

# **Cabot Public Schools**

**School Counseling Plan**

**Cabot ACE/ALE**

**2020-2021**

Academic Center of Excellence (Grades 7-12)  
Alternative Learning Environment (Grades 5-12)

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# Foundation

# **Vision**

## **Cabot Public School District**

The Cabot School District is committed to "Preparing Today's Students for Tomorrow's Opportunities."

## **Cabot Counseling Program**

The vision of the Cabot School District Counseling Program is for all students to develop academically, socially and emotionally to become resilient, contributing members of a global society.

# **Mission**

## **Cabot Public School District**

The Cabot School District is committed to educating all students to be responsible citizens who value learning, treating others with dignity and respect, and adapt successfully to the demands of a rapidly changing society.

## **Cabot Counseling Program**

The mission of the Cabot School District Counseling Program is to empower all students to develop and use knowledge, abilities, and character to achieve lifelong goals and become contributing members of a global society by equipping students with students with information, resources, support, and opportunities.

# **Program Goals for ACE/ALE Students**

(include identification of student needs)

Students will:

- Exhibit self-discipline, resiliency, and effective coping skills
- Create positive and supportive relationships with others
- Display social maturity and behaviors appropriate to the situation and environment
- Use time-management, organizational and study skills
- Demonstrate critical-thinking skills to make informed decisions

## **SMART Goals for Grades 5-6 ALE Students:**

1. Increase the number of students who believe their teachers care about them by 20%. (CKH)
2. Increase communication with all students, staff and families, especially during the COVID-19 pandemic.

\*\*5th-6th Grade ALE students' data will be collected and reported on by the school counselor at their home campus. The ALE school counselor will support these goals while students are at ALE and share data as needed with the home campus upon students' transition out of ALE and back to their home campus.

## **SMART Goals for Grades 7-8 ACE Students:**

1. Increase the number of students who report effective resilience/coping skills by 20%. (Likert scale)
2. Decrease the number of discipline referrals involving conflict (fighting/insubordination) by 10%.

## **SMART Goals for Grades 9-12 ACE Students:**

1. Decrease the number of repeated classes by 10%
2. Decrease the amount of time students are pulled from the classroom due to behavior issues (I.e. ISS) by 10%
3. Increase the number of seniors who have applied for postsecondary educational opportunities (vo-tech, college, military, apprenticeship), with a final goal of at least 90-95%.

\*\*7th-12th Grade ALE students' data will be collected and reported on by the school counselor at their home campus. The ALE school counselor will support these goals while students are at ALE and share data as needed with the home campus upon students' transition out of ALE and back to their home campus.

# Management

# Assessments

## Evaluations

Program evaluation/improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using our counselor evaluation checklist, analysis of the school counseling program's strengths and areas of improvement, and review of program goals created at the beginning of the year.

## Data

Counselors collect and analyze data in order to make informed decisions about the counseling program and its services. The use of data guides the school counselor in planning and delivering learning support programs for all students.

Counselors will collect data in a variety of ways to include:

- Needs assessments from students, parents, and staff
- Tracking students transcripts
- Tracking Mobile Assessment data
- Tracking students who received outside mental health services
- Tracking students and families who receive support from Cabot Christmas Alliance or Boxes of Hope
- Utilizing eSchool and TRIAND to collect student data such as grades, absences, tardies, and discipline records
- Tracking subject matter trends from individual counseling sessions to identify student needs
- Tracking graduating students' post secondary plans



## **SMART Goals Assessment for ALE Students Grades 5-6:**

### **Goal #1**

Increase the number of students who believe their teachers care about them by 20%. (CKH)

Evaluation:

Step 1: Students will be surveyed to see how comfortable they feel at school and if they have a good rapport with their teachers.

Step 2: After implementing Capturing Kids Hearts (CKH), students will be surveyed to see how comfortable they feel at school and if they have a good rapport with their teachers and school staff.

Data: 4th Nine Weeks survey results compared to 1st Nine weeks survey

### **Goal #2**

Increase communication with all students, staff and families, especially during the COVID-19 pandemic.

Evaluation:

Step 1: A survey will be sent out to determine if parents feel there is good communication with the Counseling staff.

Step 2: The survey results will be evaluated to determine if changes need to be made to improve communication.

Data: Survey results will be compared annually to improve communication with the Counselors and families.

**\*\*5th-6th Grade ALE students' data will be collected and reported on by the school counselor at their home campus while the ALE school counselor will provide support and data as needed to the home campus school counselor as needed after students transition out of ALE and back to their home campus.**

## **SMART Goals Assessment for ACE Students Grades 7-8**

### **Goal #1**

Increase the number of students who report effective resilience/coping skills by 20%.

Evaluation:

Step 1: Students will rate themselves on their coping/resiliency skills.

Step 2: After implementing the topics covered by the various domains in the guidance curricular calendar, students will be surveyed again.

Data: Pre-survey will be compared with post-survey.

### **Goal #2**

Decrease the number of discipline referrals involving conflict (fighting/insubordination) by 10%.

Evaluation:

Step 1: Regular small group meetings with students in grades 7-8 will be implemented by the school counselor. There will also be follow-up individual meetings as needed with the school counselor.

Step 2: When dealing with conflict, the counseling center will refer to the weekly guidance curriculum shared with students to instill the knowledge that they have learned.

Data: Discipline referral data from 2019 will be compared with discipline referral data from 2020.

