

# **SPENCERPORT CENTRAL SCHOOL DISTRICT**

## **K-12 School Counseling Plan**

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**2020-2021**

# District Demographics

## **Introduction:**

The Spencerport Central School District is a western suburb of Rochester, New York. The district serves the town of Ogden and parts of the towns of Parma, Gates and Greece. The district has four K-5 elementary schools, a middle school (Grs. 6-8) and a high school (Grs. 9-12).

The district maintains an active partnership with the town of Ogden in sharing athletic fields and school facilities. The district also enjoys active community involvement with residents' input on budget advisory committees, key leader search committees, parent associations, planning teams and sports and extra-curricular involvement.

## **Fast Facts**

- Student enrollment 2018-2019: 3,647
  - American Indian/Alaska Native: 3
  - Black: 192
  - Hispanic: 272
  - Asian/Pacific Islander: 80
  - Asian: 78
  - Native Hawaiian/Other Pacific Islander: 2
  - White: 2,922
  - Multiracial: 178
  - Economically Disadvantaged: 1,255
  
- Voter-approved budget for 2018-2019: \$81,151,600
  
- Average class sizes:
  - K-2: 20
  - 3-5: 20
  - 6-8: 24
  - 9-12: 24
  
- Teachers: 388
  
- Instructional Support staff: 123

**District Mission Statement:** Our mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.

**District Strategic Objectives:**

Each student will:

- participate continuously, respectfully and willingly in improving community well-being.
- demonstrate their love of learning through the passionate pursuit of his/her personal interests.
- possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's and New York State's standards.

**District Core Values:**

We believe that:

- everyone has inherent worth
- everyone can learn
- lifelong learning sustains and enriches the individual, community, and society
- each individual is responsible for his/her choices
- every individual wants to succeed
- respecting diversity affirms individual worth and benefits the community
- a sense of belonging is essential to personal well being
- when people work together toward a common goal, all things are possible

**New York State  
Department  
Commissioner's  
Regulations  
Part 100.2(j)**

## **New York State Department Commissioner's Regulations Part 100.2(j):**

### **Guidance programs:**

Public Schools. Each school district shall have a guidance program for all students.

A. **In grades K-6**, the program should be designed in coordination with the teaching staff to:

- prepare students to participate effectively in their current and future educational programs;
- help students who exhibit any attendance, academic, behavioral or adjustment problems;
- educate students concerning avoidance of child sexual abuse; and,
- encourage parental involvement.

B. **In grades 7-12**, the services of certified or licensed school counselors is required as well as:

- an annual review of each student's educational progress and career plans;
- instruction at each grade level to help students learn about various careers and about career planning skills;
- other advisory and individual or group counseling assistance to:
  - enable students to benefit from the curriculum;
  - help students develop and implement postsecondary education and career plans;
  - help students who exhibit any attendance, academic, behavior or adjustment problems; and,
  - encourage parental involvement

Additionally, **the guidance plan is required to specifically include:**

- program objectives, which describe expectations of what students will learn from the program;
- activities to accomplish the objectives;
- staff members and other resources assigned to accomplish the objectives; and,
- provisions for the annual assessment of program results.

# **Spencerport School District**

## **School Counseling Program**

## Mission

The mission of the Spencerport Central School counseling department is to deliver a comprehensive developmental program to support the social, emotional, and academic health of all Spencerport students.

## Vision

Through this program and in conjunction with school staff, students, families, and community members, we seek to ensure that Spencerport students develop the mindsets and skills to succeed as lifelong learners.

## K-12 School Counseling Staff

School	Grades	Student Enrollment	Certified School Counselor
Bernabi Elementary School	K-5	430	1.0 FTE
Canal View Elementary School	K-5	483	1.0 FTE
Munn Elementary School	K-5	367	2.0 FTE
Terry Taylor Elementary School	K-5	380	1.0 FTE
Cosgrove Middle School	6-8	817	3.0 FTE
EJ Wilson High School	9-12	1147	5.0 FTE

## Overview

School counselors provide services to students, parents, school staff and the community in the following areas:

### **Direct Student Services**

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

### **Indirect Student Services**

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Referrals for additional assistance
- Consultation and collaboration with parents, teachers, other educators and community organizations



- Threat Assessment Support Team
- Instructional Support Team
- Response to Intervention
- CARE Team
- LINK Team
- Family Support Center
- Student Support Center
- Alternative Learning Center
- PBIS
- Trauma, Illness, and Grief team

