

Martin Luther School
6-12 Comprehensive School Counseling Program
And Guidance Plan

Brief description of the school

Over the past 62 years, Martin Luther School has viewed its role in the community not just as a place of education, but a place of ministry. From the very beginning, a Christ-centered ministry has been the number one priority of Martin Luther School. Reflecting ever-growing educational needs and trends, Martin Luther School adapts its curriculum to reflect an ever-changing society. While maintaining its ministerial integrity, it has continued to grow as a college-preparatory school, offering Dual enrollment college classes, and STEM Courses.

Martin Luther serves 191 students in grades six through twelve. It began as one of three New York City area Lutheran Church-Missouri Synod (LCMS) association schools, with roughly 10 Queens area congregations supporting the school with funds and students. It continues to be an association school for various other church bodies as well. The school is served by a Board of Directors, which ensures Martin Luther's prosperity by collectively directing the school's affairs, while meeting the appropriate interests of its shareholders and stakeholders. Members and congregations of both the LCMS and the Evangelical Lutheran Church of America (ELCA) Synods are given the vote and the right to hold office on the Board. Martin Luther has been in existence for over 60 years and continues to be a focal point of our village community.

The school offers an ideal learning environment for all students. A small school atmosphere, individual attention, a diverse student body, and community support are just some of the things that make Martin Luther unique. The school is proud to provide students with a strong academic program in core subjects that establishes the foundation for their success in high school, college, and careers. Martin Luther students also benefit from accelerated courses in Math and Science; and over half a dozen college-level elective classes.

The staff consists of 19 teachers; 13 non-instructional personnel; an Executive Director, Principal, and an Assistant Principal. In addition to the traditional academic courses, interscholastic sports for middle and high school students; a wide range of clubs and extracurricular activities for students in grades six through twelve, three drama productions each year; band and chorus; and the possibility of playing on 11 interscholastic athletic teams throughout the year.

Mission Statement

Martin Luther School embodies Christ's love for a diverse community, where our students are encouraged to grow in faith and flourish in academics, the arts, athletics, and life.

Counseling Center Vision Statement:

As an important part of the Martin Luther School family, the future graduates will be people of integrity who take charge of their learning and choices beyond high school; live honestly; respect themselves and others; and do their part to create and cultivate a safe environment for all.

Counseling Center Mission Statement

1. In the effort to **walk alongside students as they recognize, understand, and refine their identities**, the counselors will befriend, support, and counsel students when issues arise that block their learning, whether from within school or without by listening to the student about the issues; creating an understanding of who they are in those issues; and assisting the student to come up with personal solutions to those issues.
2. In the effort to **advise students as they recognize, understand, and direct their purpose**, the counselors will set up and carry out a plan to help students reach their academic goals by regularly checking in on each student's progress; recognizing gaps in learning or places where a student excels; and creating a plan to help a student reach her/his highest potential.
3. In the effort to **assist students to identify, define, and plan for their future vocations**, the counselors will guide students in setting college/career goals; discussing classes that build the best transcript for each individual student; and provide a timeline and resources for easy research on possible colleges and careers.

6-12 Counseling Program Overview

Currently, the School Counselors implement the requirements of the sixth through twelfth grade components of the school counseling program. With assistance from the Principal and Assistant Principal and collaboration with the faculty, the Counselors provide students with academic, career and social/emotional support based on the needs of all students. Both the High School Counselor and the Middle School Counselor provide individual and/or group counseling and crisis intervention to support overall student success. Parent involvement is welcomed and encouraged.

List of department members, principal, superintendent

Amy Lecakes, K-12 certified School Counselor
Tara Ciccione, K-12 provisionally certified School Counselor
James Reagan, Executive Director
Donna Younghese, Principal
Ann Boyle, Assistant Principal and Director of Athletics

The Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards and linked to the New York State Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: student and professional standards in order to DEFINE the program; program focus and planning in order to MANAGE the program; direct and indirect student services in order to DELIVER the program; and program and school counseling assessment and appraisal in order to ASSESS the program. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The American School Counseling Association's (ASCA) National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **DEFINE:** which addresses the belief and mission that every student will benefit from the school counseling program, and that every counselor acts according to set standards.
2. **MANAGE:** which presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis; and monthly calendars
3. **DELIVER:** which defines the implementation process and the components of the comprehensive model through direct and indirect student services (guidance curriculum, individual planning with students, responsive services, and system support).
4. **ASSESS:** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit by asking such questions as who participated in activities; what Mindsets and Behaviors did the students learn; and how did learning affect attendance, achievement, and discipline.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to showing how school counselors are key players in the academic success for all students.

