



Sidney Central School District
Sidneycsd.org

Comprehensive School Counseling Program
Sidney Central School District
Sidney, NY

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Revision Date - May 30, 2019

Overview

The Sidney Central School District's School Counseling Department (K-12) has developed a Comprehensive School Counseling Plan. This program guide has been developed by the counselors currently employed in the Sidney Central School District. We owe thanks to our administration and the Board of Education for allowing us the time and resources to develop this comprehensive plan that we are confident will help the continued success of our students. We were given the opportunity to work collaboratively with Carolyn Stone, Professor, University of North Florida, Leadership, School Counseling, & Sports Management; College of Education and Human Services, in the development of this plan.

"How are students different as a result of what school counselors do?" To help answer this question, the American School Counselor Association created the ASCA National Model®, which is a framework for a comprehensive, data-driven school counseling program. The following document is the centerpiece of the Sidney Central School District's effort to transform our professional school counseling program, with efforts to align with the ASCA model. Our school counseling programs collaborative efforts benefit students, parents, teachers, administrators and the overall community. Our program is an integral part of students' daily educational environment, and school counselors are partners in student achievement.

This complete comprehensive document acts as a manual for counselors and administrators in clarifying the role of a School Counselor. It outlines the four component parts of the ASCA model (listed below), and how developing a school counseling program based on this framework can improve student achievement.

- ✓ Foundation
- ✓ Delivery System
- ✓ Management
- ✓ Accountability

Foundation

School District Vision Statement: Sidney Central School District provides a safe, secure and caring learning environment that values excellence in all interactions, fosters academic success, cultivates character and honors the hopes and dreams of every student.

School Counseling Vision Statement: The Sidney School Counselors provide a comprehensive, developmental counseling program that creates a culture for students to be empathetic, caring and well-adjusted individuals who take pride in their academics and character. All students will possess 21st century skills that make them college and career ready and socially competent in a global society as responsible citizens.

School District Mission Statement: Empowering all students to make meaningful/real contributions to their community and beyond.

School Counseling Mission Statement: School Counselors will empower and advocate for all students to develop and demonstrate the knowledge, skills, abilities, and character needed to participate in a global society as responsible citizens.

School Counseling Beliefs:

- ✓ School Counselors target the academic, career, and personal/social development of all students.
- ✓ School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement.
- ✓ School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.
- ✓ School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in a global society as responsible citizens.
- ✓ Students will be successful in their chosen pathway, college or career, by demonstrating 21st century skills that enable them to support themselves, be active members in society and be responsible citizens.

- ✓ Students will demonstrate emotional stability as evidenced by using appropriate coping skills, self advocacy skills and utilizing resources or accepting and seeking out available help and support.

School Counseling Program Goals:

Goals are created on an annual basis and are specific to each building in the district. These goals are established in collaboration with building level PLC and administrative teams, are reviewed with the advisory councils, and are shared with the k-12 counseling team. Goals are based on data and have been created to address an identified need.

Elementary Goal #1: Create protocol, data collection measures, and a multidisciplinary team to address behavioral interventions.

Elementary Goal #2: Provide a comprehensive Tier 1 program that reaches all students.

Jr./Sr. High:

- ✓ Academic Goals:

GOAL #1: By the end of the school year 2019-2020 the number of 7th-9th grade core class failures, from the end of Q2 to F1 will decrease by 10% from 137 to 123.

- ✓ Social Emotional Goals: (*Closing the Gap*)

GOAL #2: The rate of period by period attendance in grades 7-12 (for a targeted group of students), will decrease by 30% from an average of 12.741 missed classes in the 2018-2019 school year, to an average of 8.919 missed classes by the end of the 2019-2020 school year.

- ✓ College and Career Goals:

GOAL #3: By the end of 2019-2020 school year, 100% of 7th - 10th graders will complete an interest inventory on Naviance, save at least 3 careers of interest, and are able to define the action steps needed to attain one of those careers of interest.

