Dual Enrollment Options-Juniors | Students review information about Dual Enrollment options, eligibility, funding, and program requirements. Once they have reviewed the information, students complete the Dual Enrollment survey. <i>Naviance Curriculum 11.15 My Senior Year</i> <i>Naviance Curriculum 11.4 Challenging Myself</i> | R-Principal A-Counselor C-Senior Advisor/Postsecondary y Transition Specialist I-Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways. Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. |  GA DOE B.R.I.D.G.E. Task 11-4: 11 th graders will receive notification of the Georgia Dual Enrollment program information by February 1 st . ³ CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |



| Timeline | 11 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|----------------------|--|--|---|--|--|
| End of academic year | FAFSA Junior Lesson | Student reviews information about the FAFSA and completes the FAFSA Junior Lesson Follow-Up Survey . <i>Naviance Curriculum 11.14 Get Ready for the FAFSA</i> | R-Principal A- Postsecondary Transition Specialist/ Senior Advisor C- Counselor I- Teacher | Goal Area 1: Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  <p>DCSD Postsecondary P.U.S.H. Plan (Financial Aid): Students will identify the components of financial aid and develop a comprehensive action plan for securing aid.</p> |
| End of academic year | Build Resume | Student creates/updates/saves a resume of activities, experience, skills and awards with the Family Connection resume builder. <i>Naviance Curriculum 11.3 Extracurricular Activities</i> | R-Principal A- Postsecondary Transition Specialist C- CTAE Teacher/ Counselor I- Senior Advisor | Goal Area 1: Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  <p>DCSD Postsecondary P.U.S.H. Plan (Postsecondary Transition Planning): Students will prepare resume to execute desired postsecondary plan (employ, enlist, etc.).</p> <p>CTAE Course Standard 1: Demonstrate employability skills required by business and industry.</p> |
| End of academic year | Complete the Game Plan Survey | Students explore their interests through a series of questions designed to help them develop a game plan for achieving their goals after graduation and complete the Game Plan survey. <i>Naviance Curriculum 11.2 My Career Goals</i> | R-Principal A- Postsecondary Transition Specialist/ Senior Advisor C- Counselor I- Teacher | Goal Area 4: Culture and Climate <u>Performance Objective 4.3:</u> Improve student attendance by creating a positive and engaging school experience. <u>Performance Strategy b:</u> Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  <p>DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance.</p> |

12TH GRADE CCLR Program: Ensure students have the tools to execute their postsecondary plan and are prepared for their post-high school transition.

| Timeline | 12 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|---------------------|--|--|--|---|--|
| By end of September | Set SAT/ ACT SMART Goal | Student creates and saves a SAT/ACT SMART Goal to prepare for the SAT/ACT. <i>Naviance Curriculum 11.6 My Test Prep Plan</i> | R-Principal A-ELA/Math Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.5:</u> Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI). <u>Performance Strategies a & b:</u> Conduct districtwide formative assessments to monitor students' academic progress. Analyze assessment data to identify trends, patterns, and areas where instruction can be improved. |  <p>DCSD Postsecondary P.U.S.H. Plan (Test Prep): Students will investigate the significance of the SAT and ACT and create a personalized study plan.</p> |
| By end of September | Create Brag Sheet | Student completes Brag Sheet Survey to list accomplishments that counselors and teachers can use to write letters of recommendation and completes the Brag Sheet survey. <i>Naviance Curriculum 12.3 Being Career Ready</i> | R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4:</u> Ensure all students have <u>equitable access to and support for academic programs and career pathways.</u> | CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |
| By end of September | FAFSA Senior Lessons | Student reviews information about the FAFSA and completes the FAFSA Senior Lessons Follow-Up Survey. <i>Naviance Curriculum 12.1 Completing the FAFSA</i> <i>Naviance Curriculum 12.8 FAFSA Forecaster</i> | R-Principal A-Postsecondary Transition Specialist/Senior Advisor C-Counselor I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4:</u> Ensure all students have <u>equitable access to and support for academic programs and career pathways.</u> |  <p>DCSD Postsecondary P.U.S.H. Plan (Financial Aid): Students will identify the components of financial aid and develop a comprehensive action plan for securing aid.</p> |
| By end of September | Complete Senior Fall Checklist | Students complete the Senior Fall Checklist Survey. | R-Principal A-Postsecondary Transition Specialist/Senior Advisor C-Counselor I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4:</u> Ensure all students have <u>equitable access to and support for academic programs and career pathways.</u> | |
| By end of October | Choose Your Path | Students will select a primary path on Naviance homepage and complete the Choose Your Path survey. <u>Path selection can be updated at any frequency as desired by the student or the school using the results of a Naviance career assessment.</u> | R-Principal A-Senior Advisor C-Counselor/Postsecondary Transition Specialist I- Teacher | <u>Goal Area 4:</u> Culture and Climate <u>Performance Objective 4.3:</u> Improve student attendance by creating a positive and engaging school experience. <u>Performance Strategy b:</u> Build strong relationships with families and community organizations by offering family engagement workshops, providing resources, and support services, and involving community members in school activities to boost motivation and attendance. |  <p>DCSD Postsecondary P.U.S.H. Plan (Path Selection): Students select a primary postsecondary path in Naviance.</p> |

