

Cabot Public Schools

Dr. Tony Thurman, Superintendent
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School Counseling Plan

2019-2020

Grades 9-12

High School

Henry Hawkins, Principal
Alana Graham, Success Center Coordinator
Ryan Davenport, Counselor
Jeanette DeJesus, Counselor
Kim Gibson, Counselor
Kimberly Passinini, Counselor
Jayne Snyder, Counselor
Julie Wilson, Counselor

Freshman Academy

Ahna Davis, Principal
Stephanie Harper, Counselor
Angie Simon, Counselor

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Foundation

Mission

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.

Vision

Cabot Public School District

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

Cabot Counseling Program

The mission of the Cabot School District Counseling Program is to empower all students 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

Annual Student Outcome Goal Plan:

Academic Goal: By May 2021, the number of classes repeated for graduation requirements will decrease by 10% from 555 to 500 compared to May 2019 .

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

Based on data from 2018-2019, 293 students had failed at least one class. There were 555 failed classes recorded. This represents 13.8% of the student population not on track for graduation due to failed classes. For the first semester of 2019-2020 school year, 209 students failed at least one class with 77 for those students failing more than one class. There was a total of 334 total classes failed.

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

- Survey to Student/ Parent/ Teachers/ Administrators/ Counselors
- Review Attendance data on students at risk of failure
- Review cause of low grades (i.e. low tests, lack of classwork, possible curriculum issues)
- Review behavior data of struggling students
- Review state assessments
- Review any psychoeducational data available

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

<i>M&B#</i>	<i>Statement</i>
M-2 & B-LS 4.	Students will develop self-confidence in their ability to succeed by applying self direction activities to learning.
M-6 & B-SMS 1	Students will exhibit a positive attitude toward work and learning by assuming responsibility for their learning and grades.

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will be self-directed to attend academic intervention when grades drop without being assigned.

Students will check their HAC on a weekly basis to check progress and assume responsibility for grades.

Possible Activities/Strategies/Interventions by School Counselors

1. Contact parents
2. Track failures
3. Student conferences
4. Meeting with student/parent/teacher/administrator for failed classes
5. Offer credit recovery through APEX
6. ACE and ACE North referrals for students behind in credits
7. Academic intervention (zero hour/C2G) to help students recoup failing grades prior end of grading period

Annual Student Outcome Goal Plan

Social/Emotional Goal: By May 2021, the amount of time students are pulled out of instruction for disciplinary issues will decrease by 10% from 953 days to 857 days compared to March of 2020.

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

There are repeat issues with Behavior that results in ISS, OSS, and ALE Placement. Those students removed from class for disciplinary issues have a number of failures. For the 2019-2020 school year (August- March), 214 students were assigned to ISS and this accounted for a total of 822 days of missed instruction. 34 students were assigned to OSS resulting in 131 days of missed instruction. ISS and OSS days together resulted in 953 days of missed instruction. The two most documented reasons for ISS and OSS were for behavior and truancy. The most identified group in both ISS and OSS was 10th grade males.

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

- Survey to Teachers, Students, Parents, Counselors, Administrators
- review days missed due to not attending Saturday School
- review behavior data of students compared to grades and attendance
- behavior support for students identified as 504 or Special Education

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#

Statement

<i>M&B#</i>	<i>Statement</i>
M1 & B-SMS 7	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being by demonstrating effective coping skills when faced with a problem.
M1 & B-SS 3	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being by creating relationships with adults that support success.

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Students will learn and utilize socially appropriate strategies to cope with trauma and issues that interfere with instruction.

Students will develop at least one positive relationship with an adult who will support success.

Possible Activities/Strategies/Interventions by School Counselors

1. Opportunities for students to learn appropriate coping strategies
2. Provide opportunities for teachers to learn effective verbal deescalation techniques to intervene with behavior
3. Offer resources for parents in dealing with behavior
4. Assign high-risk students with positive adult mentors
5. Option to allow students who are repeat offenders to attend small group sessions during zero hour to work on needed behavioral skills in place of ISS.

Annual Student Outcome Goal Plan

College/Career Goal: By May 2021, the percentage of students who apply for postsecondary educational opportunities will be at 93%.

Identify outcome data (achievement, attendance or discipline) that serves as a basis for goals:

Based on Data from student survey in December of 2020, 67% plan to attend college full time, 6.7% plan to enter the workforce, 8.5% plan to enlist into the military, 7% plan to attend trade/technical schools, and 10.6% plan to attend college part time. There are a number of students who miss deadlines for financial aid and scholarships for post-secondary educational opportunities due to not understanding the process.