School Counselor Role

The Role of the School Counselor is vast. Among the many things that School Counselors are responsible for, the following comprise the essential roles and responsibilities that School Counselors at Sidney Central School District demonstrate on a daily basis:

- ✓ Consultation - As school counselors, we are experts in our field. Therefore, consulting with other school staff, community agencies, and families is essential to encouraging the success of our students.
- ✓ Collaboration - Working as part of a team with teachers, administrators, parents, students and community agencies is essential to the academic, behavioral and social/emotional success of our students. Using our collaborative skills to identify needs and provide services to our staff, students and families is paramount to our school counseling program.
- ✓ Core Curriculum, Tier 1 - School counselors work collaboratively to implement a comprehensive core curriculum to ensure that all students receive a sound foundation in school counseling topics to improve academics, attendance or behavior. The core curriculum is reflective of the needs of students, is updated annually, and designed to support students in the realms of academic success, social and emotional competencies, and college and career exploration.
- ✓ Data Collection - The school counseling department is data driven and collects a variety of data types to ensure that the work that we do with students is valuable and impacts students academic, attendance or behavior concerns.
- ✓ Advocacy - School counselors advocate for the best interests of their students. This is done through developing a thorough understanding of students' needs and concerns and working alongside staff and administrators to ensure that student success is at the root of programs and changes.
- ✓ Leadership - School counselors take an active role in school leadership through the use of data to make informed decisions to best meet the needs of our students. School counselors are involved in many aspects of school leadership through participation on a variety of teams, creating and implementing school wide programs, and being visible to staff, students and families on a daily basis.

School Counselor Professional Development Plan

School counselors attend Professional Development to stay current in knowledge, best practice and support for students.

- ✓ Delaware County Counselors Association - The local county counselors association schedules monthly meetings to provide information, resources, and the sharing of best practices to area counselors.

- ✓ BOCES School Counseling Training - Local BOCES offers a variety of training to support the specific needs of school counseling teams. These trainings/conferences/PD days are offered throughout the course of the school year and address different components of the school counseling program.
- ✓ Sidney Central School District Professional Development Days - School counselors participate in district wide professional development days throughout the school year. At these days, we offer PD for our colleagues, as well as participate in PD to improve our school counseling program.

Student Competencies

The American School Counselor Association has put forth a series of Mindsets and Behaviors that are to be addressed during a student's academic career. These standards have been developed to guide the school counseling program. Mindsets and standards provide the foundation for the core curriculum work that the school counseling team does across all grade levels. The chart below is an outline of when specified competencies are addressed, and how they are addressed (core curriculum, small group, closing the gap, individual counseling).

American School Counselor Association (ASCA), Mindsets and Behaviors: K-12 Crosswalk

Key: core curriculum-CC, small group-SG, closing-the-gap-CTG, individual counseling-IC. It isn't necessary to address each standard each year.	Grade Level/Delivery		
	Academic	Career	Social/Emotional
Mindsets	<i>Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG, individual counseling-IC)</i>		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			UPK-6/CC & SG 3/CTG
M 2: Self-confidence in ability to succeed	3-6/CTG 7-8/SG		K/CC K-8/SG
M 3: Sense of belonging in the school environment	5, 6/SG 7-12/CTG		3-6/CC 3, 5-6/SG, CTG 7-12/CTG
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	11-12/CC	UPK-6/CTG & SG UPK-6, 11-12/CC	
M 5: Belief in using abilities to their fullest to achieve high-quality results	3-6/CTG		UPK, 1-2/CC

and outcomes			
M 6: Positive attitude toward work and learning			UPK, 1-2/CC
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	3, 5-6/SG		UPK-6/CC 5-6/CTG
B-LS 2: Demonstrate creativity		3/CC	K/CC
B-LS 3: Use time-management, organizational and study skills	3-6/CTG & SG 3-6, 7-8, 12/CC		5-6/CC
B-LS 4: Apply self-motivation and self-direction to learning	3-6/CC, CTG, SG		UPK-6/CC
B-LS 5: Apply media and technology skills	7-8/CC	5-6/CC	4-6/SG 7-8/CC
B-LS 6: Set high standards of quality	5, 6/CTG K-12/SG, IC, CC	K-12/SG, IC, CC	UPK, 1, 2/CC K-12/SG, IC
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	3-6/CTG 7-8/CC 6-12/IC	UPK-6/CTG UPK-8/CC 6-12/IC	7-8/CC 6-12/IC
B-LS 8: Actively engage in challenging coursework	6-12/IC	4-6/CC, CTG, SG	
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			1-6/SG
B-LS 10: Participate in enrichment and extracurricular activities	6/CC	K/CC	6/CC 7-12/CTG
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	3-6/CTG		UPK-6/CC, CTG 7-8/CC
B-SMS 2: Demonstrate self-discipline and self-control	3-6/CTG K-5/CC		UPK-2/CC k-5/SG
B-SMS 3: Demonstrate ability to work independently	K,2,5,7-8/CC		7-8/CC
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			UPK, K, 1, 2, 7-8/CC
B-SMS 5: Demonstrate perseverance to achieve long- and short-term	3-12/CTG		UPK-2/CC