\*\*\*7th-8th Grade ALE students' data will be collected and reported on by the school counselor at their home campus. The ALE school counselor will support these goals while students are at ALE and share data as needed with the home campus upon students' transition out of ALE and back to their home campus.

## **SMART Goals Assessment for ACE Students Grades 9-12:**

### **Goal #1**

Decrease the number of repeated classes by 10%

Evaluation:

Step 1: Students will be monitored by Advisory teachers, school counselors and administration to ensure they are making adequate progress in their classes.

Step 2: Students not making adequate progress in classes will be referred to the administration and/or the school counselor to help identify any barriers to completing courses successfully during their first attempt.

Data: Student transcripts will be reviewed to determine the percentage of courses repeated by students.

### **Goal #2**

Decrease the amount of time students are pulled from the classroom due to behavior issues (i.e. ISS) by 10%

Evaluation:

Step 1: Regular small group meetings with students in grades 9-12 will be implemented by the school counselor. There will also be follow-up individual meetings as needed with the school counselor.

Step 2: When dealing with conflict, the counseling center will refer to the weekly guidance curriculum shared with students to instill the knowledge that they have learned.

Data: Discipline referral data from 2019 will be compared with discipline referral data from 2020.

### **Goal #3**

Increase the number of seniors who have applied for postsecondary educational opportunities (vo-tech, college, military, apprenticeship), with a final goal of at least 90-95%.

Evaluation:

Step 1: Students will be monitored by Advisory teachers, school counselors and administration to ensure they are adequately planning their coursework to meet graduation requirements.

Step 2: Students will be monitored by Advisory teachers, school counselors and administration to ensure they are adequately planning their coursework to prepare for their individual post secondary plans (I.e. college, career, military, etc.).

Step 3: Students not making adequate progress in classes will be referred to the administration and/or the school counselor to help identify any barriers in their planning and goal setting.

Data: Students will be polled upon graduation to gather data about their post secondary plans.

**Administrative Duties:** As part of the management component of the comprehensive school counseling plan, the school counselor will participate in several administrative duties which include acting as special education referrals coordinator, participating and completing paperwork for ALE conferences, assisting with student course selection and scheduling, and assisting with standardized testing.

\*\*9th-12th Grade ALE students' data will be collected and reported on by the school counselor at their home campus while the ALE school counselor will provide support and data as needed to the home campus school counselor as needed after students transition out of ALE and back to their home campus.

# Delivery

(include use of time review and communication)

# Direct Services

- Classroom counseling/small guidance
  - Developed from goals identified in school/district
  - Consultation with students for course registration (current and new students)
  - Orientation activities for transitioning students
- Individual and group counseling services
  - Individual counseling provided for students experiencing social, emotional, personal, or academic difficulties.
  - Small group counseling provided for students experiencing social, emotional, personal, or academic difficulties.
- Responsive Services
  - Crisis response counseling (short term counseling provided as an immediate intervention to an academic or social/emotional crisis)
  - Serving at-risk students (students who exhibit attendance, academic, behavioral or adjustment concerns)

\*\*The ACE school counselor will be responsible for collecting data and tracking ACE students in grades 7-12. Counseling services will be provided for all students enrolled at ACE/ALE in grades 5-12.

\*\*5th-12th Grade ALE students' data will be collected and reported by the school counselor at their home campus while the ALE school counselor will provide support and data to the home campus school counselor as needed after students transition out of ALE and back to their home campus.

# Indirect Services

- Consultation
  - Consultations on behalf of students with families, school staff and community agencies to develop interventions for students concerning behavior, attendance, or academics.
  - Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum and across content areas.
  - Test interpretation with parents, faculty, and community
  - Review and update school records
  - Collecting resources for counseling/counseling education
  - Coordination of counseling program
  - Crisis planning
  - Collaborate with school staff and families in determining the best placement for students
- Referrals
  - Counselors make referrals to appropriately licensed or certified individuals, providing families with a variety of resources, both inside and outside of the school.
  - Referring students for special education and section 504
  - Referring students for mental health services - mobile assessments and/or school-based mental health services
  - Reporting to the child abuse hotline for child maltreatment or neglect
- Decision-making teams
  - Serving on committees of decision-making teams, such as developing behavior plans and interventions, English Language Learners, Section 504, School Improvement, and Parent Involvement.

\*\*The ACE school counselor will be responsible for collecting data and tracking ACE students in grades 7-12. Counseling services will be provided for all students enrolled at ACE/ALE in grades 5-12.

\*\*5th-12th Grade ALE students' data will be collected and reported by the school counselor at their home campus while the ALE school counselor will provide support and data to the home campus school counselor as needed after students transition out of ALE and back to their home campus.

# **Accountability**

(include data review)



# Analysis--ACE Campus

To achieve the best results for students, school counselors will regularly evaluate their program to determine its effectiveness. Cabot school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement.

**Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

**Program Results** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The middle school counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

**Evaluation and Improvement** - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using TESS, and review of program goals created at the beginning of the year.

\*\*The ACE school counselor will be responsible for collecting data and tracking ACE students in grades 7-12. Counseling services will be provided for all students enrolled at ACE/ALE in grades 5-12.

\*\*5th-12th Grade ALE students' data will be collected and reported by the school counselor at their home campus while the ALE school counselor will provide support and data to the home campus school counselor as needed after students transition out of ALE and back to their home campus.