| Timeline | 12 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|--------------------|---|--|---|---|--|
| | | <i>Results can be viewed on the Outcomes Detail Report.</i> | | | |
| By end of October | Introduction to Naviance | Students complete the Intro to Naviance survey. <u>Students must only complete this task once in any grade (6th-12th) in order for the task to be marked completed.</u> | R-Principal A-Senior Advisor C- Counselor/Postsecondary Transition Specialist I- Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: <u>Ensure all students have equitable access to and support for academic programs and career pathways.</u> Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | |
| By end of October | Attend Individual Senior Advisement Conference with Counselor | Students attends mandatory Individual Senior Advisement Conference with your counselor. Task complete when staff marks complete | R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: <u>Ensure all students have equitable access to and support for academic programs and career pathways.</u> Performance Strategy d: Offer comprehensive student guidance on pathway offerings, industry credentials, and work-based learning opportunities. | Comprehensive School Counseling Plan Requirement |
| By end of November | Apply to Five Colleges | Students who have selected enrollment (i.e. College, Career Education, Trade School) as their postsecondary path save at least 5 colleges to “Colleges I’m Applying To” list Task complete when student saves at least 5 colleges to their “Colleges I’m Applying To” list | R-Principal A-Senior Advisor C- Counselor/Postsecondary Transition Specialist I- Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: <u>Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  DCSD Postsecondary P.U.S.H. Plan (Enrollment): Students must apply to five colleges during their senior year using the Naviance college tools. |
| By end of December | Create GA Futures Account | Students create a GA Futures account. <u>Students must only complete this task once in any grade (9th-12th) in order for the task to be marked completed.</u> Task complete when student checks a box; staff verifies | R-Principal A-CTAE Teacher C-Senior Advisor/Postsecondary Transition Specialist I-Counselor | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: <u>Ensure all students have equitable access to and support for academic programs and career pathways.</u> | |
| By end of December | Change Your Email Adresses in Naviance | Students update their Naviance email address to a non-DCSD email address. <u>Students will continue logging in to Naviance via CLEVER until May. Results can be viewed by generating a Naviance Student Data Export.</u> | R-Principal A-Senior Advisor/ Postsecondary Transition Specialist C- Counselor I- Teacher | Goal Area 1: Student Academic Success with Equity and Access Performance Objective 1.4: <u>Ensure all students have equitable access to and support for academic programs and career pathways.</u> | |

