



# ELMIRA CITY SCHOOL DISTRICT 2023-24 COMPREHENSIVE SCHOOL COUNSELING PLAN

## ELMIRA HIGH SCHOOL



FAMILY, SCHOOL, COMMUNITY

TOGETHER WE SUCCEED

# **Elmira High School School Counseling Plan 2023-2024**

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**School Counseling Office**

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## **Elmira City School District Vision Statement**

All students in the Elmira City School district are unique, talented, and diverse learners who engage in the promotion of social responsibility, acceptance, and appreciation in a diverse community while demonstrating academic and career readiness.

## **Elmira City School District Mission Statement**

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.

Core Beliefs:

- Character Education
- Service to Others
- Collaboration
- Meaningful Learning
- Safely Engaging Learning Environment
- College and Career Readiness
- Family Engagement
- School Pride
- Student Growth
- Community Support and Involvement

## **School Counseling Program Mission Statement**

At Elmira City School District, diversity, equity, and inclusion are at the core of who we are. As school counselors, we support the mission of the Elmira City School District by providing a comprehensive, developmentally age appropriate and sequential school counseling program. We focus on the needs, interest and issues related to the stages of student growth through academic excellence, social emotional learning, and career development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners of character, achieve success in school, live successful and rewarding lives, and develop into contributing members of a diverse and changing world.



## Accountability



# The Essential Role of High School Counselors



**R**esearch shows the implementation of a school counseling program, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” has a positive impact on student achievement. The development and implementation of these programs requires leadership from well-trained, highly competent high school counselors and includes a collaborative effort with school administrators, classroom teachers, school staff and community stakeholders.

### HIGH SCHOOL STUDENTS’ DEVELOPMENTAL NEEDS

High school is the final transition into adulthood, postsecondary education and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well and what they will do when they

graduate. During these adolescent years, students are evaluating their strengths, skills and abilities.

The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex,

alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need advisement in using technology to further their academic and career goals and also need assistance managing and responding to the challenges of using technology safely and appropriately for personal expression.

High school students need advisement in making concrete and compounded decisions. They must navigate academic, peer and parental pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

### MEETING THE NEED

High school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills who understand and promote success for today’s diverse students. They implement a school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students’ lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

High school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. High school counselors also collaborate with teachers and parents on early iden-

tification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

The work of high school counselors aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a school counseling program. The tools guiding this work are the ASCA Mindsets & Behaviors for Student Success, which address students' academic, career and social/emotional development, and the ASCA National Model, with its data-informed, results-based focus. Research demonstrating the effectiveness of school counseling programs continues to grow, and there is evidence of the positive impact these programs have on academic and social/emotional development.

### **IMPLEMENTING A SCHOOL COUNSELING PROGRAM**

High school counselors define and focus the school counseling program based on the school's academic, attendance and discipline data. Identifying student needs through this data and consulting with administrators guides program development. High school counselors provide equitable and appropriate services by addressing students' academic, career and social/emotional developmental

needs in addition to balancing delivery methods, recognizing students learn in multiple ways. The end result of this work is reflected in improvement in academic, attendance and discipline outcomes related to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework high school counselors use to develop a program designed to meet their students' unique needs. The delivery of these services includes:

#### *Direct student services including:*

- instruction – teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors for Student Success.
- appraisal and advisement – assessing student abilities, interests and achievement to help them make decisions about their future.
- counseling – providing professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.

#### *Indirect student services including:*

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information.

### **RESEARCH ON THE EFFECTIVENESS OF SCHOOL COUNSELING**

Numerous studies demonstrate the value of school counseling for students in the domains of academic development, college and career readiness and social/emotional development. Results of research about the effectiveness of school counseling can be found at [schoolcounselor.org/effectiveness](http://schoolcounselor.org/effectiveness).

### **THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING**

For more information about school counseling programs based on the ASCA National Model, go to [schoolcounselor.org/ascanationalmodel](http://schoolcounselor.org/ascanationalmodel).

(Revised, 2019)

## **Why High School Counselors?**

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. High school counselors enhance the learning process and promote academic, career and social/emotional development. High school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community.