**The Spencerport School Counselors believe:**

- All students can learn and should be given the opportunity to do so
- All students have dignity and worth and have the right to a safe, mutually respectful, healthy and orderly learning environment
- Learning involves the education of the whole person and is a continuous lifelong process
- All students have equal access to the School Counseling services
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community

**The Spencerport School Counseling Program Will:**

- Be student centered and developmentally appropriate
- Consider all students' ethnic, cultural, racial, sexual orientation and gender, and special needs when planning and implementing the school counseling program
- Be data driven. The data will be used in assessing the needs and the effectiveness of the school counseling program, driving future development and evaluations.
- Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.

# **SMART Goals for 2020-2021**

### SMART Goal #1

<b>Specific Issue</b>	According to the Senior Exit Survey, a number of graduating seniors are currently unable to identify post-secondary plans.
<b>Measurable</b>	Effectiveness will be measured through the percentage of students identifying post-secondary plans on the Senior Exit Survey. A question on the survey will include students reporting which K-12 experiences assisted them in making their post-secondary plans.
<b>Attainable</b>	Through specific efforts in the program, counselors will provide all students opportunities to assist in shaping their post-secondary plans.
<b>Results-Oriented</b>	Students will be better prepared to transition from high school to their post-secondary experience.
<b>Time Bound</b>	Achievement Deadline: Spring 2021
<b>SMART GOAL #1 statement</b>	Within one year, 95% of students will have known post-secondary plans as identified on the Senior Exit Survey.

### SMART Goal #2

<b>Specific Issue</b>	Students need to be prepared academically, behaviorally, socially, and emotionally for the next grade level.
<b>Measurable</b>	This goal will be measured in the following ways: <u>Grades K-5</u> <ul style="list-style-type: none"> <li>• RtI Data to determine percentage of students performing at or above grade level</li> <li>• Percentage of students receiving behavioral referrals</li> <li>• Number of founded DASA cases</li> </ul> <u>Grades 6-12</u> <ul style="list-style-type: none"> <li>• Percentage of students earning required credits/passing course grades</li> <li>• Percentage of students receiving behavioral referrals</li> <li>• Number of founded DASA cases</li> </ul>
<b>Attainable</b>	Through specific efforts in the counseling program, student experiences will be created with the whole child approach to academic, social, emotional, and behavioral growth at developmentally appropriate levels.
<b>Results-Oriented</b>	Students will be more prepared for each new grade level.
<b>Time Bound</b>	Achievement Deadline: Spring 2023
<b>SMART GOAL #2 statement</b>	90% of students in grades K-12 will demonstrate academic and social readiness for the following grade level.

### SMART Goal #3

<b>Specific Issue</b>	Stakeholders report that only a portion of students, staff, and community members know when or who to contact when in need of mental health professionals to support students and/or self.
<b>Measureable</b>	Effectiveness will be measured by increased stakeholder awareness and access to Mental Health staff.
<b>Attainable</b>	Through specific efforts in the promotion of our counseling program, contact information and visibility of mental health providers in the district will increase in an effort to encourage all stakeholders to access mental health provider when necessary.
<b>Results-Oriented</b>	Students, staff, faculty, and family members of students will be able to identify contact information for the appropriate District mental health provider.
<b>Time Bound</b>	Achievement Deadline: Spring 2022
<b>SMART Goal #3 Statement</b>	Within 2 years all stakeholders will be able to identify and communicate with appropriate Mental Health staff in a timely manner.

# **ASCA Mindsets and Behaviors**

## The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment 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 M 6. Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
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
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