goals			7-12/CTG
B-SMS 6: Demonstrate ability to overcome barriers to learning	3-6/CC, SG		K, 7-8/CC 5-6/SG
B-SMS 7: Demonstrate effective coping skills when faced with a problem	3-6/CTG		UPK-8/CC UPK-8/SG
B-SMS 8: Demonstrate the ability to balance school, home and community activities	3-6, 12/CC		
B-SMS 9: Demonstrate personal safety skills			UPK-8/CC 5-6/SG
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	5-6, 12/SG, 3-6/CTG 6,8/CC		6,8/CC 5-6/SG, CTG 12/SG
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	5-6/SG, CTG		K, 7-8/CC K, 2, 3/SG 3, 5, 6/CTG
B-SS 2: Create positive and supportive relationships with other students	5-6/SG 3-12/CTG		UPK-2, 7-8/CC K, 3, 5-6/SG 3, 5-8/CTG
B-SS 3: Create relationships with adults that support success	3-12/CTG		UPK-2, 6/CC 5-6/SG 7-12/CTG
B-SS 4: Demonstrate empathy			K, 7-8/CC K, 2/SG
B-SS 5: Demonstrate ethical decision-making and social responsibility			K, 2/CC,SG 7-8/CC
B-SS 6: Use effective collaboration and cooperation skills			UPK- 2, 7-8/CC 3-6/CTG 3-8/SG
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			3/SG, CTG
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	5-6/SG 3-6/ CTG		UPK-8/CC 5-6/SG

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	5-6/SG 3-6/CTG		K, 7-8/CC K, 2, 5,6/SG
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Delivery System

School Counselor Use of Time

The American School Counselor Association has established guidelines for the school counselors use of time. The chart below outlines the recommended use of time of a school counselor throughout the school day.

School Counselor Recommended Use of Time			
Activity	Planned Use		Recommended
Direct Services to Students	% of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	% of time with individual student planning	Assists students in developing educational, career and personal plans	
	% of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	% of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	% of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

Systems of Delivery of the Comprehensive School Counseling Program

The school counseling team works collaboratively with school staff to ensure that student needs are being met. School counselors provide services to students through directly working with students, providing school support and through consultation and collaboration which indirectly impacts student success.

✓ Direct Student Services

- *Individual Student Planning*

- School Counselors meet individually with all students in grades 6-12 to help get an understanding of their academic, personal/social and college and career goals. These meetings happen throughout the course of the school year and are intended to provide students with information and support to meet their personal goals.

- School Counselors are able to provide brief counseling to students who have an identified need. Brief counseling typically consists of a weekly meeting for six weeks. These meetings are intended to be solution focused to address specific behaviors and attitudes that impact the student at school.
- *Core Curriculum, Tier 1*
 - The school counseling team implements a core curriculum across all grades levels throughout the course of an academic year. The core curriculum covers the domains of personal and social behaviors, academic skills and competencies, and college/career exploration and knowledge. Students benefit from the core curriculum in a variety of ways including increased use of social skills, a more positive self-concept, increased academic and study skills, emotion recognition and regulation skills, relationship building skills and increased knowledge of college and career options.
 - The core curriculum is created and implemented by school counselors and school social workers throughout the school year.
 - The core curriculum is created based on a variety of learning standards and competency areas.
- *Responsive Services*
 - School Counselors across the Sidney Central School District are responsible for providing responsive services to our students in need. School Counselors work with students who are in crisis and provide information, resources and skills to mediate the concerns.
- ✓ *Indirect Student Services*
 - School Counselors work collaboratively with teachers, support service providers, administrators, parents/caregivers and community agencies to provide our students with the support they need to be successful, productive and responsible citizens.
 - Indirect student services includes parent-teacher conferences, participation at IEP and 504 meetings, conversations with teachers, speech therapists, occupational therapists, physical therapists, interventionists, administrators, social workers, aides and other providers as necessary.
 - Providing families with referral information for outside counseling or therapy is also an integral part of the work that the school counseling team does.
- ✓ *Program Planning and School Support*
 - The School Counseling team works collaboratively with school systems and supports to ensure that student needs are being met and monitored.
 - School Counselors participate on a variety of teams within the district
 - LINKS
 - 504
 - CSE
 - RTI/SBIT
 - Grade Level Professional Learning Communities
 - School Counseling Professional Learning Communities
 - School Counselors provide information, resources, expertise and knowledge to stakeholders when needed.

