



ELMIRA CITY SCHOOL DISTRICT  
2023-2024 COMPREHENSIVE  
SCHOOL COUNSELING PLAN

**BROADWAY ACADEMY**



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**2023-2024 Broadway Academy School Counseling Plan**

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**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.

**School Counseling Program 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.”

**Philosophy and District Goals from the 2023-2024 Elmira City School District Comprehensive School Counseling Plan:****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.

- Coping strategies
- Conflict resolution skills
- Communication Skills
- Social Problem Solving

**Data**

- Groups Facilitated
- Monthly Lessons
- Individual Student Meetings
- Parent Contacts
- Agency Referrals
- Student Panel Interviews

**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:**

- Running monthly attendance reports at the district and building levels to identify students who are not attending (unexcused absences)
  - Establish an attendance improvement plan for those students identified
- Notifications to Administrators for students who are not attending so that home visits can be completed
- Keeping track of data including a log with phone calls and emails sent to the parents/guardians of the student who is not attending
- Contacts with outside agencies and referrals to school staff including Dean of Students, administrators, and school Social Workers

**Data:**

- Monitor Attendance reports
- Specifically monitor chronic absenteeism

### **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:**

- School Counselors will support the documentation of career development via IGP's/IPR's and Career Plans.
- School Counselors will encourage student participation PreK-12 in multiple career development learning and exposure opportunities to create meaningful real-world connections.

#### **Data:**

- % completion of career plans district wide
- % completion of IGP/IPR for students 6-12

### **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:**

- School Counselors will support norms values and expectations that support students in feeling socially, emotionally and physically safe
- District staff, students and families will be provided the opportunity to complete BrightBytes and the Whole Child Survey (PreK-2nd grade)

#### **Data:**

- % of completed ECSD climate focused surveys (administered in the Fall and Spring)
- % of superintendent hearings
- % of VADIRs

- % of office referrals
- Decrease in chronic attendance

## Philosophy

The philosophy of all school counselors in the Elmira City School District is:

- To facilitate and support all students in academic, personal/social and career growth.
- To promote and enhance students' educational learning experiences through the development of skills in the domains of academic, personal/social and career.
- To continue professional growth and development through opportunities including but not limited to continuing education, district staff development opportunities, relevant experiences, study groups, department meetings.
- To foster an environment that encourages students to develop self-awareness, as well as understanding, tolerance, and acceptance of others' diverse qualities, backgrounds, beliefs, and aptitudes.

## Program Commitments

The goals of the Elmira City School District comprehensive school counseling program reinforce the District Mission Statement and Core Beliefs. They include:

1. **Social Emotional Priority:** 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.
2. **Academic/Attendance:** We commit to providing supports and targeted interventions intended to improve attendance and academic engagement with a safe and supportive school climate.
3. **College, Career and Civic Readiness:** We commit to preparing all students to become successful adults and productive members of society.
4. **Overall District Climate:** We commit to providing students with a safe and supportive school climate.

- 1.) **Commitment:** The school counseling program at BWA will implement interventions and proactive strategies to foster students' social emotional learning

**A. Individual Student Planning:**

- Connect students with school-based & community-based programs and activities (YAP, Glove House Community Mentor, FSCC, CASA Trinity, etc.)
- Review and analyze Individual Graduation Plans
- Provide referrals to remedial and tutorial instruction (credit recovery, summer school, APEX, etc.)
- Attend 504/CSE Meetings
- Review and analyze data related to academic, social-emotional development and attendance
- Meet with students individually as needed for academic and social emotional support
- Facilitate parent teacher conferences and communicate regularly with families
- Support transition of incoming 9<sup>th</sup> graders
- Individual tours for new students and families

**B. Group Counseling:**

- Provide conflict resolution/mediation support for students experiencing interpersonal conflicts
- Student needs assessment will be completed to identify areas of need/interest
- Offer small group counseling opportunities on a variety of topics, including but not limited to: social skills, anger/emotional management, anxiety, life skills, etc.
- Referral for community and school-based programs and supports

**C. School Counseling Curriculum:**

- Parent academy sessions for parents and students (Topics: BWA Orientation, Credits/graduation requirements, social-emotional concerns, Community Schools, etc.)
- Classroom lessons based on Student needs assessments
- Complete Individual Graduation Plans annually

**D. Collaboration with Stakeholders:**

- Mail families School Counselor introduction and welcome letter
- Frequent and ongoing communication with families as needed
- Home visits for identified families
- Collaboration with School Social Worker, School Psychologist, and other school staff to determine social emotional needs of students
- Refer and collaborate with community agencies
- Educating stakeholders about resources available

**E. Expected Outcomes:**

- Students will be able to identify their struggles and gain self-awareness, self-regulation and social problem-solving skills
- Students will be able to recognize their struggles and seek appropriate help from a trusted adult.