# **Spencerport School District**

## **School Counseling Program Map**

**Delivery/Accountability: School Counseling Program Map**

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
K-12	PBIS	M1, M3, M6 BSMS1, BSMS2, BSMS7, BSS2, BSS3, BSS4-7, 9	2	On-going	1	Building Wide	Discipline Data	<ul style="list-style-type: none"> <li>• PBIS Committee</li> <li>• ALL Staff</li> </ul>
K-5	Character education/ SEL	M1 BSS2, BSS3, BSMS7	2	On-going depending on level	1	Classrooms, RIPP Curriculum (6-8) Delivered virtually	<ul style="list-style-type: none"> <li>• Discipline Data,</li> <li>• Elem – RC Data</li> <li>• SEL journals K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers,</li> <li>• Social Workers,</li> <li>• School Psychologists</li> </ul>
K-12	Grade level transition support	M4, M3 BLS3, BLS4, BLS7, BLS8, BLS10, BSMS5, BSMS10,	2	On-going	1	Building Wide: Videos created and sent to Elementary Schools (Virtual Tours, Classrooms, Counseling Office, Support Center, Etc.)	<ul style="list-style-type: none"> <li>• Grades, IST Referrals,</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Social Worker</li> <li>• School Psychologists</li> </ul>
K-12	DASA lessons	M3 BSS2, BSS4	2	September	1	Embedded in Code of Conduct Presentation	<ul style="list-style-type: none"> <li>• Referral Data</li> <li>• DASA Data</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• DASA Coordinator</li> </ul>
K	Second Step	M1, M2, M3, M6  B-LS3, B-LS4, B-SMS2, B-SMS3, B-SMS7, B-SS1, B-SS2, B-SS4, B-SS6, B-SS8	2, 3	October-May	1	Classroom/Pre-recorded videos	<ul style="list-style-type: none"> <li>• Report Card Data</li> <li>• Main Office Behavior Referrals</li> <li>• RtI Behavior Data</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery: Counselor</li> <li>• Data Tracking: PBIS team, RtI team</li> </ul>
K	Grade Level DASA and Behavior Expectation Meeting	M3, B-SMS-2, B-SMS-7 B-SS2 B-SS8	2, 3	September	1	Cafeteria/Virtual	<ul style="list-style-type: none"> <li>• Office Behavior Referrals</li> <li>• RtI Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Psychologist</li> </ul>
1	Second Step	M1, M2, M3, M6 B-LS3, B-LS4, B-SMS2, B-SMS3, B-SMS7, B-SS1, B-SS2, B-SS4, B-SS6, B-SS8	2, 3	October-May	1	Classroom/Pre recorded videos	<ul style="list-style-type: none"> <li>• Report Card Data</li> <li>• Main Office Behavior Referrals</li> <li>• RtI Behavior Data</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery: Counselor</li> <li>• Data Tracking: PBIS team, RtI team</li> </ul>

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
1	Grade Level DASA and Behavior Expectation Meeting	M3, B-SMS-2, B-SMS-7 B-SS2 B-SS8	2, 3	September	1	Cafeteria/Virtual	<ul style="list-style-type: none"> <li>Office Behavior Referrals</li> <li>RtI Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Counselor</li> <li>Psychologist</li> </ul>
1	KidSmarts Personal Safety Lessons	M1, B-SMS9	2, 3	October	1	Classroom	<ul style="list-style-type: none"> <li>RtI behavior data</li> </ul>	Classroom teacher
2	Grade Level DASA and Behavior Expectation Meeting	M3, B-SMS-2, B-SMS-7 B-SS2 B-SS8	2, 3	September	1	Cafeteria/Virtual	<ul style="list-style-type: none"> <li>Office Behavior Referrals</li> <li>RtI Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Counselor</li> <li>Psychologist</li> </ul>
2	Empathy, Impulsive Control, and Anger Management	M1,M2 B-SS4 B-SMS2 B-SMS7	2, 3	November, February, April	1	Classroom/Virtual	<ul style="list-style-type: none"> <li>RtI Behavior Data</li> <li>Report Card Data</li> </ul>	Counselor
3	Grade Level DASA and Behavior Expectation Meeting	M3, B-SMS-2, B-SMS-7 B-SS2 B-SS8	2, 3	September	1	Cafeteria /Virtual	<ul style="list-style-type: none"> <li>Office Behavior Referrals</li> <li>RtI Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Counselor</li> <li>Psychologist</li> </ul>
3	Empathy, Impulsive Control, and Anger Management	M1,M2 B-SS4 B-SMS2 B-SMS7	2, 3	November, February, April	1	Classroom/Virtual	<ul style="list-style-type: none"> <li>RtI Behavior Data</li> <li>Report Card Data</li> </ul>	Counselor
4	Grade Level DASA and Behavior Expectation Meeting	M3, B-SMS-2, B-SMS-7 B-SS2 B-SS8	2, 3	September	1	Cafeteria/Virtual	<ul style="list-style-type: none"> <li>Office Behavior Referrals</li> <li>RtI Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Counselor</li> <li>Psychologist</li> </ul>
4	Empathy, Impulsive Control, and Anger Management	M1,M2 B-SS4 B-SMS2 B-SMS7	2, 3	November, February, April	1	Classroom/Virtual	<ul style="list-style-type: none"> <li>RtI Behavior Data</li> <li>Report Card Data</li> </ul>	Counselor



Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
5	Grade Level DASA and Behavior Expectation Meeting	M3, B-SMS-2, B-SMS-7 B-SS2 B-SS8	2, 3	September	1	Cafeteria/Virtual	<ul style="list-style-type: none"> <li>Office Behavior Referrals</li> <li>RtI Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Counselor</li> <li>Psychologist</li> </ul>
5	Empathy, Impulsive Control, and Anger Management	M1,M2 B-SS4 B-SMS2 B-SMS7	2, 3	November, February, April	1	Classroom/Virtual	RtI Behavior Data	Counselor
5	Human Growth and Development	M1, B-SMS9 B-SMS10 B-SS5 B-SS9	2, 3	February	1	Classroom	Human Growth and Development Post-Test	Classroom Teacher
5	Career Exploration	M4 B-LS4 B-LS5 B-LS7 B-SMS4 B-SS1	1	March-May	1	Library and/or classrooms	Final Presentations and/or discussions with teacher/counselor	<ul style="list-style-type: none"> <li>Librarian</li> <li>Counselor</li> <li>Classroom teacher</li> </ul>
5	Transition to Middle School	M3, B-LS1 B-LS3 B-LS7 B-SMS6 B-SMS10 B-SS3	2	May	1	Classroom, Cosgrove Middle School	Middle school perception post-test	5 <sup>th</sup> grade teachers, K-5 Counselors, 6 <sup>th</sup> grade Counselor, Elementary and Cosgrove Administrators, Cosgrove students
5	D.A.R.E	M1, M5, B-LS1 B-LS9 B-SMS2 B-SMS9 B-SS8	2, 3	October-December	1	Classroom	DARE post assessment and essay	DARE Officer
K-5	Child Safety Matters Lessons	B-SMS 1, B-SMS9, B-SS3, B-SS8, M1, B-LS5, B-SS9	K-5	September-June		Classroom	Child Safety Matters pre and post tests	<ul style="list-style-type: none"> <li>Bivona representative</li> <li>Counselor</li> <li>Psychologist</li> </ul>

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
8	College Tour	M4 B-LS6 B-SMS5 B-SMS6 B-SS2 B-SS9	1	April	1	TBD	Exit Survey	<ul style="list-style-type: none"> <li>8th grade teachers</li> <li>College and Career Readiness Committee</li> </ul>
6,7,8, 9	Orientation	M1 M3 B-LS 3 B-LS10 B-SMS8 B-SMS10 B-SS2 B-SS3 B-SS7	2	August	1	Across Cosgrove	<ul style="list-style-type: none"> <li>Completed scavenger hunt</li> <li>Exit survey</li> </ul>	<ul style="list-style-type: none"> <li>Counselors</li> <li>Principals</li> <li>Choice Leaders</li> <li>Principal's Advisory Staff</li> </ul>
7, 10	WeMoCo Tours	M4 B-LS 7 B-SMS 4 B-SMS 8 B-SS 6	1	January	1	Virtual/Video  Recorded webinars on each course (grade 10)	WeMoCo Enrollment	<ul style="list-style-type: none"> <li>Cosgrove College &amp; Career Readiness Committee</li> <li>H.S. Counselors</li> <li>WeMoCo Staff</li> </ul>
6 & 8, 9-12	Scheduling and Course Planning	M5 B-LS7 B-LS8 B-SMS5 B-SMS8	1	December	1	Online: Infinite Campus and Microsoft Forms	<ul style="list-style-type: none"> <li>Course enrollment</li> <li>Graduation Plans</li> </ul>	<ul style="list-style-type: none"> <li>Counselors</li> <li>Students</li> </ul>
6,7,8	Student Check-In	M1 B-SMS1 B-SMS6 B-SMS7 B-SMS10 B-SS3 B-SS9	2, 3	All Year	1	Counseling Office	Schoology Survey: 100% of students will know who their counselors is	Counselors