- The School Counseling teams have advisory councils to provide input, feedback and advice on the school counseling program.
 - Advisory councils meet in the fall to review the school counseling program. An additional meeting is held in the spring to review school counseling goals progress.

Multi-Tiered System of Support

The school counseling team works collaboratively to employ a multi-tiered system of support (MTSS) to ensure that student needs are being proactively addressed. This model focuses on providing three tiers of instruction to meet the needs of our student body. In tier 1 we address our entire student body through the use of a core curriculum. This is intended to reach all students throughout the school. Our second level of instruction occurs in tier 2 which focuses on students that have been identified as having a need for additional support. The use of data is used to identify students who need tier 2 supports. The final tier, tier 3, is intensive intervention for a small number of students who display the greatest need in either the academic, social/emotional, or college and career domains.

✓ Core Curriculum - Tier 1

Tier 1 includes the core curriculum that is used to instruct students daily on the competency areas of academic skills, social/emotional development and college and career exploration. We address tier 1 through classroom lessons from UPK through 12th grade.

- *Core Curriculum Action Plan*

The school counseling team has developed an annual action plan that outlines the core curriculum, or tier 1, instruction that we provide on a regular basis. This action plan outlines the topics being taught, when they are taught, and who receives the instruction. Tier 1 instruction is intended to be provided to all students as part of the core curriculum.

Core Curriculum Action Plan Tier 1							
Delivery		Foundation			Management		Accountability
Grade Level	Start and End Date	Lesson Topic	Domain Area Academic Social/Emotional College and Career	Learning Objectives Mindsets/Behaviors	Process Data "What services did you provide and for whom?"	Perception Data "data are often collected through pre-post surveys, tests or skill demonstration opportunities"	Outcome Data Goals Results goal
UPK-6	September	Personal Responsibility and Safety	Social/Emotional	M 1: Belief in the development of the whole self, including a healthy balance of mental, social, emotional and physical well-being B-SMS 7: Demonstrate effective coping skills	All students in grades UPK-6 3 - 40 minute lessons	Pre Test - Post Test	Decreased referral rate. Fewer responsive counselor calls to classroom.

				when faced with a problem B-SMS 9: Demonstrate personal safety skills B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary			
UPK-6	November	Veterans Day	Social/Emotional	M 3: Sense of belonging in the school environment	All students UPK-6	Student participation in Assembly	Increased understanding of Veterans Day
UPK-4	November/December	Emotion Recognition	Social/Emotional	B-SS 4: Demonstrate empathy	All students in grades K-4 4 - 40 minute lessons per homeroom	Exit Ticket	Increased emotional regulation skills as evidenced by decreased referral rate.
K-4	January/February	Emotion Regulation	Social/Emotional	B-SS 1: Use effective oral and written communication skills and listening skills B-SMS 7: Demonstrate effective coping skills when faced with a problem	All students in grades K-4 4- 40 minute lessons per homeroom	Pre and Post Tests	Decreased referral rate. Fewer responsive counselor calls to classroom
UPK-6	March	College and Career Exploration	College and Career	M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	All students in grades UPK-6 3 - 40 minute lessons per homeroom	Completion of grade level College and Career packet	Increased knowledge of College and Career options for their future
K-2	April	Empathy	Social/Emotional	B-SS 2: Create positive and supportive relationships with other students B-SS 4: Demonstrate empathy	All students in grades K-4 2 - 40 minute lessons per homeroom	Exit Ticket	Decreased referral rate. Fewer responsive counselor calls to classroom
3-4	April	Academic Skills	Academic	B-LS 3: Use time-management, organizational and study skills.	All students in grades 3-4 2- 40 minute lessons per homeroom	Pre and Post Tests	Decreased academic failure rate.
K-2	May	Problem Solving	Social/Emotional	B-LS 1: Demonstrate critical thinking skills to make informed decisions B-SMS 1: Demonstrate ability to assume responsibility B-SS 1: Use effective oral and written communication skills and listening skills	All students in grades K-4 2 - 40 minute lessons per homeroom	Pre and Post Tests	Decreased referral rate. Fewer responsive counselor calls to classroom
3-4	May	Goal Setting and Perseverance	Social/Emotional Academic	B-LS 7 Identify long and short term academic, career and social/emotional goals B-SMS 5: Demonstrate perseverance to achieve long and short term goals	All students in grades 3-4 2 - 40 minute lessons per homeroom	Pre and Post Tests Development of personal goals	Increase academic success. Decreased referral rate.
K-5	June	Summer Safety	Social/Emotional	B-SMS 9: Demonstrate personal safety skills B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	All students in grades K-4 2 - 40 minute lesson	Exit Ticket	Decreased referral rate. Fewer responsive counselor calls to classroom