Martin Luther School Counseling Department: DEFINE

Counseling Statement

Professional School Counselors work under research-based National Standards of Mindsets and Behaviors from ASCA. These standards describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. Students should be able to demonstrate these as a result of a school counseling program. Included in these are the three domains (Academic, Social/Emotional, and Career) and standards under these. The complete list of Mindsets and Behaviors along with the Domains and Standards are found as part of the Group and Classroom Action Plan.

Professional School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement. They do this according to The ASCA School Counselor Professional Standards and Competencies which are found in Appendix A.

Professional School Counselors also work under ethical standards that enable them to create opportunities for equity in access and success in educational opportunities; and connect their programs to the mission of schools by subscribing to the tenets of professional responsibility. The ASCA Ethical Standards for School Counselors which are found in Appendix B.

Professional School Counselors in New York state work under the New York State Education Department regulations. Those regulations under part 100.2 are found in Appendix C.

Professional School Counselors work under the New York State Education Department Career Development and Occupational Studies (CDOS) standards. These learning standards are intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. These standards are found in Appendix D.

Professional School Counselors at Martin Luther School, as agents of educating and developing students as whole human beings, work to incorporate the Core Competencies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework into our collaborative relationships and rigorous and meaningful curriculum and instruction. These competencies are meant to advance educational equity and excellence through authentic school-family-community partnerships in order to address various forms of inequity and empower young people and adults to contribute to safe, healthy, and just communities, particularly in our post-Pandemic world. These competencies are found in Appendix E.

Martin Luther School Counseling Department: MANAGE and DELIVER

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the Martin Luther School Counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Clear expectations and purposeful interaction with all stakeholders results in a school counseling program that is integrated into the total educational program, and provides student growth and development. The management section of the Martin Luther school Counseling Plan addresses who will implement the school counseling program, when the program is delivered, use of data, the management agreement, and advisory team.

Components of the Management and Delivery Systems:

Management agreements: The counselors will ensure effective implementation of the delivery system to meet student needs. The counseling staff and administrators make management decisions based on the school's needs and data analysis.

At each level (Middle and High School), school counselors will review and discuss data driven needs for the student population and create School Data Summary reports (see example, Appendix F). The data used to create these may include review of graduation rates, attendance and discipline records, and standardized test scores. The counselors will decide on a plan of action based on those reports.

Program implementation: The counselors will then use the data summary reports and integrate all elements of a school counseling plan by writing annual student outcome goals (see example, Appendix G). In these plans, the counselors will ensure that each student has access to the counseling program.

Use of Time: In addition, the counselors will determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support. The counselors will recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct services and indirect services with students. The remaining time is spent for program management and program services.

Component	Middle	High School
Guidance Curriculum and LFF lessons	34-45%	15-25%
Individual Student Planning	5-10%	35-45%

Responsive Services	30-40%	30-40%
System Support	10-15%	10-15%

Use of Calendars: The school counselors will use monthly calendars to guide program delivery. Other considerations of management agreements include counseling budget, professional development, department meetings, and collaboration among support services staff.

Use of Data: A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented is part of the program, and is developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate participation, Mindsets and Behaviors data, and outcome data.

