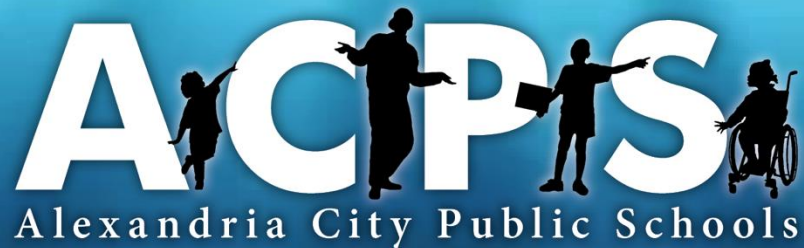


School Counseling Services



School Board Meeting
June 8, 2017



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?

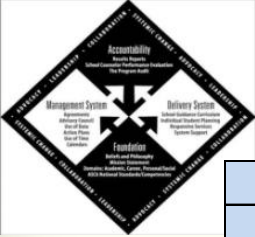
Overarching Goal

“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

<u>Academic</u>	<u>Social Emotional</u>	<u>Career</u>
<ol style="list-style-type: none"> 1) Examining data and holding data chats with students 2) Encourage enrollment in rigorous coursework (Honors, AP, Dual Enrollment) 3) Host parent information workshops 4) Collect data from students through surveys 5) Ongoing partnership with administrators and instructional staff, parents and community 	<ol style="list-style-type: none"> 1) Promote developmental assets 2) Implementation of mental health scope and sequence 3) Collaboration with School Support Team (SST) members 4) Proactive participation in Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom, and character education to eradicate anti-bullying behaviors 5) Implementation of Restorative Practices 	<ol style="list-style-type: none"> 1) Opportunities for career exploration at all levels 2) Build aspirations for higher education across all levels 3) Individual Career and Academic Plan (ICAP) 4) Provide real-life connections from school to the world of work 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

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

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

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

ACPS
Alexandria City Public Schools
Individual Career and Academic Plan (ICAP)
Grades 6-12 Timeline

Timeframe	Individual
<p>I. Quarter</p> <p>Students explore their individual interests, develop their strengths and cultivate their gifts and talents.</p> 	<ul style="list-style-type: none"> • School counselor and student review the individual course schedule by grade level. • School counselor and high school student checks the number of credits earned to determine the status of meeting graduation requirements. • Student sets academic, social, emotional and college and career S.M.A.R.T. goals. • Student explores strengths, interests throughout career assessments in Naviance by grade level. • School counselors present ICAP classroom lesson based on the developmental needs of different student populations. • High school student takes the pre-college and college entrance exams (i.e., PSAT, SAT and/or ACT). • School counselors and all students discuss college entrance requirements by grade level.
<p>II. Quarter</p> <p>Students develop knowledge of career pathways to connect their learning to 21st century post-secondary opportunities that include 2 or 4 year college, career training, work experience and volunteer opportunities.</p> 	<p>Career</p> <ul style="list-style-type: none"> • School counselor works with student to complete a career interest inventory and a career assessment in Naviance to explore post-secondary opportunities. • School counseling team informs and updates families on the ICAP process through announcements, newsletters and/or parent meetings. • Monitoring of student S.M.A.R.T. goals. • School counselors present classroom lesson to reinforce and strengthen academic, social, emotional and career development. • Students and families attend the annual ACPS College and Career Fair. • School counselor and student review 1st quarter progress and make adjustments as needed.



Your Bright Future
2017 Individual Career and Academic Plan (ICAP)
Alexandria City Public Schools



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



Academic Advisement Protocol

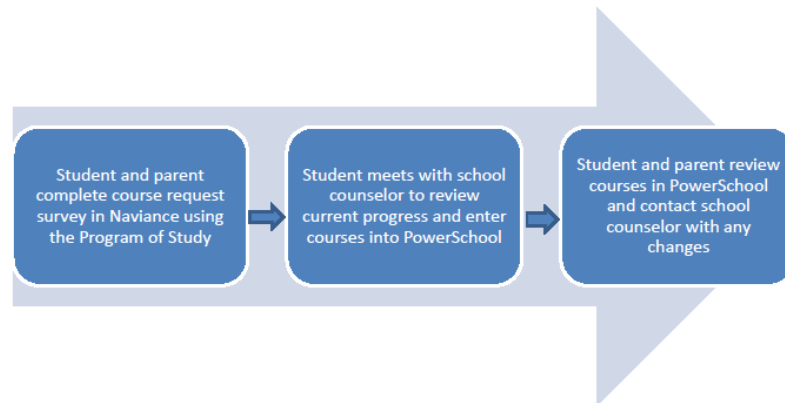
- Step 1: Student logs into Naviance and completes the course selection survey, a career assessment and sets 3 goals
- Step 2: School counselor invites student to meeting after Step 1 is complete
- Step 3: Review the student's results in Naviance and incorporate results into advisement
- Step 4: School 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



2017-18 Course Selection Process



January 2017

Alexandria City Public Schools: Completing the 2017-2018 Course Selection Survey

To complete the 2017-2018 Course Selection Survey, begin by first logging in to your Family Connection (Naviance) account.

The screenshot shows the 'Welcome to Family Connection' login page. It includes fields for 'username' and 'password', a 'remember me' checkbox, and a 'login' button. Below the login fields, there are links for 'Forgot your account?' and 'Need an account?'. The page also displays the URL 'target.com/accounts?_afid=ak12va.us'.

Once you've logged in, click on the **About Me** tab.



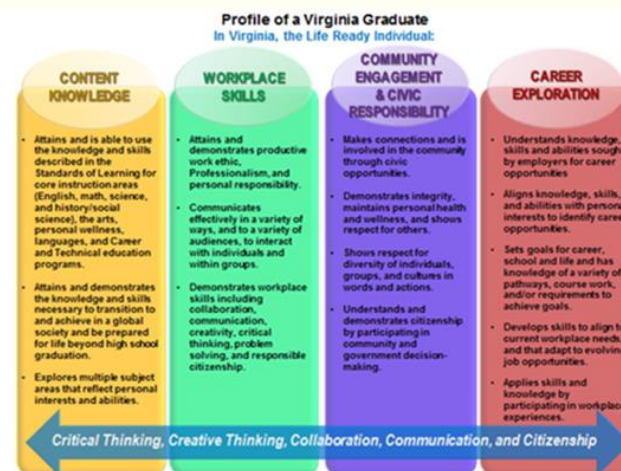
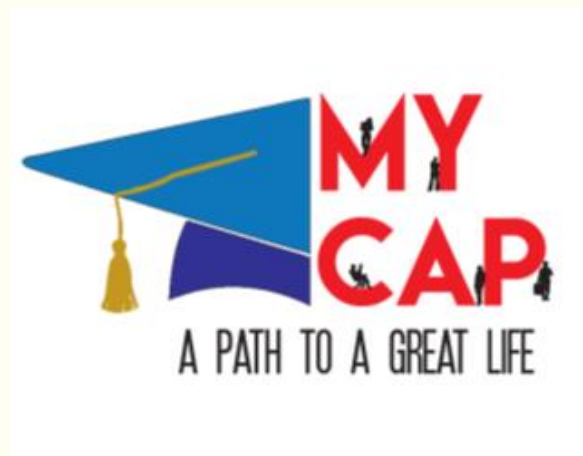
Next, select the survey link from the list on the left-hand side of the screen.

HOBSONS

<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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