5	October	Emotion Regulation	Social/Emotion	B-SS 1: Use effective oral and written communication skills and listening skills	All students in grade 5 2 - 40 minute lessons per homeroom	Pre and Post Tests	Decreased referral rate.
5	November/December	Personal Skills -Grit/Perseverance -Strengths -Goal setting	Social/Emotional Academic	B-LS 7 Identify long and short term academic, career and social/emotional goals B-SMS 5: Demonstrate perseverance to achieve long and short term goals	All students in grade 5 3 - 40 minute lessons per homeroom	Pre and Post Tests	Increase academic achievement. Decreased referral rate.
5	January/February	Academic Skills -time management -organization -study skills	Academic	B-LS 3: Use time-management, organizational and study skills.	All students in grade 5 3 - 40 minute lessons per homeroom	Pre and Post Tests	Increase academic achievement Decreased referral rate.
6	May and June	Transition to Middle School	Social/Emotional Academic	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	All 6th grade students (3 lessons 40 minutes)	Future Teacher letters	Increased academic achievement
6-12	Throughout the school year	Annual Individual Student Review	Social/Emotional Academic College and Career	B-LS 7: Identify long and short term academic, career and social/emotional goals	All students grades 6-12	Self-Assessment	Increase academic achievement
7/8	September	Integrity	Social/Emotional	B-SS 6. Use effective collaboration and cooperation skills	All 7th and 8th grade students 1 lesson, taught in all advisory classes by advisory teacher for 40 minutes	Being able to identify whether or not a person shows integrity in the newspaper articles activity	Decreased discipline referrals
7/8	September	Drama & Rumors	Social/Emotional	B-SS 5. Demonstrate ethical decision-making and social responsibility B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	All 7th and 8th grade students 1 lesson, taught in all advisory classes by advisory teacher for 40	Rubric for role-play scenarios	Decreased visits to the school counselor throughout school day
7	September	PRIDE	Social/Emotional	B-SS 5. Demonstrate ethical decision-making and social responsibility	All 7th grade students 1 lesson taught for 40 minutes during SS classes (4 periods a day)	PRIDE Goal worksheets	Decreased discipline referrals
8	September	PRIDE	Social/Emotional	B-SS 5. Demonstrate ethical decision-making and social responsibility	All 8th grade students 1 lesson taught for 40 minutes during SS classes	PRIDE posters	Decreased discipline referrals

					(4 periods a day)		
7	September	Solving Problems with Peers	Social/Emotional	B-SS 2. Create positive and supportive relationships with other students B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	All 7th grade students 1 lesson taught for 40 minutes during ELA classes (4 periods a day)	Rubric for role-play scenarios	Decreased Bullying reports
7/8	October	Bullying Prevention	Social/Emotional	B-SS 2. Create positive and supportive relationships with other students B-SS 4. Demonstrate empathy B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	All 7th and 8th grade students 2 lessons taught for 40 minutes during Spanish classes (4 periods a day)	Rubric for role-play scenarios	Decreased Bullying reports
7/8	October	Growth Mindset	Social/Emotional	B-LS 7. Identify long- and short-term academic, career and social/emotional goals B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	All 7th and 8th grade students 1 lesson, taught in all advisory classes by advisory teacher for 40 minutes	Goal setting worksheet	Increase academic achievement
8	November	Cybersafety	Social/Emotional	B- LS 5: Apply media and technology skills B-SMS 9. Demonstrate personal safety skills	All 8th grade students 1 lesson taught for 40 minutes during Computer Apps classes (4 periods throughout 2 days)	Cyber safety assessment	Increase student awareness of personal safety and responsibility topics
8	January	Secret to Success	College/Career	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	All 8th grade students 3 lessons taught for 40 minutes during SS classes (4 periods a day)	Secret to Success Claims	Increased knowledge of College and Career options for their future
7	March	College/Career	College/Career	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	All 7th grade students 1 lesson taught for 40 minutes during ELA classes (4 periods a day)	Exit Tickets	Increased knowledge of College and Career options for their future
7	April	Positive Social Media	Social/Emotional	B-SS 2. Create positive and supportive relationships with other students B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	All 7th grade students 2 lessons taught for 40 minutes during SS classes (4 periods each day)	Pre and Post tests	Decrease Bullying Reports
8	May	Transition to HS	Academic	B-SMS 10: Demonstrate ability to manage	All 8th grade students	Pre and Post tests	Increase academic