**F. Progress Monitoring:**

- Document reduced absences by identified students, report on student dropouts
- Student failure rates in all subject areas reduced
- Students will be able to identify services in school and community
- Students will be able to meet with counselor for schedule changes, employment, higher education/financial aid/scholarships, summer school, graduation requirements, remediation, and social services
- Students will understand sequence and graduation requirements, create an appropriate schedule with school counselor, and be aware of academic and support services.
- Students will be able to demonstrate the necessary academic, attendance and behavioral skills needed to be successful. Families that engage in services, meetings or visits will increase their self-awareness and family involvement.
- Increase in social awareness, self-awareness, self-management, relationship skills, and responsible decision making through pre and post observations
- Awareness to access of resources available
- Increased understanding of coping skills
- More appropriate support to students and families
- School Climate Survey with students to collect the overall school safety.

2.) **Commitment:** We commit to providing supports and targeted interventions intended to improve attendance and academic engagement.

**A. Individual Planning:**

- Outreach identified families prior to the start of the school year to offer proactive supports for students with academic and attendance difficulties
- Identify high risk students who may be in need of additional supports
- Provide individual counseling, check-ins, and referrals for those students who are identified

**B. School Counseling Curriculum:**

- Provide classroom resources as needed related to stress management, academic support, building relationships, and attendance issues

**C. Collaboration with Stakeholders:**



- Collaborate with liaison for support/resources between school and community providers
- Referral to community supports for academic and emotional needs
- Increase positive connections to school staff and school community.

**D. Expected Outcomes:**

- Reduction in the number of Administrative Referrals for attendance
- Referral to community supports for academic and emotional needs
- Increase positive connections to school staff and school community.

**E. Progress Monitoring**

- Students are identified and provided support in their area of need
- Reduced student anxiety and school avoidance
- Run monthly attendance reports at the district and building level (unexcused absences)
- Establish an attendance improvement plan for those students identified
- Notifications to Administrators for students who are not attending so that home visits can be completed
- Keeping track of data including a log of phone calls and emails sent to parent/guardian of student who is not attending
- Contacts with outside agencies and referrals to school staff including Dean of Students, School Administrators and Social Workers where appropriate
- Increased understanding of resources
- Increased school engagement
- Identified students will receive support through a referral to the appropriate program

3.) **Commitment:** The school counseling program at BWA commit to preparing all students to become successful adults and productive members of society.

**A. Individual Planning:**

- Students meet with their School Counselor once a year to review academic graduation requirements & complete Career Exploration activities
- Students will learn about GST BOCES CTE program, and the requirements to participate
- Students will identify their personality types/interest areas and discover related careers
- Students will become familiar with the world of work and preparation needed for various careers and the correlation to school expectations

**B. Group Counseling:**

- Coordinate with the Career Development Council to provide additional career expertise, including Career Speakers, Career Fairs, Career Panels, as available
- Career and College readiness activities

**C. School Counseling Curriculum:**

- Students will complete their Individual Graduation Plan and Career Plan
- Classroom lessons related to College/Career readiness and exploration

**D. Collaboration with Stakeholders:**

- Build connections to community members willing to support college and career development initiatives
- Collaboration with families for all students regarding scheduling for academic and graduation planning
- Facilitating support networks for identified students
- Collaboration with parents regarding academic IGP's

**E. Expected Outcomes:**

- The amount IGP completed for 9<sup>th</sup> grade students. All students are given the opportunity to complete them.