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
6	Career Day	M4 B-LS7 B-SMS5	1	January	1	Virtual Delivery	Completed graphic organizer	College & Career Readiness Committee
8 -12	Graduation Planning Meetings	M4, B-LS 1, B-LS 7, B-LS 9, B-LS 8, B-LS 9	1, 2	December	1	Counseling Office/PE Classes <i>Potentially completed virtually</i>	On-track toward graduation (report cards)	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> <li>• Parents</li> </ul>
6,7,8, 9	Clubs and Activities Fair	M1 B-LS10	2	September	1	Schoology Class Pages	Exit Survey	<ul style="list-style-type: none"> <li>• Club Advisors</li> <li>• Counselors</li> <li>• Students</li> </ul>
6	SEL	M1, B-SMS 1, B SMS 7, BSS 1, BSS 2, BSS 4	2, 3	October	1	FACS Classrooms	Exit Survey	<ul style="list-style-type: none"> <li>• FACS teacher</li> <li>• Counselor</li> </ul>
7	SEL	M1, B-SMS1, B-SMS7, B-SS1, B-SS2, B-SS4	2, 3	November	1	Health Classrooms	Exit Survey	<ul style="list-style-type: none"> <li>• Health Teacher</li> <li>• Counselor</li> </ul>
8	SEL	M1, B-SMS1, B-SMS7, B-SS1, B-SS2, B-SS4	2, 3	October	1	Tech Classrooms	Exit Survey	Counselor
K-12	Code of Conduct Presentations	M3 M6 B-SMS1 B-SMS2 B-SMS9 B-SS2	2	September	1	Pre-recorded videos shown to students	Referral Data	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Assistant Principals</li> </ul>
7	Digital Citizenship	M5, BSS5, BSS6, BSS8	2	September-June	1	Classroom teacher	Online graded Checkpoints	Teacher
K-12	PBIS	M3 B-LS 1 B-SMS 1 B-SS 2 B-SS 5	2	Quarterly	1	Hallways and classrooms	<ul style="list-style-type: none"> <li>• Referral data</li> <li>• Report card data</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• PBIS Team</li> </ul>

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
K-12+	Grade level transition support	M4, M5 B-LS 1 B-LS 7 B-LS 9 B-SMS 5 B-SMS 7 B-SMS 10 B-SS 2 B-SS 3 B-SS 8	2, 3	May/June  August	3	CHOICES presentations  Freshmen Orientation  Parent Orientation	Pre and post survey Parent Survey	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Counselors</li> <li>• Administrators</li> <li>• Parents</li> <li>• Monroe County Youth Bureau</li> </ul>
9	Orientation	M2 M3 M4 B-LS 3 B-LS 7 B-SMS 8 B-SMS 10 B-SS 2 B-SS 3	2, 3	August	1	Small Group Student Guided Tours Evening Parent meeting via Zoom	Orientation Evaluation Survey	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Counselors</li> <li>• Students</li> <li>• Parents</li> </ul>
9-11	Scheduling and Course Planning	M4 M5 B-LS 1 B-LS 7 B-LS 9 B-SMS 5 B-SS 1 B-SS 3 B-SS 6 B-SS 8 B-SS 9	1	December	1	Grade Level Presentations in Social Studies Classes  Course Selection Booklet  Scheduling Info Night via Zoom  Microsoft Forms	<ul style="list-style-type: none"> <li>• Course requests are entered in IC</li> <li>• Graduation requirements being reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Counselors</li> <li>• Students</li> <li>• Parents</li> </ul>
9-11	Explorer's Survey	M4 B-LS 10 B-SMS 3 B-SS 1 B-SS 3 B-SS 6 B-SS 7 B-SS 9	1	Spring	1	Advisement	Survey Completion	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Students</li> <li>• Explorer Coordination</li> </ul>