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

- Survey to Students, Parents, Counselors, teachers
- Review data from 18-19 school year
- post survey after graduation of students

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#

Statement

M-4 & B-SMS 1	Understanding that postsecondary education and life-long learning are necessary for long-term career success by demonstrating ability to assume responsibility.
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Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Students will apply for FAFSA by the end of the 1st semester.

Students will apply for college, technical, trade, or military acceptance before the final quarter of their senior year.

Possible Activities/Strategies/Interventions by School Counselors

1. Offer zero hour opportunities for students to start profile
2. College day- Local colleges came in to speak with seniors and help with applications to college
3. Parent Financial Aid night with expert speaker
4. Opportunities in College and Career class for counselors to support starting FAFSA accounts
5. FAFSA support with local colleges offered during parent teacher conference night

6. Communication through counselor corner

7. Student announcements and email reminders to complete FAFSA account.

Management

SCHOOL COUNSELING PROGRAM MANAGEMENT SYSTEM

Planning and management strategies must be in place that establish, maintain, and enhance the total school counseling program. The management system addresses the following:

- who will implement the program
- a calendar of when activities are planned and implemented
- why certain activities are planned (use of data)

The school counseling **STAFF** are certified school counselors who provide and manage the school counseling program. School counseling services are delivered as part of a team approach that requires the involvement of all school staff. However, certified school counselors provide direct services to students and are responsible for overall program direction and content.

The **SCHOOL COUNSELING ADVISORY COUNCIL** is a representative group selected to review program results and to make recommendations. Membership should include representative stakeholders, parents or guardians, teachers, counselors, administrators, school board members, and business and community leaders. The advisory council should meet at least twice each year. The first meeting should include the purpose and goals of the council along with information, reports, and other data related to the school counseling program. Future agendas will evolve from this initial meeting. The primary purposes of the advisory council are to provide support, offer advice, review present activities, and encourage new activities to meet the goals of the school counseling program.

Counselors' **USE OF TIME** should support the expectation that they spend **90 percent of their time providing direct services to students, staff, and families**, and the remainder is spent on program management. The following percentages of time serve as a guide for school counselors and administrators when determining the time their program needs to spend in each of the components. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs.

SCHOOL COUNSELOR RESPONSIBILITIES

SCHOOL COUNSELING PROGRAM

School Counseling Program Development

- Review district goals, School improvement plan (ACSIP), and other relevant data to help develop the focus of the School Counseling Program
- Develop comprehensive school counseling goals
- Meet with supervising administrator to review Annual School Counselor/Administrator Agreement and submit copies to the District School Counseling office
- Coordinate a School Counseling Advisory Council to meet at least two times per year*
- Organize a master calendar of school counseling program activities and share with stakeholders
- Organize and update resource materials related to career, academic and personal/social advising for stakeholder access (IE statewide assessment testing, middle/high school readiness, college readiness, upcoming events, school and community resources, career fairs, financial aid)
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website
- Advertise school and community resource.
- For NCAA, work with district personnel to develop and maintain profile for use by postsecondary schools
- Maintain a setting that allows for confidentiality of student and parent concerns
- Work with clerical staff to oversee the maintenance of student records
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website
- Present information about comprehensive school counseling program and services to stakeholders
- Provide means for parents, teachers, and students to request services, e.g. goal setting, academic support, behavioral interventions, consultation and referrals to outside agencies

School Counseling Program Evaluation

- Yearly review of school counseling program/activities and alignment with

- master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
 - Gather stakeholder input using evaluation instruments such as pre-and post-test assessments, surveys, and questionnaires
 - Utilize technology to analyze data for monitoring student progress by reviewing elements such as: grades, attendance, promotion/retention rates, discipline referrals, and student career/academic planning, to guide program direction and emphasis in order to make informed decisions concerning individual students and whole school

Communication

- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, administrators, case managers, therapists and interventionists, various agency staff and district staff

Delivery System School Counseling Core Curriculum - Should be tailored to grade level and school specific needs, including but not be limited to: test-taking strategies, character education, bullying prevention, health and hygiene, career awareness and development, study skills, drug awareness and prevention, conflict resolution, social/emotional learning, self-management, academic skills, goal setting, communication skills, social skills, violence prevention. Curriculum can be introduced to students in classroom, small group or individual settings. In high school, graduation requirements, post-secondary readiness, high school athletic eligibility and test prep resources should be addressed.