| Timeline | 12 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|-------------------|---|--|--|--|--|
| | | <i>Task complete when student checks a box; staff verifies</i> | | | |
| By end of January | Complete FAFSA and/or Georgia Student Financial Aid Application | Student completes FAFSA Application and/or GSFAPPS using GaFutures website or FAFSA website. <i>Task complete when staff marks complete</i> | R-Principal A-Senior Advisor/ Postsecondary Transition Specialist C- Counselor I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  DCSD Postsecondary P.U.S.H. Plan (Financial Aid): Students will identify the components of financial aid and develop a comprehensive action plan for securing aid. |
| By end of April | Apply for Five Jobs | Students who have selected employment as their postsecondary path apply for five jobs using the Naviance Job Search tool. After submitting five job applications in Naviance, students complete the Five Jobs survey. | R-Principal A-Senior Advisor C- Counselor/Postsecondary Transition Specialist I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  DCSD Postsecondary P.U.S.H. Plan (Employment): Students must apply for five jobs during their senior year using the Naviance Job Search tool. |
| By end of April | Search for Scholarships | Students search and apply for scholarships through Naviance Student and complete the Scholarship survey. <i>Task complete when student checks a box; staff verifies</i> <i>Naviance Curriculum 12.2 My Personal Brand</i> | R-Principal A-Senior Advisor C- Counselor/Postsecondary Transition Specialist I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  DCSD Postsecondary P.U.S.H. Plan (Financial Aid): Students will identify the components of financial aid and develop a comprehensive action plan for securing aid. CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |
| By end of April | 2025 Submit Your Plan: Employment | Students upload documentation of their executed postsecondary plan. <i>Results can be viewed by generating a Task Completion Details Report for the following 4 tasks:</i> <i>2025 Submit Your Plan: Employment</i> <i>2025 Submit Your Plan: Enlistment</i> <i>2025 Submit Your Plan: Enrollment</i> <i>2025 Submit Your Plan: Entrepreneurship</i> | R-Principal A-Senior Advisor C- Counselor/Postsecondary Transition Specialist I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  DCSD Postsecondary P.U.S.H. Plan (Postsecondary Transition Planning): Students shall provide an artifact to document their executed postsecondary plan. |
| | 2025 Submit Your Plan: Enlistment | | | | |
| | 2025 Submit Your Plan: Enrollment | | | | |
| | 2025 Submit Your Plan: Entrepreneurship | | | | |

| Timeline | 12 th Grade Naviance Activity | Description/Naviance Curriculum | R.A.C.I. | Strategic Plan Alignment | GADOE/CTAE/P.U.S.H. Plan Alignment |
|----------------------|--|--|--|--|--|
| | | <i>Task complete when student uploads a document; staff verifies document</i> | | | |
| End of academic year | Build Resume | Student creates/updates/saves a resume of activities, experience, skills and awards with the Family Connection resume builder. <i>Naviance Curriculum 9.8 My High School Resume</i> | R-Principal A-Senior Advisor C- Counselor/Postsecondary Transition Specialist I- Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  DCSD Postsecondary P.U.S.H. Plan (Postsecondary Transition Planning): Students will prepare resume to execute desired postsecondary plan (employ, enlist, etc.). CTAE Course Standard 1: Demonstrate employability skills required by business and industry. |
| End of academic year | 2025 Senior Exit Survey | Students complete the Senior Exit/Next Steps survey. | R-Principal A- Counselor C-Senior Advisor/Postsecondary Transition Specialist I-Teacher | <u>Goal Area 1:</u> Student Academic Success with Equity and Access <u>Performance Objective 1.4: Ensure all students have equitable access to and support for academic programs and career pathways.</u> |  GA DOE B.R.I.D.G.E. Task 12-1: 12th graders will complete "Next Step" information and save to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce. ⁶ |

¹ "10th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.)."

² "Students will complete one career interest and one career aptitude inventory in 9th or 10th grade. Both tasks may be completed in the same school year."

³ "11th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.)."

⁴ "11th graders will save three possible choices of postsecondary options in their career profile."

⁵ "11th graders will research at least one additional state or local workforce development initiative, such as "High Demand Careers Initiative," "HOPE Career Grant," "Trade 5 Skills Initiative" or any other local or state workforce needs for your county / region of Georgia."

⁶ "12th graders will complete "Next Step" information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce."

Alignment Sources

B.R.I.D.G.E. Advisement and Career Planning Checklist: <https://drive.google.com/file/d/1eSZQU1h9LhYqezfKaOY50omFv-7C2y8/view?usp=sharing>

Georgia's Hot Careers: <https://drive.google.com/file/d/11h83KLEfeLzuQKsW47bbWM6OqldkzGL9/view?usp=sharing>

CTAE Curriculum Alignment: <https://drive.google.com/file/d/1-TsBtMN9yzB8hbxH9ujGgm9QCF850iKP/view?usp=sharing>