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
11-12	Armed Services Vocational Aptitude Battery	M4 M5 B-LS 7 B-LS 9 B-SS 8 B-SS 9	1	Winter	1	Information sent via student email and Schoology	Battery completion	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• ASVAB Coordinator</li> <li>• Students</li> </ul>
11	New Visions	M4 M5 B-LS 7 B-LS 8 B-LS 9 B-SS 1	1	Fall	1	Presentation by New Visions Teachers via Zoom	Enrollment in Program	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• NV Teachers</li> <li>• Students</li> </ul>
10-12	NCAA	M4 B-LS 1 B-LS 5 B-LS 9 B-SMS 1 B-SMS 5 B-SS 9	1	All Year	1	A.D. email blast to athletes and parents Schoology	NCAA Registration	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Coaches</li> <li>• Students</li> <li>• Parents</li> </ul>
10	10 <sup>th</sup> Grade Seminar I	M2 M4 B-LS 1 B-LS 7 B-LS 8 B-SMS 5 B-SMS 8 B-SMS 10 B-SS 2 B-SS 3 B-SS 6	1	Fall	1	Pre-recorded videos posted in Schoology	Tracking sheet completion	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>
10	Career Interest Seminar	M4 M5 B-LS 1 B-LS 5 B-LS 7	1	Winter	1	Naviance Seminar	Inventory Completion	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
11	Graduation Progress & Naviance	M2 M4 B-LS 1 B-LS 7 B-LS 8 B-SMS 5 B-SMS 8 B-SMS 10 B-SS 2 B-SS 3 B-SS 6	1,2	Fall	1	Virtual delivery	Tracking sheet completion	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>
11	College Search Seminar	M4 B-LS 1 B-LS 3 B-LS 5 B-LS 7 B-LS 9 B-SS 9	1	Spring	1	Naviance Seminar	<ul style="list-style-type: none"> <li>• Super Match Completion</li> <li>• Exploration of Military Websites</li> <li>• Resume work</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>
9-12	Rochester Area Colleges/Western NY Area Colleges Fairs	M2 M4 B-SMS 5 B-SMS 10 B-SS 1 B-SS 3 B-SS 8 B-SS 9	1	Fall	1	Virtual via Zoom		<ul style="list-style-type: none"> <li>• Counselors</li> <li>• College Reps</li> <li>• Students</li> </ul>
9-12	Small Group meetings with College Representatives	M2 M4 B-SMS 5 B-SMS 10 B-SS 1 B-SS 3 B-SS 8 B-SS 9	1	Fall & Spring	1	Visits conducted virtually via Zoom	Students sign-ups for individual visits	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• College Reps</li> <li>• Students</li> </ul>

Grade Level	Lesson Title	Mindsets & Behaviors Common Core	Goal	Month	Tier	Delivery Venue	Evaluation Methods	Responsibility
12	Senior Post-Secondary Planning	M4 B-LS 1 B-LS 7 B-SMS 4 B-SMS 5 B-SMS 8 B-SMS 10	1	Fall	1	Virtual via Zoom	Annual Individual Outcome Survey	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>
12	College Application Workshop	M4 B-LS 1 B-LS 3 B-LS 5	1	Fall	1	Pre-recorded videos posted in Schoology Individual meetings as requested	Attendance at workshops	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>
9	Introductory Seminar	M2 M3 B-SMS 7 B-SMS 8 B-SS 2 B-SS 3	3	Sept/Oct	1	Classroom	Student can identify supports in the building	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Students</li> </ul>

# **Spencerport School District**

## **Annual Program Outcome Report**



### Annual Program Outcomes Report

The tables below document the data collection for the Annual Program review to determine the success of the comprehensive school counseling program. Perception data and results/outcomes will be compiled and analyzed with the Advisory Council in the annual spring meeting. The Advisory Council will create and submit an annual report to the Board of Education.

Program Goal #1	Grade	Activities/Services (Include number of students affected)	Perception (Data from surveys/assessments)	Results/Outcomes (Achievement, attendance, and/or behavior data)	Implications
Within one year, 95% of students will have known post-secondary plans as identified on the senior survey.	8	College Tour Number of Students:	Exit Pass	Senior Exit Survey	
	7	7 <sup>th</sup> Grade WeMoCo Tour Number of Students: ____	Exit Pass	Senior Exit Survey	
	5	Career Exploration Number of Students:	Pre/Post Test	Senior Exit Survey	
	10	10 <sup>th</sup> Grade WeMoCo Tour and/or WeMoCo Parent Night Number of Students: ____	Student Sign Up	Senior Exit Survey	
	9-11	Course Scheduling and Planning Number of Students: ____	Discussions with counselors	Senior Exit Survey	
	9-11	Explorer Survey Number of Students	Survey Data	Senior Exit Survey	
	11-12	ASVAB Number of Students _____	Student Sign Up	Senior Exit Survey	
	11-12	NCAA Clearinghouse Number of Students: _____	Number of students completing the application	Senior Exit Survey	
	9-12	RAC & WNY College Fair Number of Students: ____	Student Sign Up	Senior Exit Survey	
	10	Grade Level Seminar Number of Students: ____	Student Seminar Exit Survey in Naviance	Senior Exit Survey	
	11	Grade Level Seminar Number of Students: ____	Student Seminar Exit Survey in Naviance	Senior Exit Survey	
	12	Grade Level Seminar Number of Students: ____	Student Seminar Exit Survey in Naviance	Senior Exit Survey	
	12	College Application Workshop Number of Students: ____	Student Attendance at Workshop	Senior Exit Survey	
9-12	Military Visits Number of Students: ____		Senior Exit Survey		