- **Participation data:** Participation data answers the question, "What did you do for whom?" and provides evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice. Examples of participation data include: held six five-session counseling groups with eight students each on anger management; 250 parents/guardians attended an evening career event; all eleventh grade students were seen individually to prepare an academic plan.
- **Mindsets and Behaviors data:** These data answer the question, "What did students learn through participation in the school counseling activities?" These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. Examples of perception data include: 100 percent of students in grades 6-8 have completed an academic plan; 92 percent of students can identify the early warning signs of violence; 70 percent of tenth-grade students understand the relationship between academics and careers.
- **Outcomes data:** Outcome data answer the "so what" question: "How did learning affect achievement, attendance, or discipline?" The impact of an activity or program is documented through Mindsets and Behaviors data. These data show that a program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to affect behavior change. Examples include: graduation rates improved by 14 percent; attendance improved among seventh-grade males by 49 percent; discipline referrals decreased by 30 percent over time.

At each level (Middle and High School), the school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed; description of activity; timeline in which the activity will be completed; who is responsible for delivery; means of evaluating student success; and expected results. The School Counselors will decide on a plan of action to meet students' needs.

Martin Luther School Counseling Department: ASSESS

To achieve the best results for students, the school counselors regularly evaluate the program to determine its effectiveness. Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. The School Counselor uses 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 and Program Assessment. Going forward, the school counselors would like to maintain a regular review of the program. The plan will include an analysis of one component of school data, one goal, strategies, results, and evaluation. Using School Data Summary (Appendix F) and the Annual Student Outcome Plan (Appendix G), school counselors will collaborate with administrators to identify problem areas using data critical to student success. Examples include discipline referrals, standardized test scores, retention, dropout rates, and attendance. A goal will be set based on the following question: How does the role of the school counselor impact student success? One need will be selected and the baseline of data identified. External variables will be identified. Counselors will identify strategies to accomplish the goal. Strategies may include school guidance curriculum including classroom and group counseling, individual student planning, responsive services, and system support. Results will include baseline data and results data. Each accountability plan will include an evaluation. Which strategies had a positive impact on the data? Which strategies should be replaced or changed? How did your role as a school counselor and your goal contribute to a systemic change in your school?

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data driven school counseling program (ASCA, 2012). The Martin Luther Guidance Department may review the accountability plans to identify trends and areas of success and areas in need of improvement. The program evaluation has the following 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, and evaluation of the School Counselor's performance using the Martin Luther's NYSAIS' Self Study Report.

Data Analysis:

The School Data Summary is a summary of the school's achievement, attendance, behavior, and safety record over a multi-year period and can contribute to a better understanding of trends at the school. The school counselors will review available attendance, graduation rates, achievement, behavior, and safety data from the past school year. The school counselors will consider the following questions when analyzing the data: What strengths are indicated by the data? What concerns are indicated? Have attendance and graduation rates remained stable? How can the school counseling program contribute to addressing the educational issues posed by the data? (Appendix F, G)



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Mindsets & Behaviors addressed through classroom and group activities. While some activities address multiple ASCA Mindsets & Behaviors, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all ASCA Mindsets & Behaviors addressed through that activity.

School Name: Martin Luther School

Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being	Health Class	All Sophomores, School Counselors, Guidance	Class	
	PE Class	Faculty All Students, PE Teacher	Class	
M 2. Self-confidence in ability to succeed	Self-esteem lessons	6-8 th grade students, Social Studies teacher	Class	
	Self-esteem lessons	Sophomore/Senior students, English teacher	Class	
	Principal's list recognition breakfast	Qualified Students, Administration	LG	
	Leadership and Fath Formation (LFF) lessons	All student, Theology staff, Counselors	Class	
M 3. Sense of belonging in the school environment	Weekly chapel	All Students, Theology staff	LG	
	Neighborhood Walk-a-Thon	All Students, all teachers	LG	
	Annual Spring Field Day	All Students, all staff	LG	
	Student Life Committee	All Students, all staff	LG	
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success	Safe Circles monthly meeting	All Students, faculty	LG, SG	
	New York State Education Department Career Plan	All students, one-on-one annual meeting, School Counselors		Ind
	College Fair	All students, all teachers	LG	
	High School Transition lessons (3)	8 th grade students, School Counselors	Class	
	STEM Career choice lessons	All students, Science Teacher	Class	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Resumes, College essays, and Career planning unit	All Juniors and Seniors, English/Business Teachers, Guidance Department Faculty	Class	
	Life Skills and Research and Writing classes	All seniors, School Counselor, Guidance Department faculty	Class	
M 6. Positive attitude toward work and learning	Advisory Period	School Counselors, all teachers		SG
	Homework help	All teachers		SG
M 6. Positive attitude toward work and learning	Career Fair	All students, all teachers, Alumni	LG	
	STEM Career choice lessons	All students, Science Teacher	Class	
	Foundations Course	All Freshmen, Faculty	Class	
M 6. Positive attitude toward work and learning	Resumes, College essays, and Career planning unit	All Juniors and Seniors, English/Business Teachers, School Counselor, Guidance Faculty	Class	