**F. Progress Monitoring:**

- Students will be able to accurately discuss the number of credits needed to graduate from high school and the coursework that they need to complete.
- Students will be able to correlate the real-life connections from school to work.
- Students explore a variety of post-secondary options including college, career, and workforce options
- Students will learn opportunities related to GST BOCES and New Visions
- Students will learn about new careers and areas of interest
- Students demonstrate positive pro-social skills that allow them to be successful in the community, classroom, and workforce.
- Students will connect personal interests and academic skills to potential post-secondary options
- As a result of the Career Plan/IGP completion, students will continue to explore various careers and colleges available.
- Students will build relationships and connections that will help develop skills needed for college and career readiness.
- Students will develop self-awareness and self-advocacy skills as it relates to future planning

**4.) Commitment:** We commit to providing students with a safe and supportive school climate.

**A. Individual Planning:**

- Outreach identified families prior to the start of the school year to offer pro-active supports for students who struggled in the past.
- Identify high risk students who may be in need of additional supports
- Provide individual counseling, check-ins, and referrals for those students who are identified

**B. Group Counseling:**

- Coordinate with the student council or groups of students to come up with ideas to promote an accepted school environment where all students feel comfortable to be who they are

**C. School Counseling Curriculum:**

- Provide classroom resources as needed related to school safety and a positive environment for all students to be successful.
- School spirit weeks to ensure unity and acceptance
- Positive Character Award Recognition and Honor Roll

**D. Collaboration with Stakeholders:**

- Build connections with students to ensure they feel safe and have a trusted adult to go to when needed
- Collaboration with families for all students regarding school climate and safety
- Facilitating support networks for identified students

**E. Expected Outcomes:**

- 75% completion of ECSD climate focused surveys (administered in the fall and spring)
- Reduction in Superintendent Hearings
- Reduction in VADIRS
- Reduction in office referrals
- Students will feel safe and welcome in their environment

**F. Progress Monitoring:**

- Create a safe and secure environment that is conducive for learning
- Students will identify the safety of the school and how they feel they fit in as a student at Broadway Academy
- Fewer disciplinary referrals.
- Increased attendance, passing rates, graduation rate
- School Climate Survey with students to collect the overall school safety
- Collect disciplinary data and number of superintendent hearings.
- Provide students with the appropriate intervention that increase their success in the classroom

**2022-2023 BWA School Counseling Program Calendar****July-August:**

- Attend relevant professional development trainings/workshops
- Participate in district counseling program planning as requested
- Prepare materials for classroom lessons/groups for upcoming school year
- Review student data (attendance, behavior, academic, etc.) for program planning
- Balance schedule for upcoming school year
- Prepare Parent Academy presentation for BWA Open House (Counselor Introduction)

**September:**

- Schedule changes/updates
- Student needs assessment for classroom lesson & small group topics
- Start connecting with incoming students who have been identified as high needs
- Connect with community agencies to review student supports
- Start meeting with students individually to complete Individual Graduation Plan (IGP)

**October:**

- Schedule/attend parent/teacher conferences as requested
- BWA Open House
- Begin College and Career readiness/exploration activities
- Continue meeting with students to complete IGP
- Coordinate DASA themed activities school-wide to promote anti-bullying
- Coordinate and promote building level Unity Day
- Identify group counseling topics based on needs assessment

**November:**

- Schedule/attend parent/teacher conferences as requested
- Continue College and Career readiness/exploration activities
- Continue meeting with students to complete IGP
- Start small group counseling as needed
- Provide classroom lessons as needed

**December:**

- Continue meeting with students to complete IGP
- Continue College and Career readiness/exploration activities
- Schedule/attend parent/teacher conferences as requested
- Start small group counseling as needed
- Provide classroom lessons as needed

**January:**

- Continue meeting with students to complete IGP
- Continue College and Career readiness/exploration activities
- Schedule/attend parent/teacher conferences as requested
- Start small group counseling as needed
- Provide classroom lessons as needed
- Schedule changes/preparation for Semester 2

**February:**

- Course selection process for 10<sup>th</sup> grade at High School if possible
- Continue meeting with students to complete IGP
- Continue College and Career readiness/exploration activities
- Schedule/attend parent/teacher conferences as requested
- Continue small group counseling as needed
- Provide classroom lessons as needed
- Visit to Elmira High School with 9<sup>th</sup> graders for tour or building

**March:**

- Continue course selection process (10<sup>th</sup> grade w/ High School counselors & incoming 9<sup>th</sup> graders)
- Continue meeting with students to complete IGP
- Continue College and Career readiness/exploration activities
- Schedule/attend parent/teacher conferences as requested

