



# MASTER PLAN

## College, Career, & Life Readiness

2023

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## **Purpose**

The mission of Broward County Public Schools' School Counselors is to implement a proactive counseling program that fosters college and career awareness, academic achievement, and social and emotional learning for all students. The work of school counselors is to determine students' needs and to implement a standards-driven, data-based, and comprehensive American School Counselor Association (ASCA) model program.

The purpose of the College, Career, & Life Readiness Master Plan is to provide educators the resources to build a robust college and career going culture in their schools through collaboration with School Counseling and activities that include classroom lessons, individual student meetings, and school-wide/community initiatives,

## **Needs Assessment**

The professional learning needs of School Counselors and BRACE Advisors are determined on a semi-annual basis through regular monitoring of multiple indicators of success, including changes in educator practices and student outcomes.

School Counselors and BRACE Advisors measure and monitor student outcomes including academics, attendance, and behavior. Although not directly attributable to professional learning (PL) associated with this plan, counselors monitor student outcomes as part of ongoing data analysis and development of school-level needs assessments to guide the creation, implementation, and revision of the Annual School Counseling Plan (ASCP). The ASCP is aligned with the school's plans, created in consultation with the principal, and informed by analysis of student data. The ASCP will address all the components of the American School Counselor Association (ASCA) introduced to date through PL activities.

At the elementary school level, the ASCP is the primary indicator of the impact of PL for school counselor practice and grade promotion from grades 3 to 5 is the key measure of student outcomes. An additional indicator of impact is completion of career education planning, within the College, Career, & life Readiness (CCLR) software, Xello. At the middle school level, the program additionally measures successful implementation of a College & Career Week event and access to, and completion of, career education planning within the Xello College & Career Readiness system. At the high school level, the program also measures completion of an approved ASCP, school implementation of College & Career Month and completion of college and career planning in Xello; and monitors college readiness milestones including the percentage of eligible students who complete college admissions tests (SAT and/or ACT), completion of the Free Application for Federal Student Aid (FAFSA), college admission rates, and high school graduation rates, in alignment with the District Strategic Plan. The statuses of these indicators are outlined on the next page:

- Creating an Annual School Counseling Plan (ASCP) is a requirement in policy 6000.1.; College & Career Readiness is a third of the ASCA model program. One hundred percent of Elementary and Secondary schools will have an (ASCP)
- District-wide promotion rates were stable across the 2018-19 and 2020-21 years (98.1%, 98.4%) respectively, but displayed a 0.8 percentage point decrease from the 2019-20 school year (99.2%) due to Coronavirus response circumstances.
- Promotion rates for all grades were at or above (98.1%) except for first grade (96.4%), second grade (97.3%), and third grade (96.0%).
- This year's third grade promotion rate (96.0%) was lower than that of 2019-20 (98.8%).
- • Third-grade Black male students had a lower promotion rate (93.9%) compared to last year (98.5%). Rates for all other racial/gender groups ranged from (94.9% to 98.4%).
- Most third-grade students were promoted due to FSA scores (70.3%), with an additional 20.5% being promoted due to meeting Good Cause criteria.
- The goal is for 100 % of middle schools and 100 % of high schools to implement a College Week.
- 57.23 % of middle and high school students had logged in to Naviance (the 2021-2022 CCLR software) by June 2, 2021. The goal is for 100% of secondary students to log in.
- FAFSAs were completed by 42% of Broward's high school seniors by May 28, 2022, for the 2021-2022 school year, which was a decrease of 3% from the previous year. The target for 2020-2021 was for the FAFSA completion rate to increase to at least 50%. As this is an 8% increase from 42% of FAFSA completion, the goal for 2022-2023 is to increase FAFSA completion by 5% making the goal 47% completion.
- In the 2022 Graduation survey 87.3% of 12th graders reported wanting to enroll in a post-secondary institution, which is a 3.3% increase over the last two years. The goal for 2023 is for 89% of 12th graders to have a post-secondary goal.
- The district's high school graduation rate, monitored in alignment with the District Strategic Plan remained steady over the last two years (89% in 2021 and 89.4% in 2020). The goal is to increase the graduation rate by 1%

## **Programs & Services**

School Counselors & BRACE Advisors utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work. Examples of these strategies are career awareness and exploration, goal setting, high school graduation requirements, scholarship opportunities and use of future-planning tools, such as the Xello platform.