High school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

## School Counseling Impact

School counselors in the Elmira City School District will use readily available student information to target critical data elements and use specific strategies to connect school counseling to the accountability agenda for the school's improvement plan. Sharing accountability can be confusing at times and the results sometimes disappointing. Systematically collecting, analyzing, and using data to inform and guide the development and construction shows a commitment to:

- Focus on student achievement and contribute to the school and system's improvement goals;
- Identify issues that stratify student opportunities;
- Integrate conclusions and decisions on data, research, and professional standards;
- Demonstrate a commitment to school improvement through sharing accountability for results by moving critical data elements.

Accountability shows that all educators, especially school counselors, intentionally and purposely act to close the gap. If administrators, faculty, and all stakeholders truly believe that all students can learn and achieve, then aligning the purpose of school counseling with the school improvement plan presents school counselors as champions and collaborators who encourage high aspirations and create opportunities for students to realize their dreams. Accepting the challenge of accountability propels school counselors to accept the responsibility of removing barriers to learning and achievement and raise the level of expectations for those students for whom little is expected.

School counselors working within his accountability framework can challenge the pervasive belief that *socio-economic* status and color determine a young person's ability to learn. Acting as agents of school and community change, school counselors can create a climate where access and support for quality and rigor is the norm. In doing so, underserved and underrepresented students now have a chance at acquiring the education skills necessary to fully participate in the 21<sup>st</sup> Century economy.

School counselors, who partner with principals and key stakeholders to embrace accountability, promote systemic change with the expressed purpose of furthering the academic success of every student. Sharing accountability for school improvement with all stakeholders is a driving force for transforming the work of counselors in our nation's schools.

Reprinted with permission from Stone, C & Dahir, C. (in press). *An introduction to school counseling: Vision to action*.  
Ohio: Merrill Prentice-Hall

## **Data Sets Used by School Counselor to Drive Case Program**

School counselors will report critical data elements to the Director of Student Services at least annually. These critical data elements include but are not limited to:

- Course enrollment patterns
- Numbers of students designated by New York State accountability and reporting groups (gender, cohort, ethnicity, ELL, socio-economic) participating in late arrival.
- Numbers of students designated by New York State accountability and reporting groups (gender, Cohort, ethnicity, ELL, socio-economic) participating in early dismissal.
- Attendance issues
- Non-completers
- Success rate of in-district transfer students
- Success rate of students who transfer in from out of district.
- Accountability and reporting groups represented in percent of students pursuing post-secondary education, training, and employment opportunities.
- Accountability and reporting groups represented in percent of students who do not access post-secondary education, training, and employment opportunities.
- Rate of success for home tutored students
- Rate of success for students living independently from parents/guardians
- Rate of success for students on PINS (Person in need of Supervision)
- Rate of success for students with IEPs
- Rate of success for students with 504 plans
- Rate of success by accountability and reporting groups of students who are five-year high school students
- Rate of success of parenting teens
- Accountability and reporting groups of students who achieve regents' requirements in 4 years; 5 years; 6 years.
- Identification of social promotion issues
- Identification of policies, practices, and barriers that impact the critical element data.

These critical elements of data are the basis for school improvement as well as on-going refinement of the School Counseling Program.

Shared accountability is about teaming and collaborating with other stakeholder and avoiding an isolated resolution. School counselors can use their facilitation and group dynamics skills make this a reality. When specific critical element data is chosen for further study, through collaboration with the Director of Student Services, school counselors will develop a team of key stakeholders to address the issue.

Once the key players are in place, principals and school counselors will unite with the stakeholders to develop an action plan that will:

1. Define their desired results;
2. Decide what other information (date) is needed and gather and collect it;
3. Determine the necessary strategies to positively impact the data;
4. Identify the skills and resources needed.
5. Identify who is responsible for implementation of each component of the action plan;
6. Develop a timeline and a process to assess interim progress; and,
7. Decide on a means for documenting the overall effectiveness of the action plan in achieving the targeted goal.