<ul style="list-style-type: none"> <li>• On Track for Graduation/ Know your Credit Score Presentation with all 9<sup>th</sup> Grade students</li> <li>• Continue small group counseling as needed</li> <li>• Provide classroom lessons as needed</li> </ul>
<b>April:</b> <ul style="list-style-type: none"> <li>• Course selection process (10<sup>th</sup> grade course selection w/ High School counselors)</li> <li>• Continue meeting with students to complete IGP</li> <li>• Continue College and Career readiness/exploration activities</li> <li>• Schedule/attend parent/teacher conferences as requested</li> <li>• Continue small group counseling as needed</li> <li>• Provide classroom lessons as needed</li> <li>• Plan for Transition activities</li> </ul>
<b>May:</b> <ul style="list-style-type: none"> <li>• Continue to meet with students to complete course selection process for 10<sup>th</sup> grade of students who were absent during days the high school counselors were at BWA</li> <li>• Ensure as close to 100% completion of IGPs as possible</li> <li>• Schedule/attend parent/teacher conferences as requested</li> <li>• Wrap up/complete any ongoing counseling groups</li> <li>• Transition activities (Go to EDA to meet with incoming 9<sup>th</sup> graders)</li> </ul>
<b>June:</b> <ul style="list-style-type: none"> <li>• Prepare for finals and regents exams</li> <li>• Prepare to have 8<sup>th</sup> graders come tour BWA and complete activities and Course Selection</li> <li>• Summer preparation and enrollment</li> <li>• Meet with EDA staff to talk about incoming 9<sup>th</sup> graders and student needs</li> <li>• Summer School registration through SchoolTool</li> </ul>
<b>Additional Activities (Completed as needed throughout the school year):</b> <ul style="list-style-type: none"> <li>• Provide crisis, career, family, conflict resolution and mediation sessions as appropriate</li> <li>• Provide group and individual counseling with students</li> <li>• Parent communication via phone calls, emails or appointments regarding student progress</li> <li>• Attend team meetings</li> <li>• Wrap around team support</li> <li>• Attend building CSE, 504 and Student Intervention Team Meetings</li> <li>• Support and organize parent academies</li> <li>• Faculty support</li> <li>• Support and promote district initiatives such as Restorative Practices, Community Schools, etc.</li> <li>• Collaboration with community agencies</li> <li>• Attend Weekly Community Partners meetings with Principals, Community Partners, Social Worker and Dean of Students to discuss student needs</li> <li>• Complete referrals to outside agencies as requested</li> <li>• Assist with home visits as necessary</li> <li>• Monitor attendance throughout year and offer supports at home and school</li> <li>• Attend meetings with Family Services therapist/Social Worker and building administrators monthly to review caseload</li> <li>• Attend district level school counseling meetings as scheduled</li> <li>• Continuously communicate with district counselors to support students who transfer</li> <li>• Attend Superintendent hearings</li> <li>• Additional duties and responsibilities as designated</li> </ul>

### Transition Plan for Broadway Academy

#### 8<sup>th</sup>-9<sup>th</sup> grade:

- May: School counselors attend EDA to speak with 8<sup>th</sup> graders about their high school experience (credits, classes, schedule etc.)
- June: 8<sup>th</sup> graders come to BWA during regents week to meet with School Counselors and other BWA staff. Groups are divided by teams and transition through stations to learn about life at BWA and get familiar with the school
- August: Student Orientations, Back to School Night (Students are given schedules, locker information and tour the building), Parent Academies, Meetings with incoming families

#### 9<sup>th</sup>- 10<sup>th</sup> grade:

- February: 9<sup>th</sup> grade students go to the high school for Meet the staff and tours of the high school.
- April: High school Counselors come over to BWA to do course selection with 9<sup>th</sup> graders
- August: New Student Orientation: tours and meetings with families

### Direct Student Services

#### Classroom Lessons-Topics Offered:

##### "Counselor Introduction and Support/Attendance Awareness"

- Lesson focuses on (1) introducing school counselor to all students, explaining to students the role of the school counselor, and sharing how they can ask for support from the school counselor; (2) additional emphasis is made to promote "attendance awareness" and help students make the connection between attending school and academic/social success.

##### "College/Career Readiness"

- Lesson focuses on completing the district, grade level specific Individual Graduation Plans. Students are asked to reflect on their strengths, areas needing improvement, personal and school interests, and personal goals as they relate to possible career options in the future.

#### \*Additional topics covered based on classroom request/need

#### Small Group Counseling-Topics Offered (as needed):

##### "Anger Management"

- Group focuses on helping students identify situations that trigger feelings of anger and frustration, physical and behavioral manifestations of their anger, and to develop positive coping skills to appropriately manage their anger.