School Counselors & BRACE Advisors measure and monitor student outcomes including academics, attendance, and behavior. Although not directly attributable to professional learning (PL) associated with this plan, counselors monitor student outcomes as part of ongoing data analysis and development of school-level needs assessments to guide the creation, implementation, and revision of the Annual School Counseling Plan (ASCP). The ASCP is aligned with the school's plans, created in consultation with the principal, and informed by analysis of student data. The ASCP will address the College & Career component of the American School Counselor Association (ASCA); introduced to date through PL activities. At the elementary school level, the ASCP is the primary indicator of the impact of PL for school counselor practice and grade promotion from grades 3 to 5 and is the key measure of student outcomes. At the middle school level, the program additionally measures successful implementation of a College Week event and access to and completion of career education planning within the Xello College & Career Readiness system. At the high school level, the program also measures completion of an approved ASCP, school implementation of a College Application Week, and completion of college and career planning in Xello; and monitors college readiness milestones including the percentage of eligible students who complete college admissions tests (SAT and/or ACT), completion of the Free Application for Federal Student Aid (FAFSA), college admission rates, and high school graduation rates, in alignment with the District Strategic Plan.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

## Desired Outcomes and Performance Indicators

<b>1.0 Elementary School Counselors</b>			
1.1 Desired Outcome: Elementary School Counselors will have comprehensive working knowledge of policies and procedures related to student progression as outlined in Policy 4000 and apply them through communication and program implementation.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 4000 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 4000 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 4000 when referencing information. Able to access policy on the Broward Schools website.	Does not demonstrate a working knowledge of policies and procedures related to student progression as outlined in Policy 4000.
1.2 Desired Outcome: Elementary School Counselors will complete and implement the Annual School Counseling Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Completed the Annual School Counseling Plan including all 12 components. Plan approved by principal.	Completed all the components of the Annual School Counseling Plan covered through professional development. Plan approved by principal.	Completed part, but not all, of the components of the Annual School Counseling Plan covered through professional development so far. Plan may or may not be approved by principal.	Not yet completed the Annual School Counseling Plan.
1.3 Desired Outcome: Elementary School Counselors will utilize the Behavioral and Academic Support Information System (BASIS) to view and interpret student data to assess needs and provide personalized and highly effective school counseling services that lead to academic achievement, career choice awareness, and social and emotional wellness for all students.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Consult with all stakeholders to implement interventions in areas of school and student need.  Use BASIS to disaggregate and analyze data to evaluate intervention effectiveness and make necessary adjustments for future planning.	Use BASIS data to plan effective services that lead to academic achievement, career choice development, and social and emotional learning. Monitor student caseload on a weekly basis to determine effectiveness of interventions (RTI).	BASIS Student Detail Grid to filter for specific student groups to determine school and student needs.	Does not yet use BASIS to view and interpret student data.

1.4 Desired Outcome: Elementary School Counselors will use the Xello program to implement career education planning activities related to interest and career exploration.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Use the Xello program to conduct and analyze interests, set and monitor career exploration, and complete lessons leading to the development & preparedness of further college/career exploration.	Use Xello to develop two or more categories of interest & career exploration but did not complete all categories.	Minimally used the Xello program to develop interest & career exploration.	Does not use the Xello program to develop interest & career exploration.

**Data Collection Plan: Elementary School Counselors**

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	Belief Statement Vision Statement	1x/year	Written by Counselor Verified by District
3. Organizational Supports	Data review of Annual School Counseling Plan with Principal	2x/year	Signed by Principal at the beginning and end of the school year
4. Participants' Practice	Annual School Counseling Plan	1x/year	Signed by Principal Verified by District
5. Student Outcomes	Annual Customer Survey Grade Promotion (grades 3 – 5) & Xello logins	1x/year	Collected by District, analyzed by Counseling