## District Goals 2023-2024

Social Emotional Commitment
We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.
Goal: Students will gain self-awareness, self-regulation and social problem-solving skills that will foster social-emotional growth and development.
Objectives: Throughout the year, all students will be provided opportunities to achieve this goal through: Implementation of the MTSS, Nearpod, monthly classroom lessons, student newsletters and direct student services: groups and individual/mediation sessions. Connect students with outside community agencies for additional support and resources as needed. <ul style="list-style-type: none"> <li>• Coping strategies</li> <li>• Conflict resolution skills</li> <li>• Communication skills</li> <li>• Social problem solving</li> </ul>
Data: <ul style="list-style-type: none"> <li>• Groups Facilitated</li> <li>• Monthly Lessons</li> <li>• Individual student meetings</li> <li>• Parent Contacts</li> <li>• Agency Referrals</li> <li>• Student Panel Interviews</li> </ul>

Academic/Attendance
We commit to providing supports and targeted interventions intended to improve attendance and academic engagement.
Goal: Increase quarterly attendance district wide by 5% for the 2023-24 school year. Our goal is to reduce chronic absenteeism district wide by 2%.
Objectives: <ul style="list-style-type: none"> <li>• Running monthly attendance reports at the district and building levels to identify students who are not attending (unexcused absences) <ul style="list-style-type: none"> <li>◦ Establish an attendance improvement plan for those students identified</li> </ul> </li> <li>• Notifications to Administrators for students who are not attending so that home visits can be completed</li> <li>• Keeping track of data including a log with phone calls and emails sent to the parents/guardians of the student who is not attending</li> <li>• Contacts with outside agencies and referrals to school staff including Dean of Students, administrators, and school Social Workers</li> </ul>
Data: <ul style="list-style-type: none"> <li>• Monitor Attendance reports</li> <li>• Specifically monitor chronic absenteeism</li> </ul>

College, Career and Civic Readiness Commitment
We commit to preparing all students to become successful adults and productive members of society.
Goal: By June 30, 2024, district counselors will have provided every student in grades 6-12 the opportunity to complete Individual Graduation Reports (IGP) / Individual Progress Reports (IPR). District counselors will provide all students in the district the opportunity to complete Career Plans during the 2023-2024 School Year.
Objectives: <ul style="list-style-type: none"> <li>School Counselors will support the documentation of career development via IGP's/IPR's and Career Plans.</li> <li>School Counselors will encourage student participation PreK-12 in multiple career development learning and exposure opportunities to create meaningful real-world connections.</li> </ul>
Data: <ul style="list-style-type: none"> <li>% completion of career plans district wide</li> <li>% completion of IGP/IPR for students 6-12</li> </ul>

Overall District Climate
We commit to providing students with a safe and supportive school climate.
Goal: By working to address each of the goals listed above (SEL, Attendance, College and Career Readiness), the overall climate of the district will be enhanced as reflected by the following data points
Objectives: <ul style="list-style-type: none"> <li>School Counselors will support norms values and expectations that support students in feeling socially, emotionally and physically safe</li> <li>District staff, students and families will be provided the opportunity to complete BrightBytes and the Whole Child Survey (PreK-2<sup>nd</sup> grade)</li> </ul>
Data: <ul style="list-style-type: none"> <li>% of completed ECSD climate focused surveys (administered in the Fall and Spring)</li> <li>% of superintendent hearings</li> <li>% of VADIRs</li> <li>% of office referrals</li> <li>Decrease in chronic attendance</li> </ul>

**Building Goals 2023-2024**  
**SOCIAL EMOTIONAL LEARNING**

**GOAL: To help students gain self-awareness, self-regulation, and social problem-solving skills that will foster social-emotional growth and development.**

Target Population: Grades 10-12

A. Expected Outcomes:

1. Students will improve coping skills and utilize available services to make appropriate adjustments in behavior in the school setting.
2. Students with behavior issues will be able to describe possible ways (coping strategies, conflict resolution skills, communication skills) to solve their difficulties.
3. Student will be able to design and implement a plan for executing solutions.

B. Evaluation:

1. Administrative observations and feedback.
2. Observed student behavior.

C. Program Plan:

Activities	Target Population	Personnel
Individual Counseling as needed	Grades 10- 12	School Counselors Building Team
Consult with families	Grades 10 - 12	School Counselors Building Team
Group counseling as appropriate	Students in grades 10-12 with parent consent	School counselor
Goal setting	Students in grades 10-12 as needed	Teachers, school counselors, admin., school psychologists
Refer to appropriate counseling services or outside agencies	Grades 10-12	School Counselors Building Team

## ACADEMIC PERFORMANCE

### **GOAL: To improve student academic performance**

A. Target Population: Grades 10-12

B. Expected Outcome:

1. Students will be able to identify reasons for their lack of success.
2. Students will develop strategies (i.e., staying after school for extra help doing more homework, spending more time studying) to improve performance.
3. Student failure rates in all subject areas will be reduced.