##### "Self-esteem":

- Group focuses on helping students to identify their personal strengths, talents and abilities and utilize this information to help build self-confidence that will lead to academic and personal success.

**"Making Good Choices":**

- Group focuses on helping students to learn critical self-management skills that will help them to find more success in the classroom and school setting. Activities will include an emphasis on listening, following directions, communication and impulse control strategies and skills.

**"Anxiety-Coping Skills":**

- Group focuses on helping students who struggle with anxiety to identify triggering situations and develop positive coping and calming skills that will better help them manage and work through these emotions in a positive manner.

**\*Additional topics offered based on grade level/building need****Conflict Resolution/Mediation:**

- Provided as needed
- All parties agree to participate
- Two or more students
- Teach students the process of conflict resolution
- Identifying the issue causing problems
- Brainstorm ideas to solve the problem
- Develop a plan for students to follow to prevent future issues
- Follow-up as needed
- Request for conflict/resolution mediation can be made by students involved, teachers, administrators, support staff

**Individual Counseling:**

- Provided as needed
- Students, teachers, administrators, support staff, parents can request a meeting
- Meeting time is arranged in cooperation with classroom teacher
- Follow-up is provided to students as needed
- Outside counseling referrals made for students needing additional more intensive support

**Indirect Student Services****Collaboration/Consultation Purpose:**

The role of a school counselor is to support and advocate for all students. This is done through a variety of activities and services provided. A critical element of supporting all students is to team and collaborate with school-based and community stakeholders. Through the processes listed below, the school counselor consults with teachers, administrators, students, families, and community agencies to identify and collaborate on targeted supports that best meet the needs of all students and families.

**School Based Collaboration and Consultation Activities:**

- Rtl/Team/CSE/504 Meetings
- Student Intervention Team
- Parent/Teacher/Counselor Conferences
- Informal Student Observations
- Staff Presentations/Trainings

**Community Based Collaboration and Consultation Activities:**

- Agency Referrals
- School/Agency/Family Meetings
- Community Partners Meeting Weekly
- Agency Communication Liaison
- Building Contact for Various Community Schools Programs

### **Family/Community Engagement**

#### **Family/Community Engagement Initiatives:**

A critical component of the school counseling program at BWA is the emphasis on family and community engagement. Families are encouraged to participate in school-related activities and to openly communicate with the school to address any needs that may arise. The school counselor will make every effort to include families and community agencies in programming related to the counseling program. Furthermore, the school counselor will attend and play an active role in supporting school-wide programming and activities.

- Parent phone calls
- Family Needs Assessment
- Open House
- Parent Academies
- Awards Ceremonies
- Parent/Community Career Day Presenters
- School Events

### **Data/Program Assessment**

#### **Data Driven Model:**

The school counseling program at BWA will follow a data driven model. As identified by the American School Counseling Association, school counselors need to use data for four reasons: (1) Identify school counseling program goals (2) Monitor student progress to close the achievement gap (3) Assess and evaluate programs (4) Demonstrate school counseling program effectiveness. (ASCA, 2019) A combination of process, perception, and outcome data will be utilized to measure the effectiveness of the school counseling plan at BWA. Using the goals outlined in the school counseling plan, a report will be shared with the building and district administrators at the end of the school year to reflect on the effectiveness of the interventions implemented, identify future needs, and begin planning for the next academic year.

#### **Data Sets Used to Measure School Counseling Program Initiatives and Interventions:**

- Attendance data
  - Absences
  - Chronic Absences
  - Late Arrivals
  - Early Releases
- Behavioral data
  - Discipline Referrals
  - Suspensions



- Detentions
- Academic data
  - State Test Scores
  - NWEA Assessments
  - Reading/Math Inventories
- Observation/Anecdotal Information
  - Information derived from classroom/school observations
- Responses to surveys, pre/post tests

**School Counseling Program Data Collection/Assessment**

- School Counseling Monthly Program Report
- Classroom Lesson Questions, Pre/Post Test, etc.
- Small Group Counseling Pre/Post Test
- Individual Student Goal Achievement (related to work with school counselor)
- % Completion of Individual Progress Review/Graduation Plan
- % Completion of Career Plans
- Student Panel Interviews
- End of Year School Counseling Program Report