- Lessons taught by counselor, by teaming with teachers, or supporting teachers with materials and classroom activities to provide access to counseling standards/competencies
- May include workshops and informational sessions with parents to address needs and reflect the school counseling curriculum

Student Academic Planning & Advisement

Registration

- Work with Registration staff to oversee requests for official records (often from multiple schools)
- Review incoming records; verify grade level placement; work with staff to help locate delinquent records
- Review documentation related to IEPs, 504 Plans, Hospital Homebound, foster placements, custody documents and court orders, surrogate parents, homeschool portfolios
- Explain school schedules to students and families
- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Communicate relevant information to receiving teacher(s) and administration (as needed)
- Verify statewide assessment
- Check student schedules for accuracy using summer grades and newly received transcripts
- Help establish procedures for orienting new students and families

Scheduling

- Review report cards for pertinent information
- Verify credits earned/missing for all students
- Verify that statewide assessment scores have been posted
- Determine need for intensive courses
- Advise on acceleration options
- Review and approve credit retrieval / recovery courses

Withdrawals

- Conduct an exit interview for each withdrawing student if possible
- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Refer to community agencies

Academic Advisement

- Review academic records, attendance issues, tardies, failing grades
- Attend and facilitate parent conferences, when appropriate
- Complete credit checks on all secondary student records
- Facilitate corrections of errors and duplications on academic histories and transcripts
- Advise on graduation requirements
- Identify higher-achieving students (and students with academic potential) and counsel into courses of the highest level of academic rigor available
- Identify students needing to recover core credits / advice on recovery options
- Respond to parent concerns in person, by phone, or via email
- Recommend school and community academic resources
- Provide information to appropriate for outside agencies, e.g. academic mentors, adult education centers, or work education centers.
- At critical transition periods (i.e / grade 12) meet with students and notify parents when students are in jeopardy of not meeting promotion requirements
- Project future course selections for high school years
- Review progress grade reports for targeted at-risk students for targeted interventions
- Verification of eligibility for graduation
- Refer students to appropriate resources for NCAA eligibility

Alternative Programs

Be familiar with the resources and programs available within the school and the district, as well as outside agencies including but not limited to:

- District alternative learning program
- Charter School, Academic Center of Excellence
- Adult Education
- Youth Challenge
- Workforce Education

Academic History

- Assure that all credits earned have been posted correctly
- Review and edit for errors and duplications
- Ensure transcript translations are as accurate and thorough as possible

Transition Activities

- Deliver Zero curriculum on career awareness
- Classroom, small group and individual advisement on how assessment results impact school schedules and access to acceleration programs
- Maintain and share information on school programs and options
- Coordinate career fairs and career presentations
- Conference with parents to discuss options
- Coordinate and/or assist with other schools for transition activities

Postsecondary Readiness Advisement

- Monitor online college and career management tool for postsecondary Readiness data for sophomores, juniors and seniors
- Classroom, small group and individual advisement on postsecondary readiness
- Determine ACT/SAT waiver eligibility and distribute and track waivers
- Facilitate test registration for SAT/ACT
- Facilitate college recruitment visits
- Facilitate military recruitment visits
- Annually update School Profile for stakeholders
- Complete recommendation letters and forms from colleges and scholarship agencies
- Coordinate Financial Aid Nights
- Facilitate classroom lessons and individual counseling
- Facilitate Bright Futures application process and cleanup of records
- Assist students with college and scholarship application process

- Advertise and maintain scholarship information files and make them accessible to students and parents
- Coordinate career fairs and career presentations

Responsive Services

- Manage the process for scheduling individual and group counseling services
- Counsel individual students or small groups
- Develop an effective referral and follow-up process for mental health counseling services
- Provide follow-up counseling for bullying referrals
- Assist in managing crisis response when District Crisis Team

Consultation, Collaboration, Teaming, Community Outreach

- Consult with students' families, teachers, educational support staff, and community agencies regarding strategies to help students

System Support

Professional Development

- Attendance at school counselor meeting sessions
- Attend professional development offered by district as well as state and national organizations to stay current regarding legislation and compliance

Program Management and Operations

- Post weekly school counseling calendar and share with administration
- Organize and update resource materials for stakeholder access
- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data by reviewing elements such as grades, attendance, promotion/retention rates, to guide program direction and emphasis
- Create and maintain school counseling website or blog, when available

NOTE: Counselors must meet ACT 190. 90 percent of their time providing direct services to students, staff, and families. 10 percent

Section 504 Plans

- Assist in Child Find identification of potential 504 plan students
- Review all 504 plan students at the beginning of school
- Notify teachers of students with a 504 plan and provide a copy of the plan
- Facilitate renewal of 504 plan
- Develop temporary 504 plans and manage transfer students with a 504 plan
- Lead reevaluation meeting with parents and teachers
- Assure cumulative folder, parents, administration and teachers all have copies of most recent plan
- Facilitate updates
- Attend mandatory annual training / refresher

Attendance

- Assist with the identification and monitoring of students with attendance problems
- Assist with parent participation/awareness to improve attendance