C. Evaluation:

1. Pre-and-Post assessment of academic performance using report card grades.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Purposeful Scheduling	Grades 10-12	Students, Parents, School Counselor	
Review Progress Report/Report Cards	Grades 10-12	Student Services staff	Parent support, staff, outside agencies, student records
Student/Staff/ Parent Conferencing	Grades 10-12	Teacher, administrator, school counselor	Student grades and data, teachers, principals
504's / CSE	Grades 10-12	School psychologist, teacher, administrator, school counselor	
Credit Recovery	Grades 10-12	School Counselors, Teacher Staff, Admin.	
Students will complete the Learning Styles Inventory and use the information from the inventory to develop a homework/study plan	Grades 10-12	School Counselor, Teachers	

## ATTENDANCE

### GOAL: To improve student attendance

A. Target Population: Grades 10-12

B. Expected Outcome:

1. Students average attendance to school and classes will improve as services are provided.

C. Evaluation:

1. Documented reduced absences by identified students.
2. Statistical presentation indicating overall student attendance rate.
3. Annual report on student dropouts.

D. Program Plan:

<b>Activities</b>	<b>Target Population</b>	<b>Personnel</b>	<b>Other Resources</b>
Review students' records	Grades 10 - 12	Teacher, principal, school counselor	Attendance records, other student data, discipline records, report card, health record
Parent-Teacher conferences	Grades 10 - 12	Teacher, school counselor	Student data, community agencies
Counselor - Student Conferences/ Program	Grades 10 - 12	School counselor	Student data, parents, outside agencies
Appropriate Follow-up & Communication with parents	Grades 10 - 12	School counselor, teachers, administrators, school psychologist, support staff	Student records
Referrals to Community Agencies	Grades 10 - 12	School counselor, administrators, teachers	CPS, CIS, Family Services, Trinity, other agencies as needed
Auto Dialers	Grades 10 - 12	Administrators, attendance clerk	Attendance Records



## REFERRALS

**GOAL: To provide referrals to appropriate service providers for students and families.**

A. Target Population: Grades 10 - 12

B. Expected Outcome

- I. Students will be able to locate services within the school district and the community.
2. Students will access counselors for information on a variety of academic/personal concerns.
3. Students will be provided with and make effective use of the necessary information about items listed below:
  - a) Schedule changes
  - b) Employment
  - c) Higher Education/Financial Aid/Scholarships
  - d) Summer School
  - e) Graduation Requirements
  - f) Remediation
  - g) Social Services
  - h) Night School/Credit Recovery

C. Evaluation:

1. Observations of all staff involved
2. Feedback from parents/guardians

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Individual counseling	Grades 10 - 12	School counselors	Parents, staff, community agencies
Group counseling	Grades 10 - 12	School counselors, teachers, Administrator	Parent5, Stat, community agencies
Referrals to outside agencies	Grades 10 - 12	School counselor, teacher, Administrator	As needed and appropriate
Parent Conferencing	Grades 10 - 12	School counselor, teacher, administrator	As needed and appropriate
Conference with students & families	Grades 10 - 12	School Counselor and teaching staff	As Needed

## POST-SECONDARY EDUCATION/PLANNING

### **GOAL: To provide career education and career planning skills.**

A. Target Population: Grades 10 - 12

B. Expected Outcome:

1. The student will be able to describe his or her own present career related interests and possible.
2. The student will be able to describe relationships between school and planning for future careers.
3. The student will be able to identify obstacles to effective career planning such as stereotyping, discrimination on the basis of race, sex, religion, national origin, age, disability and other characteristics.

C. Evaluations:

1. Documentation of successful completion of activities with career instruction at each grade level.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Review academic graduation requirements, diploma options in individual sessions.	Grades 10-12	School Counselors	As needed
Individual Graduation plan	Grades 10-12	School Counselors	As needed
Career Presentations	Grades 10 - 12	School Counselors, BOCES	BOCES, Outside Agencies
Career Speakers	Grades 10-12	Teacher, school counselor	Community representatives
Field Trips, Job Shadowings	Grades 10-12	School Counselors, Teachers	Community representatives

## POST-SECONDARY EDUCATION/PLANNING

### **GOAL: To provide college or career planning**

A. Target Population: Grade 10-12

B. Expected Outcome:

1. Students will be made aware of post-secondary educational opportunities appropriate to their interests, abilities, and plans.
2. Students will be prepared to participate effectively in the college admissions process and/or post-secondary job training opportunities.
3. Students will be prepared to locate and secure appropriate employment after high school.