Behavior Learning Strategies	Activity	Participants	Class/LG	SG
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Foundations class Life Skills class Decision making-lessons Decision making-lessons LFF lessons	All Freshmen, teacher All Seniors 6-8 grade students, English teacher 9-12 students, Social Studies; English teacher; School Counselors All students, Counselors, Theology staff	Class Class Class Class Class	
B-LS 2. Demonstrate creativity	Yearbook club Senior Class mural Musical improvisation and composition	Interested students, Art teacher, Development staff Seniors, Art Teacher All music students, Music teacher	 Class	SG SG
B-LS 3. Use time-management, organizational and study skills	Foundations class Study Skills group Self-management lessons	All Freshmen, Guidance faculty Middle school students All High School Students, Math/Social Studies/Business/English teachers	Class Class	SG
B-LS 4. Apply self-motivation and self-direction to learning	Advisory Period Homework help	School Counselors, all teachers All teachers		SG SG
B-LS 5. Apply media and technology skills	Systems lesson Technology club	School Counselors, Select Students Director of Operations, Interested students		SG SG
B-LS 6. Set high standards of quality	Foundations class Life Skills and Research and Writing classes	All freshmen, Guidance faculty All seniors, Guidance faculty	Class Class	
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Individual Advising	All students, one-on-one annual meeting, School Counselor		Ind
B-LS 8. Actively engage in challenging coursework	Honors Classes Dual enrollment College classes Advanced math/science classes Research and Writing Class	Qualified sophomores, juniors, seniors, teachers Qualified juniors and seniors, teachers Qualified 8 th graders Seniors, Faculty	Class Class Class Class	
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Foundations class Life Skills and Research and Writing Classes DBQ lessons Scientific Method lessons	All freshmen, Guidance faculty All seniors, Guidance faculty Social Studies students, Social Studies teachers Science students, Science teachers	Class Class Class	
B-LS 10. Participate in enrichment and extracurricular activities	Drama Club Sports Teams Newspaper	Interested students, drama club advisors Interested students, coaches Interested students, English and Art teacher		SG SG SG

Behavior Self-Management Skills	Activity	Participants	Class/LG	SG
B-SMS 1. Demonstrate ability to assume responsibility	DASA training DASA presentations Restorative Justice Safe Circles meetings Life Skills class	All students, Assistant Principal School Counselor, Select students/classes, Assistant Principal Select students, School Counselor and Assistant Principal All seniors, School Counselor, Faculty	LG Class Class	SG, ind as needed SG SG
B-SMS 2. Demonstrate self-discipline and self-control	Boundaries lesson Systems lesson Restorative Justice Safe Circles meetings	Select students/classes, School Counselors School Counselors, select students/classes Select students, School Counselors	Class Class	SG as needed SG as needed SG as needed
B-SMS 3. Demonstrate ability to work independently	Advisory Period Homework help	School Counselors, all teachers All teachers		SG SG
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	Individual Advising Restorative Justice Safe Circles Meetings	School Counselors, all students School Counselors, select students		SG, ind SG
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	Individual Advising	School Counselors, all students		SG, ind
B-SMS 6. Demonstrate ability to overcome barriers to learning	Individual Counseling SETSS Peer Tutoring	School Counselors, select students Students with IEPs/504s, Special Education teacher, School Counselors Select students, School Counselors		SG, ind SG SG
B-SMS 7. Demonstrate effective coping skills when faced with a problem	Individual Counseling	School Counselors, select students		SG, ind
B-SMS 8. Demonstrate the ability to balance school, home and community activities	Individual Advising	School Counselors, all students		SG, ind
B-SMS 9. Demonstrate personal safety skills	Infectious disease unit First Aid Unit CPR/First Aid Covid-19 safety training	8 graders, 8 th grade teacher 9-12 Students, Science Teacher All seniors, Administration All students, Administration	Class Class Class LG, as part of Orientation	
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations.	Crisis Counseling <i>See Note Above-B-SMS 7</i>	Available to all students, School Counselors		ind