### Annual Program Outcomes Report

Program Goal #2	Grade	Activities/Services (Include number of students affected)	Perception (Data from surveys/assessments)	Results/Outcomes (Achievement, attendance, and/or behavior data)	Implications
90% of students will demonstrate academic and social readiness for the following grade level.	6-8	Orientation Number of Students:	Scavenger Hunt	Grades, Discipline	
	6, 8	Scheduling and Course Planning Number of Students:	Course Selection Sheets	Grades	
	8	Graduation Planning Meetings Number of Students:	High School Planning Form	Grades	
	6-8	Character Education (SEL) Number of Students:	Exit Games/Exit Pass	Discipline, DASA founded reports	
	K-5	Character Education Number of Students:	Observation, discussion, role playing, homelinks	Discipline, DASA founded reports	
	K, 5	Grade Level Transition and Support Number of Students:	Parental input (K screening)/counselor consult (5 <sup>th</sup> grade)	RtI Tiers, Discipline, Attendance, DASA founded reports	
	8	Grade Level Transition and Support Number of Students:	Final Check in, CHOICES presentations, counselor consult	Grades, Discipline, Attendance, DASA founded reports	
	K-5	Child Safety Matters Lessons Number of Students:	Pre/Post Test	Discipline, Attendance, DASA founded reports	
	K-1	KidSmartz Safety Lessons Number of Students:	Teacher/parent feedback/observations	Discipline, Attendance, DASA founded reports	
	9	Grade Level Seminar Number of Students: _____	Student Seminar Exit Survey in Naviance	Grades, Attendance	
	9-12	Code of Conduct Meetings Number of Students:	BPT Survey	Grades, Discipline, Attendance, DASA founded reports	
	9-12	Character Education Number of Students:	Lesson Exit Tickets	Discipline, Attendance, DASA founded reports	
	9	Freshmen Student & Parent Orientation Number of Students:	Feedback form	Grades, Discipline, Attendance, DASA founded reports	
	K-12	PBIS Number of Students: _____	Teacher Feedback/Observations	Grades, Discipline, Attendance, DASA founded reports	
	9-11	Course Scheduling and Planning Number of Students: _____	Discussions during Course Selection meetings	Grades, Attendance	
	8-11	Scheduling Information Night Number of Students: _____	Parent Attendance	Grades, Attendance	
9-12	Grade Level Team Meetings	Meeting Minutes	Grades, Discipline, Attendance, DASA founded reports		

**Annual Program Outcomes Report**

Program Goal #3	Grade	Activities/Services (Include number of students affected)	Perception (Data from surveys/assessments)	Results/Outcomes (Achievement, attendance, and/or behavior data)	Implications
Within 3 years all stakeholders will be able to identify and communicate with appropriate MH staff in a timely manner.	6-8	Student Check-Ins Number of Students:	Conversations with students	Stakeholder Survey: Parents, Students, Faculty and Staff	
	6-8	DASA Lessons Number of Students:	DASA referrals	Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-5	DASA Lessons Number of Students:	DASA referrals	Stakeholder Survey: Parents, Students, Faculty and Staff	
	6-8	Curriculum Night Number of Students:		Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-5	Curriculum Night/Open House Number of Students:	Parent attendance/feedback	Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-12	Threat Assessment Team Number of Students:	Threat assessment reports	Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-5	RTI Behavior Team Number of Students:	Student referrals/behavioral data	Stakeholder Survey: Parents, Students, Faculty and Staff	
	6-8	Code of Conduct Number of Students:		Stakeholder Survey: Parents, Students, Faculty and Staff	
	K	Kindergarten Orientation/Registration	Parent feedback	Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-5	Meet and Greet (September)		Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-12	Suicide Safety for Teachers and Staff Training Number of Participants: _____	Exit Survey	Stakeholder Survey: Parents, Students, Faculty and Staff	
	9-12	Character Education Number of Students: _____	Character Education Exit Ticket	Stakeholder Survey: Parents, Students, Faculty and Staff	
	9-12	Access to Student Support Center and Counseling Office Number of Students: _____	Sign-in Sheets	Stakeholder Survey: Parents, Students, Faculty and Staff	
	K-12	Family Support Center Number of Students: _____	Intake Numbers	Stakeholder Survey: Parents, Students, Faculty and Staff	
	9-12	Meet and Greet at first Faculty Meeting		Stakeholder Survey: Parents, Students, Faculty and Staff	
9-12	Counseling Newsletter		Stakeholder Survey: Parents, Students, Faculty and Staff		