C. Evaluation:

1. Number of surveys completed at end of senior year with future plans
2. Reduced numbers of students who drop-out.
3. Counselors will review effectiveness of materials, activities, and methods used based on observations.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Senior Reviews: Individual meetings with students to discuss test performance, application process, financial aid procedures, graduation requirements and diploma options.	Grade 12	School Counselors	Test Scores Permanent Cards
Meet with students in groups to prepare for college search or employment preparation	Grades 10-12	School Counselors	Internet Access
Students will be encouraged to participate in the following activities: <ol style="list-style-type: none"> <li>1. College Application workshops</li> <li>2. ASVAB Testing and Interpretation</li> <li>3. College and Military Representatives</li> <li>4. College Fair at Elmira Elks</li> <li>5. Financial Aid Night</li> <li>6. Utilization of Information Resource Center</li> <li>7. Individual and Group Counseling</li> <li>8. Career Related Internships</li> <li>9. Job Shadowing</li> <li>10. Careers Class</li> <li>11. Scholarship Searches</li> <li>12. BOCES Tech Tuesdays</li> <li>13. BOCES Adult Education Opportunities</li> <li>14. Mock Interviews</li> <li>15. Resume Building</li> <li>16. Summer Youth Employment and Summer Enrichment Opportunities</li> </ol>	Grades 10-12	School Counselors	College Reps. Military Reps.

## SCHOOL CLIMATE

**GOAL: To increase parental understanding and involvement in educational/student service programming.**

A. Targeted Population: Students in Grades 10-12

B. Expected Outcome:

- I. Parents will understand the range of guidance and educational programs and services available for their children.

C. Evaluation:

1. Feedback from parents in attendance at teacher conference meetings and orientation sessions and attempts to follow-up with parents not in attendance.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Open House	Parents grade 10-12	School counselor, administrators, teachers, support staff	Outside agencies
Parent/teacher/counselor conferences	Parents grade 10-12	School counselor, teachers, administrator	NWEA, other assessments, attendance and behavior data
Encourage ongoing staff and parent/guardian contact	Parents grade 10-12	School Counselor	
Parent Calls for referrals	Parents grades 10-12	School counselor, social worker	Outside agencies

## SCHOOL CLIMATE

**GOAL: School counselors will support norms values and expectations that support students in feeling socially, emotionally, and physically safe.**

Program Objective: To facilitate the growth and progress of individuals and to promote a positive school climate and culture.  
To consult and collaborate with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.

A. Target Population: Grades 10-12

B. Expected Outcomes:

1. Students will demonstrate improved behaviors and social competency.
2. Effective communication and problem solving to enhance understanding of students' educational needs.

C. Evaluation:

1. Student observations and self-assessment
2. Staff will review effectiveness over time
3. Staff input pre & post-intervention

D. Program Plan:

(May include but not be limited to)

Activities	Target Population	Personnel	Other Resources
Individual/group counseling	Grade 10- 12	School Counselor, Social worker	Community Agencies Parents School Staff
Develop/monitor Goal Setting	Grade 10- 12	School Psychologist, School Counselor, Social Worker, Teachers	Community Agencies Parents School Staff
Agency referrals and contacts	Grades 10-12	School Counselor, YWCA, Glove House, My Brothers Keeper, Social Workers, School Resource officer	Additional Outside Agencies



## **Elmira High School Timeline of Activities for School Counselors**

### **On-Going Activities**

- College applications
- Scholarships
- Parent meetings
- Teacher meetings
- CSE/504/RTI meetings
- New student intakes
- Credit recovery signups
- Online Classes signups
- NCAA Clearinghouse Updates
- Community agencies communications
- Duties
- Finance Academy
- Advisory Board
- Crisis Assessments