RTI / MTSS

- Participate in RTI process as a team member and/or facilitator
- Assist administrators in establishing tier 2 and 3 behavior interventions
- Assist teachers with data collection, intervention, progress monitoring, graphing
- Observe students and coordinate additional observations as needed
- Manage/monitor documentation
- Attend training to update knowledge and changes to state guidelines
- Collaborate with school psychologist to provide in-service training for faculty on RTI

Assessments

Evaluation

Data

Achievement Data Sources:

Graduation Rates (Long-Term)

Passing all Classes (Long-Term)

Grade Reports for students at risk (Short-Term)

Behavioral Data Sources

Discipline Tracker

Attendance Rates

Delivery

(include use of time, review, and communication)

Direct Services

Direct services are provided for all students using a multi-tiered systems approach. These services are typically in a face-to-face format and include core curriculum classroom lessons, individual and group counseling as well as responsive services.

Classroom Guidance is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum through classroom lessons helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well. Classroom guidance is a collaborative effort with teachers to use the information to reinforce goals for students. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in the development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

The counselor can provide no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less.

Small Group and Individual Counseling are provided to students based upon student need or request and can address academic advisement, social/emotional concerns, or future aspirations and planning. Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an

impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Indirect Services

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of a decision-making team (504, ESL, RTI, parental involvement and GT etc.).

Consultation and Coordination

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultations can be on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior, academics, or attendance.

Making Referrals

Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include the departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication.

Counselors refer students for School Based Mental Health services, child maltreatment reports, and parent or guardian communications.

Participating on Decision Making Teams

The counselor serves as a contributing member of a decision-making team to provide feedback and intervention supports to students.

Serving as a contributing member of decision-making teams, which include without limitation:

- Section 504
- English Language Learners
- Parental involvement or family engagement
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted and Talented
- Professional Learning Communities
- Special Education Programing

Guidance in Understanding the Relationship between Classroom Performance and Success in School

The counselor assists students in understanding the relationship between school and

classroom performance and their future college- or career- aspirations. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Orientation or Transition

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school or at promotion to a new school level.

Interpretation of Student Assessments (Direct Services)

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

Career Awareness and Planning in School Counseling Programs

At the elementary level, guidance and classroom activities can focus on developing essential skills (G.U.I.D.E. for Life), career exploration and making the connection between skill development and the world of work.

At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help guide students to and through the graduation process, encourage access and equity for rigorous coursework, develop post-high school plans, and set goals so they can meet their future aspirations. By providing opportunities for guidance in areas such as internships and career certifications, school counselors facilitate student discussion on the benefits and advantages of acquiring credentials while still in high school. In addition, school counselors support the provision of resources to help students identify career interests and aptitudes so that they become better managers of their own student success process and planning.

Providing Social and Emotional Skill Development Designed to Support Students

Essential social/emotional skill building will help promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making. In addition, these skills when addressed directly and practiced will help to improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment. By learning to understand themselves and others, and by developing interactive and communicative skills, students will be better able to resolve conflicts and provide support to others.

Bullying Prevention

The counselor supports anti-bullying efforts in the school. They work with students who are being bullied and help other students develop the skills to be upstanders when they see bullying taking place. The counselor also provides guidance to other educators in the school to be able to recognize bullying behaviors and follow-through with protocols when bullying does take place.

Suicide Prevention

The counselor supports suicide prevention efforts in the school. They work with students who are at risk for suicide, address age appropriate prevention strategies, and provide awareness information so that school students and adults are aware of signs of risk for suicide. Counselors also supports the school's response in the event that a suicide does occur.

At-Risk Students

Counselors intervene with students who are at risk for dropping out of school to determine if there is a way to support them staying in school.

Administrative Activities

Administrative Activities include non-counseling responsibilities such as chairing committees and meetings, data input, developing master schedules, and monitoring students in common areas.

Administrative activities are activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction.

Developing Master Schedule

Counselors work with administrators to develop and input the school master schedule.

Creating student schedules

Counselors work with administration, students and parents to develop student schedules that best fit the student's needs, interests and to meet graduation requirements.

Accountability

(include data review)

Analysis

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

The counselor assesses the program annually to ensure that all information is up to date, goals are developed, goal outcomes are evaluated for success, and to inform and adjust the school counseling program based on the outcomes. The assessment will allow the counselor to reflect on how their students have changed due to the interventions provided, or what might need to be addressed going forward.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

Tools the counselor might use in assessing the comprehensive school counseling programs

- Use-of-Time analysis
- Feedback from provision of curriculum or programs (participation, Mindsets and Behavior, and outcome results)
- Feedback from small groups
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results

Tools for sharing results:

- Presentations (School, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year’s Comprehensive School Counseling Plan