<b>2.0 Middle School Counselors</b>			
2.1 Desired Outcome: Middle School Counselors will have comprehensive working knowledge of policies and procedures related to student progression as outlined in Policy 4000 and apply them through communication and program implementation.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 4000 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 4000 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 4000 when referencing information. Able to access policy on the Broward Schools website.	Does not demonstrate a working knowledge of policies and procedures related to student progression as outlined in Policy 4000.
2.2 Desired Outcome: Middle school counselors will complete and implement the Annual Guidance Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards and the National Office for School Counseling Advocacy (NOSCA), and Components of College and Career Readiness Counseling.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
documented in the Annual Guidance Plan. Interpret outcome data of activities to measure effectiveness of the Annual Guidance Plan (AGP).	Complete Annual Guidance Plan activities aligned to the ASCA and NOSCA standards in relation to school and community needs in the School Improvement Plan. Implement Annual Guidance Plan in school counseling services.	Demonstrate basic working knowledge of the ASCA and NOSCA standards when referencing the Annual Guidance Plan. Incorporate the ASCA and NOSCA standards in school counseling services.	Does not complete and implement the Annual Guidance Plan.

2.3 Desired Outcome: Middle School Counselors will utilize the BASIS system to view and interpret student data to provide and personalize highly effective school counseling services that lead to academic achievement, personal/social wellness, and career choice development for all students, and use the Xello platform to facilitate student transition from high school into college and careers.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Consult with all stakeholders to implement interventions in areas of school and student need. Disaggregate and analyze data to evaluate intervention effectiveness and make necessary adjustments for future planning.	Use BASIS data to plan effective services that lead to academic achievement, career choice development, and social and emotional learning. Monitor student caseload on a weekly basis to determine effectiveness of interventions (RTI).	Access and use the BASIS Student Detail Grid to filter for specific student groups to determine school and student needs.	Does not yet use BASIS or has limited knowledge in BASIS to view and interpret student data.

2.4 Desired Outcome: Middle School Counselors will implement career education planning activities related to the student progression standards required by the state.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Provide academic and course selection counseling to optimize successful transition to high school. Collaborate with teachers and parents to formulate course planning for transition to high school.	Develop individualized career plans that will assist students in creating a Personalized Academic and Career (PAC) Plan.	Demonstrate knowledge of the eight standards of career and education planning as evidenced by ability to use the state career education requirements. Utilize self-assessment and discovery activities to expose students to career exploration.	Does not implement career education planning activities related to the student progression standards required by the state.

2.5 Desired Outcome: Middle School Counselors will use the Xello program to implement career education planning activities related to student strengths inventories, college/career goals, scholarship and admissions applications, lessons to develop skills related to college/career success.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Use the Xello program to conduct and analyze strengths, set and monitor college/career goals, set a 4-year high school plan and complete lessons leading to the development of a college resume.	Use Xello to develop two or more categories of college/career readiness but did not complete all categories.	Minimally used the Xello program to develop college/career readiness.	Does not use the Xello program to develop college/career readiness.



<b>Data Collection Plan: Middle School Counselors</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	Belief Statement Vision Statement	1x/year	Written by Counselor Verified by District
3. Organizational Supports	Data review of Annual School Counseling Plan with Principal	2x/year	Signed by Principal at the beginning and end of the school year
4. Participants' Practice	Annual School Counseling Plan	1x/year	Signed by Principal Verified by District
5. Student Outcomes	Annual Customer Survey Personalized Academic Logins Xello Logins High School Plans Career (PAC) Plans Grade Promotion	1x/year	Collected by District, analyzed by School Counseling

<b>3.0 High School Counselors/BRACE Advisors</b>			
3.1 Desired Outcome: High School Counselors and BRACE Advisors will have comprehensive working knowledge of student progression policies, procedures related to as outlined in Policy 4000.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 4000 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 4000 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 4000 when referencing information. Able to access policy on the Broward Schools website.	Do not demonstrate a working knowledge of policies and procedures related to student progression as outlined in Policy 4000.
3.2 Desired Outcome: High School Counselors will complete and implement the Annual School Counseling Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards and the National Office for School Counseling Advocacy (NOSCA), 8 Components of College and Career Readiness Counseling. BRACE Advisors will support the Annual School Counseling Plan in the area of College, Career, & Life Readiness.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Monitor outcomes as documented in the Annual School Counseling Plan. Interpret outcome data of activities to measure effectiveness of the Annual Guidance Plan (ASCP).	Complete Annual School Counseling Plan activities aligned to the ASCA and NOSCA standards for school community needs in the School Improvement Plan. Implement Annual School Counseling Plan in school	Demonstrate basic working knowledge of the ASCA and NOSCA standards when referencing the Annual School Counseling Plan. Somewhat incorporates the ASCA and NOSCA standards in school	Does not complete or implement the Annual School Counseling Plan.