### **Aug.- Jan.**

- Reconcile Summer School Results
- Hand schedule co-taught students
- Resolve conflict on schedule
- Balance classes
- Schedule changes
- Open house
- PSAT (signups and administration)
- Senior reviews
- College visits
- Financial aid night
- ASVAB (signups and proctoring)
- ACE list finalized
- Jan Regents Exam retake lists completed
- Senior reviews
- 10th grade meetings
- Community Foundation workshop with student
- 2nd semester schedules adjusted Regents Exams
- Adjust schedules based on 1st semester failures
- Early Grad graduation

### **Feb-July**

- 2nd semester schedules finalized
- Course selection sheets finalized
- 11th grade reviews and scheduling
- 10th grade reviews and scheduling
- ACE second semesters roster finalized
- Jeopardy notifications

- Non-grad letters/ meetings/ phone calls
- ○ Senior exit interviews
- Scholarship list for senior day
- Graduation preparation
- ACE schedule finalized
- Summer school signups
- Schedule adjustments based on failures
- Rotary Youth Salute presentation
- BOCES Tech presentation
- New Visions presentation
- Process BOCES Tech applications
- Process New Visions apps
- Summer School Registration
- Leadership meetings with Director of Student Services

## **Transition Plan for 9<sup>th</sup> to 10<sup>th</sup> Grade**

As a district, we recognize the numerous transitions students make. Specifically for students coming from Broadway Academy to Elmira High School, our transition plan is as followed:

March: Broadway Academy staff bring 9<sup>th</sup> grade students to Elmira High School to tour building, meet staff, and see the building.

May: EHS Counselors go to Broadway Academy to schedule 9<sup>th</sup> grade students for their 10<sup>th</sup> grade year with their incoming school counselor.

August: New Student Orientation is held at Elmira High School to offer an opportunity for students and families to receive tours and meet with their school counselor.

Ongoing: 10th-12th Transfers (students who have just moved to ECSD) School counselors meet with student on their first day of school (or prior to their first day) to build schedule, learn about additional services and programming that may be needed (i.e. Express Academy), and provide campus tour.

School Counselor Monthly Report		SCHOOL _____		COUNSELOR _____								
DISTRICT-WIDE DATA		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ALL COUNSELORS												0
SEL												0
ATTENDANCE												0
PARENT CONTACTS												0
COMMUNITY AGENCY CONTACTS												0
COUNSELING LESSONS - TAUGHT/CO-TAUGHT												0
IGP / IPR / CAREER PLANS												0
CRISIS CALLS												0
MANDATED REPORTER CALLS												0
CSE MEETING S												0
504 MEETING S												0
RTI MEETING S												0
TEAM / PARENT - TEACHER MEETING S												0
DUTIES (PRINCIPAL ASSIGNED MINUTES)												0
CAREER DAY / CAREER PRESENTATIONS												0
OPTIONAL DATA COLLECTION												0
ELEMENTARY COUNSELOR SPECIFIC												0
CIS												0
FAMILY SERVICE S												0
GLOVE HOUSE												0
OPTIONAL DATA COLLECTION												0
SECONDARY COUNSELOR SPECIFIC												0
COLLEGE INFORMATION SESSIONS												0
												0

## **ECSD Annual Individual Progress Review**

School Year: \_\_\_\_\_

Building/Grade: \_\_\_\_\_

### **Review of Student Record**

Student's Name: \_\_\_\_\_ School Counselor: \_\_\_\_\_

How do you think you are doing overall as a student in school?

Attendance \_\_\_\_\_ Behavior/discipline \_\_\_\_\_

Grades \_\_\_\_\_ State Assessments/NWEA \_\_\_\_\_

Do you know what it takes to graduate from High School? What type of diploma are you seeking? (Pathway, type, credential, coursework etc.)

### **Social/Emotional Development Review:**

How do you feel your relationships are with others? Peers/teachers/etc.?

Is your current behavior helping you achieve your goals?

Who are your supports? Inside of school? Outside of school?

What's one way that you keep yourself calm, balanced and have proper responses to stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

### **Academic Skills Review:**

What is one thing that is going well for you this school year? What class/subject is going best for you? What do you like about that class?

What are your future goals? Based on your current academic performance, are you on track to achieve these goals?

Are you getting your work done and, if not, what is getting in the way?

### **College/Career Readiness Review:**

How would you describe your working skills/preferences? (Examples: working with people, alone, hands on, team environment, outside, inside, time of day)

What are some of your abilities and strengths?

