School Counseling Services

School Board Meeting
June 8, 2017

ACPS
Alexandria City Public Schools
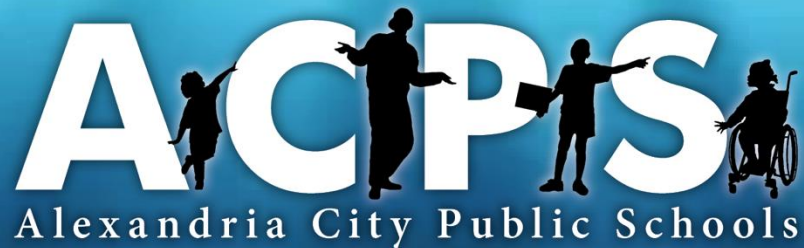
Every Student Succeeds

Essential Questions

- How is the school counseling program supporting the success of every student?

- How are students impacted as a result of the school counseling program?

- How have school counseling services been enhanced to meet the needs of our students?

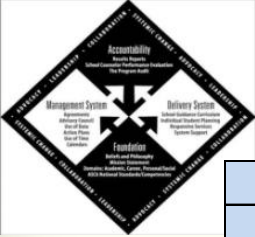- What are the next steps for the school counseling program?

Overarching Goal

"Every Student Succeeds"

To ensure that all students have experiences throughout their K-12 education that include academic, social emotional and career development opportunities that prepares them to be ready for life.

ACPS 2020 & ASCA Model

Strategic Plan Goals					
Goal 1 Academic Excellence & Educational Equity	Goal 2 Family & Community Engagement	Goal 3 An Exemplary Staff	Goal 4 Facilities & Learning Environment	Goal 5 Health & Wellness	Goal 6 Effective & Efficient Operations
School Counseling Program					
1) Academic advising/ICAP 2) Enrollment in rigorous coursework (i.e., honors, AP, dual enrollment) 3) College and career readiness 4) Core Curriculum Action Plan 5) Small group and closing the gap action plans	1) Parent information workshops 2) Partner with FACE office 3) Advisory Council 4) Vision and mission statements	1) Professional development 2) Professional Learning Community (PLC) 3) Collaboration with SST members 4) Counselor competencies 5) Annual agreement	1) Participation in Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Responsive Classroom, and character education 2) Use of technology	1) Promote Developmental Assets 2) Mental health counseling 3) Prevention and intervention counseling	1) School Data Profile 2) Use of time assessment 3) Program assessment 4) Annual and weekly calendars 5) Program SMART goals

Alignment of School Counseling Services

School Counseling Program *Aligned with ASCA Model Program*		
Academic	**Social Emotional**	**Career**
1) Examining data and holding data chats with students	1) Promote developmental assets	1) Opportunities for career exploration at all levels
2) Encourage enrollment in rigorous coursework (Honors, AP, Dual Enrollment)	2) Implementation of mental health scope and sequence	2) Build aspirations for higher education across all levels
3) Host parent information workshops	3) Collaboration with School Support Team (SST) members	3) Individual Career and Academic Plan (ICAP)
4) Collect data from students through surveys	4) Proactive participation in Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom, and character education to eradicate anti-bullying behaviors	4) Provide real-life connections from school to the world of work
5) Ongoing partnership with administrators and instructional staff, parents and community	5) Implementation of Restorative Practices	5) Connect coursework to career goals and aspirations

ACPS Characteristics of a High Performing School Division

Elementary Counseling Services
SY 16-17

Services Provided

- 2,595 Classroom lessons

- 222 Counseling groups

- 20 Individual sessions (average per week)

- 227 Parent sessions

Alexandria City Public Schools

Recognized ASCA Model Programs (RAMP)

George Washington Middle School

- **RAMP 2015-16**
- 1286 students in 6th, 7th and 8th grade participated in classroom lessons
- Lessons focused on anti-bullying, decreasing suspensions and increasing success in honors classes for minority students by implementing a honors intervention plan
- 79% of minority students in honors classes raised their grade to a C or better

Hammond Middle School

- **RAMP 2016-17**
- 29 girls in 7th grade participated in a Girls Summit to help reduce behavior referrals
- Focus of the Summit was to reduce bullying behaviors, increase self-esteem and promote healthy relationships through various activities
- 48% decrease in the number of behavior referrals for this group

Jefferson-Houston School

- **RAMP 2016-17**
- 38 minority and economically disadvantaged students participated in individual counseling
- Individual sessions reinforced "Ready for Success" skills previously taught through small group intervention
- 14% reduction in the number of students on the D or F list from 1st to 3rd quarter

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T.C. Williams High School Counseling Data SY 16-17

Classroom Lessons

- Approximately 150 classroom lessons taught by school counselors for all students including International Academy, CFC and Satellite Program about teen depression, suicide prevention, and mental health awareness

- College & Career Readiness lessons taught during core classes by school counselors at all grade levels at both campuses, totaling over 300 lessons and impacting all students

Group Counseling

- Currently facilitating 20 counseling groups for mental health and/or academic support, impacting 160 students, 6 weeks of interventions with targeted supports

- Analysis of data collected this year will inform expansion of group counseling offerings to reach and impact more students