## **Annual Individual Progress Review Process**

Each student in grades 6-12 will receive one annual individual progress review meeting with a certified school counselor. The purpose of this meeting is to determine how well the student is benefitting from the Tier 1 activities in the school counseling program and whether there are needs that still require addressing. The meeting will provide an opportunity for the school counselor and student to reflect on the student's educational progress, achievement, behavior, social/emotional development, and college/career knowledge and planning.

During the meeting, the school counselor will document the student's progress with a survey in Naviance, used for data compilation; this data will inform the Advisory Council's annual report to the Board of Education.

### **Advisory Council**

#### **Members**

Ty Zinkiewich, ASI  
Kristen Paolini, Director of Curriculum  
Sean McCabe, High School Principal  
Denise Lemcke, Canal View Principal  
Parent Representative  
Michael Miceli, BOE member  
Rebecca DiNatale, HS Counselor  
Amy Gillett, HS Counselor  
Jackquelyn Woodard, MS Counselor  
Brett Schufelt, K-5 Counselor  
Traci Polowski, Social Worker  
Tina Brien, School Psychologist

Per regulation 100.2(j)(2)(iii), the Advisory Council will meet at least two times annually for the purpose of reviewing the comprehensive developmental school counseling program and advising on the implementation of the school counseling program. The Advisory Council may use the Program Assessment document included in this plan as Appendix A to guide the conversations.

Suggested timeframe for the meetings includes one fall meeting and one spring meeting.

In the annual spring meeting, the Advisory Council will review the Annual Program Data and suggest revisions for the coming school year. The council will create and submit an annual report to the Board of Education.

## MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-Tiered System of Support is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. While all students receive Tier I practices, depending on student need some students may receive Tier II and/or Tier III practices in addition to the universal interventions in Tier I. The tiering system is fluid, with students moving among the tiers in response to each child's needs.

Tier 3: Tertiary Interventions – Specialized, individualized, serves high-risk students (1-5% of total population)

Tier 2: Secondary Interventions – Specialized, serves groups with at-risk behaviors (5-15% of the total population)

Tier 1: Universal Interventions – School-wide or classroom-wide, serves all students (effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/Rtl
Tier 3	Individual instruction in SEL competencies and skills Practice & coaching	Crisis intervention Individual Counseling/support plan Family Collaborations Referral to Services Meetings with outside providers and families Referral to CSE	Functional Behavioral Assessments (FBAs) Behavioral Intervention Plans (BIPs) Referral to CSE Referral to FSC/outside provider	Family conferences and/or collaborations  Restorative Circles  Individual student re-entry plans	Intensive instruction (1-2 students) Specially designed instruction Referral to CSE Consultation with family/teachers
Tier 2	Targeted, explicit instruction in SEL competencies, strategies, skills Practice & coaching with feedback.	Individual/small group counseling Support groups Family engagement Substance-abuse counseling Referral to services Connecting families to virtual resources specific to need	Daily check in/check out Individual Behavior contract Social and Academic instructional groups (small group) Referral to Instructional Support Team Meetings with family and teachers	Problem solving circles (subject based on student need) Restorative conferences	Small group supplemental instruction Guided instruction Referral to Instructional Support Team Meetings with family and teachers AIS Supports
Tier 1	Integration of SEL in the content areas Explicit instruction in SEL competencies General teaching practices that model and support SEL Family communication of SEL	Mental Health education Prevention/Intervention supports (e.g. stress management, wellness, suicide prevention, etc.) Character Education presentations COVID-19 mandates shared and followed	School-wide behavioral expectations Character Education presentations Classroom (live and virtual) management Culturally Responsive practices	Family engagement Responsive discipline policies Restorative Circles School-wide community building endeavors	Standards-aligned, differentiated, data-informed, culturally responsive instruction Student self/peer assessment Family engagement

\*All above services can be provided in both in-person and/or virtual settings.