What do you want to do after you graduate? What is your career goal? How does this compare to your preferences/skills/strengths?



What do you think you need academically to achieve that goal? What are some of the requirements for this goal? Are there any areas you need to strength?

What extracurricular or enrichment activities are you involved in inside and outside of school?

**Experiences:**

School: \_\_\_\_\_ Community (Volunteer, Job Shadow, Internship): \_\_\_\_\_  
Work: \_\_\_\_\_ Other: \_\_\_\_\_

What skills did you learn from this experience?  
Reflection/Thoughts?

Follow Up:

What is your goal for the year? What steps will you take to reach a long-term goal?

What can we do to help you? How can you be more successful in achieving your goals?

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Elmira City School District  
430 W. Washington Avenue  
Elmira, NY 14901

Dear Parent/Guardian.

According to the updated NYS requirements, all students in grades 6-12 must complete an "Annual Individual Progress Review" with their School Counselor. We will reach out to you when it is time to make an appointment if you would like to attend your child's Annual Individual Progress Review. If you have any questions or concerns, please feel free to contact me.

Thank you!

Together in Learning,  
School Counselor's Name  
School Name  
Phone Number  
Email Address

# ECSD CAREER PLAN CALENDAR



GRADE	WHO / HOW	COMPLETED BY
K - 2	SCHOOL COUNSELOR / CLASSROOM	JANUARY
3 - 6	SCHOOL COUNSELOR / CLASSROOM	JANUARY
7	SCHOOL COUNSELOR / CLASSROOM FAMILY AND CONSUMER SERVICES & INDIVIDUAL	END OF EACH QUARTER
8	SCHOOL COUNSELOR/ CLASSROOM TECH-HEALTH CO-TEACH & INDIVIDUAL	END OF EACH SEMESTER
9	SCHOOL COUNSELOR / CLASSROOM SCIENCE CLASSES & INDIVIDUAL	END OF YEAR
10	INDIVIDUAL MEETING DURING SOPHOMORE TRANSITION MEETING	FALL SEMESTER
11	INDIVIDUAL MEETING DURING JUNIOR REVIEWS	SPRING SEMESTER
12	INDIVIDUAL MEETING DURING SENIOR REVIEWS	FALL SEMESTER

Objective: As part of the overall ECSO Career Plan and in accordance with the NYSED Career Plan Initiative and the Common Core Standards, students will complete career plan folders portfolios beginning in kindergarten and revise/revise them through grade 12.

In order to ensure that all students create career plans that are meaningful to them and can be built on room year to year, please follow the below stated district approved process:

- |           |                                                                                                                                                                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade K   | Students complete the Grade K portion of the Elementary Level - Kindergarten and Grade I Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 1. The cumulative Folder is sent to the Grade I teacher.                                                                                |
| Grade 1   | Student complete tic Grade 1 portion of the Elementary Level - Kindergarten and Grade I Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 2. The cumulative folder is sent to be Grade 2 teacher.                                                                                  |
| Grade 2   | Students complete the Grade 2 portion of the Elementary Level - Grade 2 and Grade 3 Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 3. The cumulative folder is sent to the Grade 3 teacher. The Career Plan is <u>COPIED</u> and mailed home to parents f guardians.            |
| Grade 3   | Students complete the Grade 3 portion of the Elementary Level - Grade 2 and Grade 3 Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 4. The cumulative folder is sent to the Grade 4 teacher.                                                                                     |
| Grade 4   | Students complete the Grade 4 portion of the Elementary Level Grade 4 and up Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 3. The cumulative folder is sent to the Grade s teacher.                                                                                            |
| Grade 5   | Students complete the Grade 5 portion of the Elementary Level Grade 4 and up Career Plan. The completed Folder is put into the student's cumulative folder for use in Grade 6. The cumulative folder is sent to the Grade 6 teacher.                                                                                            |
| Grade 6   | Students complete the Grade 6 portion of the Elementary Level - Grade 4 and up of Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 7. The cumulative folder is sent to the Grade 7 Guidance Office. The Career Plan is <u>COPIED</u> (3 -6) and mailed home to parent / guardian. |
| Grade 7-8 | Students complete the Intermediate Level Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 8. The Career Plan is <u>COPIED</u> (7 - 8) and mailed home to parent / guardian.                                                                                                       |

Grade 9	Students complete the Intermediate Level Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 10. The cumulative folder is sent to the high School Guidance Office.
Grade 10	Students complete the Individual Graduation/Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 11.
Grade 11	Students complete the Individual Graduation/Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 12. The Career Plan is <u>COPIED</u> and mailed home to parents/guardian.
Grade 12	Students complete the Individual Graduation/Career Plan. The completed folder is put into the student's cumulative folder.