T.C. Williams High School Counseling Data SY16-17

Individual Counseling

- Crisis response services: Approximately 100 formal risk assessments conducted with various referrals for mental health support

- Case Management for approximately 150 students who receive 504 accommodations (top 3 most common 504s are for ADHD, depression and anxiety)

- Average number of students visiting a counselor per day is 15

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Individual Career and Academic Plan (ICAP)

- Timeline of ICAP activities in the 2017-18 Program of Studies

- T.C. held ICAP Parent Chats by grade level

- Updated information on T.C. website https://www.acps.k12.va.us/Page/1818

- Developed common ICAP lesson

- Completion of 2017 ICAP student survey

Academic Advisement Protocol

- Academic Advisement Protocol developed for all secondary counselors

- Norming practices for consistency in student and family experience

- Incorporating graduation progress, Naviance assessment and other student data

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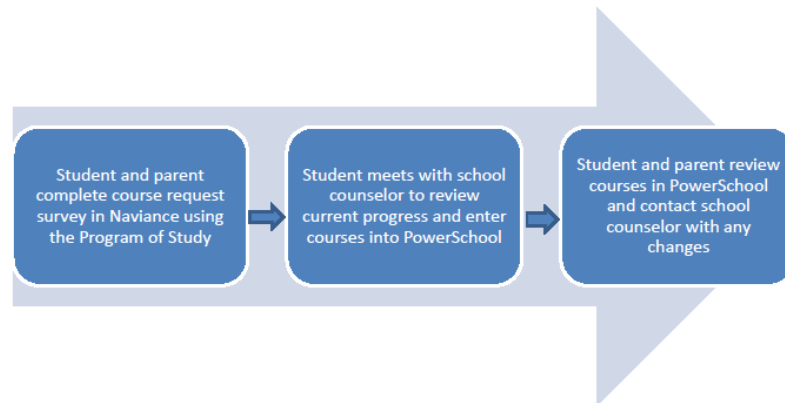
Academic Advisement Protocol

Step 1:	Student logs into Naviance and completes the course selection survey, a career assessment and sets 3 goals
Step 2:	School counselor invites student to meeting after Step 1 is complete
Step 3:	Review the student's results in Naviance and incorporate results into advisement
Step 4:	School counselor logs into PowerSchool and reviews the historical grades screen
Step 5:	Based on academic progress, credit standing and SOLs passed, school counselor activates graduation plan progress
Step 6:	Discuss attendance, behavior and any other relevant data
Step 7:	If a student is failing a course, school counselor advises about summer school and makes contact with parents
Step 8:	School counselor consults with SPED, ELL, IA case managers and invites their input
Step 9:	Student selects classes with school counselor based on current progress, considers teacher recommendations and parent input
Step 10:	Student and parent reviews course schedule in PowerSchool and contacts school counselor with any questions

January 2017

Electronic Course Registration

https://www.acps.k12.va.us/Page/412

Next Steps

- Ultra-individualized approach moving from ICAP to MYCAP

- Additional outreach to students and families through the FACE Family Tool Kit and the Program of Studies

- Monitoring the VDOE's Profile of a Graduate work for ACPS alignment

- Continued collaboration with Curriculum & Instruction
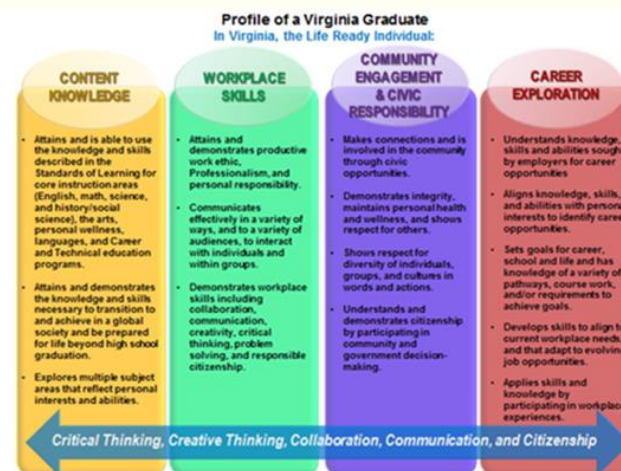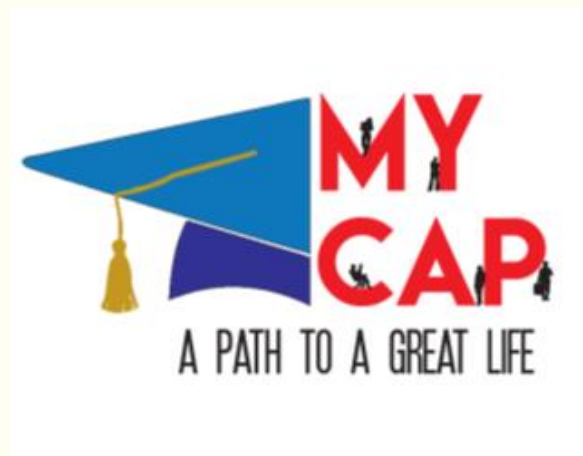
Questions?

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