			Social/Emotional College/Career	transitions and ability to adapt to changing situations and responsibilities	1 lesson taught for 40 minutes during English class (4 periods)		achievement, increase attendance, reduce stress, decrease referral rate
9/10	November	Coping Skills	Social/Emotional	B-SMS 7: Demonstrate effective coping skills when faced with problem	All 9th and 10th graders Two lessons during Advisory	Pre and Post tests	Improve academics by increasing classroom attendance, due to positive coping strategies
10/11	January	PSAT Results Khan Academy College Board	Academic	M4: Understanding that post-secondary education and lifelong learning are necessary for long term career success	All 10th graders All 11th graders who took the PSAT Grade 10: One lesson during Advisory Grade 11: One lesson during US History classes	Creation of College Board and Khan Academy Accounts, and link the two accounts	Improve SAT scores based on setup and utilization of Khan Academy accounts
11	January	Resume Writing	College/Career	B-SS 1: Use effective oral and written communication skills and listening skills	All 11th graders One lesson during ELA classes	Completed resume	Creation of Resume to be used for college applications
12	January	Time Management and Stress Management	Social/Emotional College/Career	B-LS 3: Use time management, organizational and study skills	All 12th graders enrolled in Comp Two lessons during Composition class	Pre and Posttests	Improve grades due to better time management and coping strategies utilized by the students

✓ Targeted Interventions - Tier 2

- *Small Group Action Plan*

The school counseling team provides targeted intervention to identified students (tier 2) in the areas of academic, social/emotional development, and college and career exploration when needed. Students are identified for tier 2 intervention based on collected data (academics, attendance, discipline referral, teacher referral, parent referral). Small groups provide targeted instruction in an identified competency area to help students improve their academic, behavior, attendance or college and career success.

Small Group Action Plan Tier 2

Delivery		Foundation			Management		Accountability
Grade Level	Start and End Date	Lesson Topic	Domain Area Academic Social/Emotional College and Career	Learning Objectives Mindsets/Behaviors MH Standards	Process Data "What services will you provide and for whom?"	Perception Data "data are often collected through pre-post surveys, tests or skill demonstration opportunities"	Outcome Data Goals Results goal
1	As needed	Self Esteem	Social/Emotional	M 2: Self-confidence in ability to succeed B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve self control & group work skills
1	As needed	Impulse Control	Social/Emotional	B-SMS-2: Demonstrate self-discipline and self-control B-SMS-10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve self control & group work skills
2	As needed	Self Esteem	Social/Emotional	M 2: Self-confidence in ability to succeed B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve self control & group work skills
2	As needed	Coping Skills	Academic/Social/Emotional	B LS 7: Identify short-term academic, career and social/emotional goals B SMS 2: Demonstrate self-discipline and self-control B SS 5: Demonstrate ethical decision-making and social responsibility	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve student
3	As needed	Social Skills	Social/Emotional	B SS 5: Demonstrate ethical decision-making and social responsibility	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve self control & group work skills
3-4	As needed	Relationship Skills	Social/Emotional	B-SS 1: Use effective oral and listening skills B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Gain friendship/communication skills
4	As needed	Social Skills	Social/Emotional	B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve self control & group work skills
4	As needed	Self Esteem	Social/Emotional	M 2: Self-confidence in ability to succeed B-SS 2: Create positive and supportive	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve student perception of self