Benchmark Career Plan is mailed home: End of Grade 2

End of Grade 5

End of Grade 8

End of Grade 9

End of Grade 11

## Career Pathways System

Director of Student Services School Counselors

Elmira City School District Career Plan Implementation Revised August 2019

### Elementary

Focus - “Who am I?”

Grades K - 1

- Completion of the Elementary Level - Kindergarten and Grade I Career Plan Folder

Grades 2 - 3

- Completion of the Elementary Level - Grade 2 and Grade 3 Career Plan folder

Grades 4 - 6

- Students develop their elementary level (Grade 4 and U§) Career PI2fi
- Career Fairs, guest speakers, or virtual field trips should be explored at this level.

The student’s completed Career Plan folders are sent to the 7” grade academy guidance office where they will be used for use at that level.

### Middle School

Focus - “Who om I” and begin to explore “Where and I going” and “How do I Get There”?

Guides 7 - 9

- Students revisit their Elementary Level Career Plans, particularly Grade 5 in their Family and Consumer Science or Technology classes. Students utilize CareerZone, Bridges software, and other career related internet sites for exploration and to begin to develop their intermediate Level Career Plan/Portfolio. Currently hard copies of the career folders will be sent to the high school guidance office upon 9<sup>h</sup> grade completion until the Full transition to the electronic format occurs.

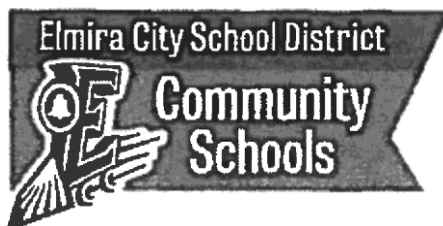
### High School

Focus - Future Goals and Decision Making

Grades 10 - 12

- Students revisit Career Plans in Careers Class.
- Individual grade level reviews with IGPs

COMMUNITY SCHOOLS		Elmira High School	
Program Name	Agency	Contact Person	Contact #
Beecher Health Clinic	Arnot Health	Beecher	735-3500
Blood Drive	Red Cross	Student Council EHS	735-3200
Children and Family Services Liaison	Chemung County D55	Jennifer Yannette	737-5469
Community Dispute Resolution Ctr	Chemung County	CDRC	734-9087
Corning Credit Union Student Run Branch	CCU	Harwood	962-3144
ESAP	Glove House		735-3279
FCOC (Family & Comm. Outreach Coordinator)	ECSD	Dianna Jones	735-3500
Friends of Rachel/Rachel's Challenge	Glove House	Kim Stanton	734-5238
Grief and Loss Counseling	Glove House	Rachel Bliss	426-6607 743-5236
Hope Squad	Glove House	Kim Stanton	<b>483-0285</b>
Learn and Earn/ Summer Cohesion/Summer Food	Youth Bureau	Laura Zurn	737-2907
Mentoring/Transition Program	Glove House	Zakiya Williams Alexis Stanton	215-1947 734-5238
Mentoring/Habitudes	Independent	Cody Spencer	735-3253
My Brother's Keeper	Corning Community College	Tunde Ayanfodun	962-9406
Regional Primary Care Network	Community Dentistry	Andrea Ramsdell	425-9230
SafeZones	Glove House	Kim Stanton	734-5238
School Based Mental Health Counseling	Family Services	Ryan Pabis	735-5758
SRO	ECSD	Joe Parisi	735-3224
Suicide Prevention and Awareness	Chemung County DSS	Shannon Oakes	737-2052
Trinity	Trinity of Chemung County	Nick DeRico	846-3947
Upward Bound/Summer Program	Cornell University	Cornell Public Service Ctr.	255-5814
Vision Program		Kim Holden	735-3590
Youth Assistance Program {YAP}	Children and Family Services	737-2907	873-7283
YWCA	Chemung County	A'Don Allen	733-5575



Family, School, Community:  
Together We Succeed