

Cabot Public Schools

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School Counseling Plan 2020-2021 Grades 7-8

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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

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

- 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%.

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 participants in Food Backpack Program
- 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

SMART Goals Assessment

Goal #1

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

Evaluation:

Step 1: Students will rate themselves (Google form) on their coping/resiliency skills.

Step 2: After implementing the Bounce Back program, 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: The Bounce Back Program will be implemented to all students in the classroom setting by the school counselor. There will also be follow-up activities that the students will complete with the teacher.

Step 2: When dealing with conflict, the counseling center will refer to the Bounce Back philosophy to instill the knowledge that they have learned.

Data: Data Profile (2019) will be compared with Data Profile (2020) over the discipline referrals involving conflict.

Delivery

(include use of time review and communication)

Direct Services

- Classroom counseling/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)

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

- o Collecting resources for counseling/counseling education
- o Coordination of counseling program
- o Crisis planning
- o Collaborate with school staff and families in determining the best placement for students
- Coordinator Positions
 - o Serve as Section 504 coordinator
 - o Serve as testing coordinator
- Referrals
 - o Counselors make referrals to appropriately licensed or certified individuals, providing families with a variety of resources, both inside and outside of the school.
 - o Referring students for special education and section 504
 - o Referring students for mental health services - mobile assessments and/or school-based mental health services
 - o Reporting to the child abuse hotline for child maltreatment or neglect
- Decision-making teams
 - o Serving on committees of decision-making teams, such as developing behavior plans and interventions, English Language Learners, Section 504, School Improvement, and Parent Involvement.

Accountability

(include data review)

Analysis

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.