				relationships with other students			
5	As needed	Getting Along with Others	Social/Emotional	B-SMS 2: Demonstrate self-discipline and self-control	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve self control & group work skills
6	As needed	Gender/Sexual Identity	Social/Emotional	M1: Belief in development of whole self, including a healthy balance of mental social/emotional and physical well-being	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve student perception of self
6	As needed	Self Esteem	Social/Emotional	M 2: Self-confidence in ability to succeed B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Improve student perception of self
7/8	October-November	Self Esteem	Social/Emotional Academic	M 2: Self-confidence in ability to succeed B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Increase academic achievement
7/8	October-November	Stress Management	Social/Emotional	B-SMS 7: Demonstrate effective coping skills when faced with a problem B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Decrease number of times students seeks counselor
7/8	November December	Anger Management	Social/Emotional	B-SMS 7: Demonstrate effective coping skills when faced with a problem B-SS 2: Create positive and supportive relationships with other students	6 lessons, 1 x weekly, 40 mins	Pre and Post tests	Decrease discipline referrals
9-11	September November	Emotion Recognition	Social/Emotional	M1: Belief in development of whole self, including a healthy balance of mental social/emotional and physical well-being	1 x weekly, 40 mins, six weeks	Pre and Post tests	Decrease # times student seeks counselor assistance
9-11	December June	Coping Skills/Emotion Regulation	Social/Emotional	B-SMS 2: Demonstrate self-discipline and self-control B-SMS 7: Demonstrate effective coping skills when faced with a problem	1 x weekly, 40 mins, six weeks	Pre and Post tests	Decrease discipline referrals
9-11	December June	Communication Skills	Social/Emotional	B-SS 1: Use effective oral and written communication skills and listening skills	1 x weekly, 40 mins, six weeks	Pre and Post tests	Decrease discipline referrals
9-11	May -June	Reflection on year/plan & goals for summer	Social/Emotional	B-LS 4: Apply self-motivation and self-direction to learning B-SMS 1: Demonstrate ability to assume responsibility B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	1 x weekly, 40 mins, six weeks	Pre and Post tests	Decrease # times student seeks counselor assistance
12	March-June	On the Edge Transition Group	Academic Social/Emotional College/Career	B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	3 sessions, groups of 3-5 seniors, 40 minute sessions	Pre and post tests	Increase academic achievement, increase attendance, reduce stress,

✓ Intensive Interventions - Tier 3

Some students need extensive intensive interventions. These students struggle greatly in academic, attendance, behavioral, college and career development, or social emotional growth areas. Providing tier 3 interventions to these students is important to ensure that they are able to attain their education, access mental health services, and develop appropriate social skills for success in life as a responsible citizen. Tier 3 interventions are often individualized for each student. Below is a general list of possible tier 3 interventions that school counselors provide on an as needed basis.

- ✓ Behavior Charts - Check In, Check Out system
- ✓ Individual Counseling
- ✓ Referrals to community agencies and resources (mental health referrals, social services referrals, etc.)
- ✓ Providing resources to families in need (school supplies, weekend food backpacks, winter coats)

Management

Management Systems of the Comprehensive School Counseling Program

- ✓ Advisory Council - The Advisory Council serves as an oversight to the school counseling program. Each building has an Advisory Council which acts as a sounding board and provides guidance on the school counseling program, its impacts, data collected, and future needs. Counselors schedule meetings twice a year to review goals, data, and program changes.
- ✓ Data Driven Program - Over the course of the school year, school counselors collect data relating to the academic, behavioral, social-emotional and attendance success of our students. This data is used to form our program, curriculum, groups and interventions throughout the course of the school year.
- ✓ Systemic Change - School Counselors look at data and interventions to identify areas in need of improvement and change. We work closely with administrative teams, teachers, and other stakeholders to impact change and improve student functioning in school.

Accountability

Accountability Systems of the Comprehensive School Counseling Program

- ✓ Data Analysis - Data analysis will be used to review collected data as it reflects on the smart goals of the school counseling program. Data will be collected and analyzed by the school counseling team to inform the program for the upcoming school year. Data is collected throughout the school year and is reviewed as it is collected with final determinations made at the end of the year to form the program for the upcoming school year.
- ✓ Program Results - The use of data is used to identify the success of the school counseling program. These results are based on the school counseling smart goals and will be shared with the advisory board during fall or spring meetings.
- ✓ Evaluation and Improvement - School counselors received annual evaluations to assess their performance in their role and impact on students, staff and school programs. The evaluation is in accordance with APPR procedures and is completed by the Assistant Superintendent. Ideas for improvement are discussed at these evaluations, plans are created if necessary, and support is identified to ensure the success of the school counseling program.