Behavior Social Skills	Activity	Participants	Class/LG	SG
B-SS 1. Use effective oral and written communication skills and listening skills	Communication/Presentation Skills lessons Chapel Life Skills and Research and Writing Classes	All high school students, English teachers, Social Studies teachers All students, Theology staff All seniors, School Counselor, Guidance faculty	Class LG Class	
B-SS 2. Create positive and supportive relationships with other students	Weekly chapel Neighborhood Walk-a-Thon Annual Spring Field Day Safe Circles Meetings	All Students, Theology staff All Students, all teachers All Students, all staff All Students, all staff	LG LG LG LG	
B-SS 3. Create relationships with adults that support success	Career Day Advisory Period	All students, Alumni All students, All teachers	LG	SG
B-SS 4. Demonstrate empathy	DASA training DASA presentations Restorative Justice Safe Circles meetings	All students, Assistant Principal School Counselor, Select students/classes Select students, School Counselor	LG Class	SG, ind as needed SG
B-SS 5. Demonstrate ethical decision-making and social responsibility	Communication/Presentation Skills Restorative Justice Safe Circles meetings	All high school students, English teachers, Social Studies teachers Select students, School Counselor	Class	SG
B-SS 6. Use effective collaboration and cooperation skills	Musical improvisation and composition	All students, Music teacher	Class	
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Student Council	Select high school students, Student Council Advisor		
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	Citizenship/Research Lessons	Sophomore, Senior Students, English teacher, Government teacher	Class	
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Crisis/Individual Counseling <i>See Note Above-B-SMS 7</i>	All students, School Counselor		Ind

Appendix A

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Appendix B

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Appendix C

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS PART 100.2 (j)

Guidance Programs

- a. (ii) **Nonpublic schools.**
Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.
- b. (2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.
- c. (i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:
 - d. (a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
 - e. (b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;
 - f. (c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
 - g. (d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement

postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

- h. (e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
 - i. (ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.
 - (a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
 - (b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
 - (iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
- (3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

[Back to Top](#)

Appendix D

Learning Standards for Career Development and Occupational Studies at Three Levels

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Appendix E

<https://casel.org/casel-sel-framework-11-2020/>



Sample: School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert; who can help you interpret the data?

The School Counselor will look at the data and will enlist the help of the music teacher, a doctoral candidate with expertise in running statistics, as well the Math Department Chair, who also teaches the Algebra 1 class.

2. Identify the school improvement plan goals.

- In which areas can the school counseling program support the work?

College Readiness.

- List those goals:

One of the school's main goals is to be a college prep school, and even includes this on all of the school's advertising and recruitment material. All matriculation data and post-graduate data is collected with the expectation that the school sends 100% of its graduates to college. In the past four years, the school has fallen from 98% to 94.5% of students who pursue college after graduation.

3. Review available school data reports for previous years to identify trends.

For example:

Is there a subgroup that historically underperforms on standardized achievement benchmarks?

Is there a grade level that historically has the most absences?

Is there a subgroup that historically receives the majority of discipline referrals?

Part of being a college prep school in New York State means all students take the Regents examinations and pass them with college-ready (75) scores or mastery (85) scores. After reviewing the Regents exam scores (outcome data) for the past 5 years, the students at Martin Luther who take the Algebra 1 Regents exam historically underperform this expectation. Out of those 5 years, the average score was under passing 2 out of the 5 years and under college ready for 5 out of the 5 years. The scores are consistently 20 points below mastery level for all 5 years.

