

# **Cabot Public Schools**

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## **School Counseling Plan 2020-2021 Grades 5-6**

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# Foundation

## **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.

## **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.

## **Program Goals**

- To serve as an active, positive role model following ethical standards while advocating for all students.
- To provide opportunities for students to develop mentally, physically, socially, and emotionally in the areas of academic, career and personal/social development.
- To help identify and evaluate factors early in a student's academic career that may lead to serious difficulties in later development.
- To provide counseling to assist each student in self-understanding, self-confidence, and problem solving.
- To provide effective listening and communication skills that will enhance personal interaction.
- To help students assume responsibility for their own behavior and future learning.
- To develop the student's awareness to the world of work, and the relevance of education concerning careers.

## **2020-2021 SMART Goals**

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

# Management

## **Assessments**

### **Evaluations:**

Program evaluation and 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 (from sources below) 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 e-School and TRIAND to collect student data such as grades, ACT Aspire scores, absences, tardies, and/or discipline records

## SMART Goals Assessment

### 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.



# Delivery

## Direct Services

Counselors at Cabot Middle Schools use the following in direct counseling services to students:

- Responsive Services:  
School counselors provide support and interventions to meet the needs of students. This is accomplished through
  - Individual counseling: Provided for students experiencing social, emotional, personal, or academic difficulties.
  - Group counseling: Provided for students experiencing social, emotional, personal, or academic difficulties.
- Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
- Consultation with students
- Serving students at risk
- Classroom counseling
- Crisis Response Counseling: Short term counseling provided as an immediate intervention to a crisis
- Orientation (new and beginning of the year students, new parents, etc.)
- Test interpretation with students
- Serving on the committee in developing a Behavior Plan
- Helping to develop a school environment that promotes positivity and good relationships

## Indirect Services

The counselors at Cabot Middle Schools engage in the following activities that are related to counseling:

- Consultation Services: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Referrals to appropriately licensed or certified individuals: School counselors provide families with a variety of resources, both inside and outside of the school, to better serve our students
- Making appropriate referrals (Special Education, 504 Plans, etc.)
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum and across content areas.
- Test interpretation with parents, faculty, and community
- Assist in test coordination.
- Review and update school records
- Collecting resources for Counseling/counseling education
- Coordination of counseling program
- Crisis planning
- Member of the intervention team
- Placement: Collaborate with school staff and families in determining the best placement for students

## Cabot Middle School North

Month	Focus	Character Focus
<b>August and September</b>	-Orientation to Middle School North -Characteristics of North Middle Schoolers -Suicide Prevention Month	R.O.A.R.S. - Respect, Outstanding Citizenship, Academics, Resiliency, Service
<b>October</b>	Healthy Choices/Red Ribbon Week	Responsibility
<b>November</b>	Student Needs	Empathy
<b>December</b>	Student Needs	Compassion
<b>January</b>	Great Kindness Challenge	Kindness
<b>February</b>	Registration for Junior High	Fairness
<b>*March</b>	Registration for Junior High	Tolerance
<b>*April</b>	Testing	Commitment
<b>*May</b>	Transition to middle school/junior high	Accomplishment

\*Due to Covid-19, March-May activities had to be altered and therefore did not follow the planned calendar.

## Cabot Middle School South

	Focus	Character Focus
<b>August</b>	Orientation to Middle School	R.E.A.L. Respect Achieve Explore Lead
<b>September</b>	Student preparedness Suicide Prevention Month	Integrity
<b>October</b>	Healthy Choices Red Ribbon Week	Responsibility
<b>November</b>	Student Needs	Citizenship
<b>December</b>	Student Needs	Compassion
<b>January</b>	Great Kindness Challenge	Kindness
<b>February</b>	Registration for Junior High	Resilience
<b>March</b>	Registration for Junior High	Tolerance
<b>April</b>	Testing	Commitment
<b>May</b>	Transition to middle school/junior high	Accomplishment

\*Due to Covid-19, March-May activities had to be altered and therefore did not follow the planned calendar.

# Accountability

The Accountability system helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

# 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.