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3.3 Desired Outcome: High school counselors and BRACE Advisors will utilize the BASIS system to view and interpret student data to provide and personalize highly effective school counseling services that lead to academic achievement, personal/social wellness, and career choice development for all students.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Disaggregate data to evaluate intervention effectiveness and makes necessary adjustments for future planning. Monitor graduation requirements for student caseload on a weekly basis.	Consult with all stakeholders to implement interventions in areas of school and student need. Monitor student caseload on a weekly basis to determine effectiveness of interventions (RTI).	Access student data on BASIS, Management Information System and the Xello system. Manipulate the Student Detail Grid to filter for specific student groups to determine school and student needs.	Does not utilize the BASIS and Xello system to view and interpret student data.

3.4 Desired Outcome: High school counselors and BRACE Advisors will educate students and families on the importance of understanding and completing both the Florida Financial Aid Application (FFAA) for the Bright Futures Scholarship and the Free Application for Federal Student Aid (FAFSA).

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Monitor FFAA and FAFSA completion rates monthly. Utilize data to academically advise students and parents to optimize potential scholarship award status.	Assist parents and students with further resources and personalized instruction.	Understand the difference between the Florida Financial Aid Application (FFAA) for the Bright Futures Scholarship and the Free Application for Federal Student Aid (FAFSA). Educate the school community on the FFAA and FAFSA requirements and application process.	Does not educate students and families on the importance of understanding and completing the FFAA or FAFSA.

3.5 Desired Outcome: High School Counselors and BRACE Advisors will use the Xello program to implement career education planning activities related to student strengths inventories, college/career goals, scholarship and admissions applications, lessons to develop skills related to college/career success.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Use the Xello program to conduct and analyze strengths, set and monitor college/career goals, apply for scholarships and college admission, complete lessons to develop college.	Use Xello to develop two or more categories of college/career readiness but did not complete all categories.	Minimally used the Xello program to develop college/career readiness.	Does not use the Xello program to develop college/career readiness.

**Data Collection Plan: High School Counselors and BRACE Advisors**

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	Belief Statement Vision Statement	1x/year	Written by Counselor Verified by District
3. Organizational Supports	Data review of Annual School Counseling Plan with Principal	2x/year	Signed by Principal at the beginning and end of the school year
4. Participants' Practice	Annual School Counseling Plan	1x/year	Signed by Principal Verified by District
5. Student Outcomes	Annual Customer Survey Personalized Academic and Xello Logins College Admissions Tests Grade Promotion High School Graduation Rate Senior Survey, IHE Admissions	1x/year	Collected by District, analyzed by School Counseling

## Evaluation Plan

<b>Level 1. Participant Reactions</b>		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Elementary School Counselors	PDMS Feedback Form Attendance	Summary of PDMS Feedback Form
Middle School Counselors		
High School Counselors and BRACE Advisors		
<b>Level 2. Participant Learning</b>		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Elementary School Counselors	Belief Statement Vision Statement	Summary Belief Statement Summary Vision Statement
Middle School Counselors		
High School Counselors and BRACE Advisors		
<b>Level 3. Organizational Support</b>		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Elementary School Counselors	Data review of School Counseling Plan with Principal	Data review of Annual School Counseling Plan with Principal
Middle School Counselors		
High School Counselors and BRACE Advisors		
<b>Level 4. Participants' Use of New Knowledge and Skills</b>		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Elementary School Counselors	School Counseling Plan	Annual School Counseling Plan
Middle School Counselors		
High School Counselors and BRACE Advisors		
<b>Level 5. Student Learning Outcomes</b>		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Elementary School Counselors	Xello Logins	Annual Customer Survey Grade Promotion (grades 3 – 5)
Middle School Counselors	Personalized Academic Logins Xello Logins High School Plans Career	Annual Customer Survey Personalized Academic Logins Xello Logins High School Plans Career (PAC) Plans Grade Promotion
High School Counselors and BRACE Advisors	Personalized Academic and Xello Logins	Annual Customer Survey College Admissions Tests Grade Promotion High School Graduation Rate Senior Survey, IHE Admissions