1. Compare your school’s data with district and state data or other comparable data points.

After reviewing the New York City Public Schools report on average Algebra 1 Regents exams for the same years, Martin Luther School falls below most Specialized Schools by 5-20 points and most General Academic schools by 5 points. Martin Luther Schools is comparable to most transfer schools (historically schools in New York City that progress students through graduation requirements without focusing on college readiness); technical schools; and Special Education schools.

2. Identify what else you need to know.
 - The Algebra 1 teacher assesses her students by marking homework by completion, and “do-nows”, quizzes, and tests in terms of accuracy.
 - When asked why the students underperform on those tests as compared to the homework, the teacher states that very few students come to her office hours for help.
 - In studying the annual student survey at the end of the year, over half of the students report that the teachers give them encouragement to do their best; will help them improve their scores if necessary; and are available for extra help.
 - The average grade at the end of four quarters for Algebra students was 11 points above the average Regents Exam score in 2017-2018; 14 points above the average Regents Exam score in 2018-2019; will be undetermined in 2019-2020 due to Covid-19.
 - The quarter one average grades are typically 5 points higher than the quarter four grades, falling between 1-4 with each quarter.
3. Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
1. While over 50% of the high school students report that teachers are available for extra help, the Algebra teacher reports that a majority of her students do not attend her before/after school office hours.	Build an “Advisory Period” into each student’s schedule during the school day every day. Include in the curriculum a “Foundations” course mandatory for all Freshmen that addresses who students are as learners how to be a successful student; and study skills.

	<p>Lead large and small group lessons on personal accountability; study skills; and motivation.</p>
<p>2. Algebra 1 Regents Exam scores are 10 or more points below the average end of year grade for Algebra 1 students.</p>	<p>Work with the Algebra 1 teacher on assessing homework grades for knowledge and not just completion.</p> <p>Lead large and small group lessons on study skills.</p>
<p>3. Algebra 1 Regents Exam scores are 10 points below college-ready scores and 20 points below mastery scores.</p>	<p>Offer Regents exam review sessions during Advisory Periods once a week throughout the year.</p> <p>Give regular check-point quizzes that do not count towards student averages to assess mastery of Regents review sessions.</p>

Appendix G



Sample: Annual Student Outcome Goal Plan

Academic Year 2019 to 2020

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

Average quarterly grades;
Regular check-point assessments of Regents review sessions;
Regents exam scores.

By ,
End Date *Targeted Group*

will
(increase/decrease something related to achievement, attendance or discipline)

by from to
Measure of change *Baseline data* *Target data*

Supplemental Data:

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

- The Algebra 1 teacher assesses her students by marking homework by completion, and “do-nows”, quizzes, and tests in terms of accuracy.
- When asked why the students underperform on those tests as compared to the homework, the Algebra 1 teacher states that very few students come to office hours for extra help.
- In studying the annual student survey at the end of the year, over half of the students report that the teachers give them encouragement to do their best; will help them improve their scores if necessary; and are available for extra help.
- The average Grade at the end of four quarters for Algebra students was 11 points above the average Regents Exam score in 2017-2018; 14 points above the average Regents Exam score in 2018-2019; will be undetermined in 2019-2020 due to Covid-19.

- The Quarter One average grades are typically 5 points higher than the Quarter Four grades, falling between 1-4 points with each Quarter.

Mindsets & Behavior Data:

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

M&B# Mindsets & Behaviors Statement

M 5:	Belief in using abilities to their fullest to achieve high-quality results and outcomes
B-LS 4:	Apply self-motivation and self-direction to learning

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

By the end of the school year, all Algebra 1 students will use the tools available to them at least once a week (extra office hours; Advisory Period; study help) in order to raise their personal average by 6% from Quarter 1 to Quarter 4.

Possible Activities/Strategies/Interventions by School Counselors

1. Build an “Advisory Period” into each student’s schedule during the school day every day.
2. Include in the curriculum a “Foundations” course mandatory for all Freshmen that addresses who students are as learners; how to be a successful student; and study skills.
3. Lead large and small group lessons on personal accountability; study skills; and motivation.

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

