

Comprehensive School Counseling Program 2020-2021



Owl Creek School - LEA 7203027
375 N. Ruppel Rd.
Fayetteville, AR 72704



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Section One: Foundation (Define)

Arkansas Comprehensive School Counselor Plan & ASCA Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. This model provides the mechanism through which school counselor teams design, coordinate, implement, manage, and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change.

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within a comprehensive school counseling program. Arkansas school counselors also utilize the Arkansas Comprehensive School Counseling Program Guide, the Arkansas School Counselor Toolkit and G.U.I.D.E for life which is a five step process designed to help students achieve personal success through: Growth, Understanding, Interactions, Decisions, and Empathy.

Maintaining integrity for the profession is held standard for all Arkansas school counselors. Arkansas school counselors adhere to the Code of Ethics for Arkansas Educators as well as the 2016 ASCA Ethical Standards for School Counselors. In addition, evaluations for school counselors are performed by building administrators through the Arkansas Teacher Excellence Support System (TESS) for school counselors. This evaluation serves as an administrative conference and provides an opportunity for reflection and identification of contract tasks, duties, and the school counselor's professional goals for the following school year.

Fayetteville Public Schools

Owl Creek School is embedded within the Fayetteville Public School (FPS) District. FPS adheres to the philosophy that the school counseling program is developmental, sequential, and an essential part of the overall education process. The comprehensive program is built on the assumption that certain educational, career, and personal objectives are attainable when school counseling for all students is provided. School

counseling is not a service offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum.

Owl Creek School

Owl Creek School is a unique building for the FPS system in that it is made up of a pre-K, elementary, and middle school. The elementary side serves kindergarten through fourth grade, and the middle school serves fifth and sixth. The pre-K program is a partnership between FPS and the department of early childhood education and is not served by the school counseling program.

Owl Creek serves and celebrates a very diverse population of students. According to the University of Arkansas Office for Education Policy, Owl Creek's student demographics exceed the state average percent in most indicators: English language learners, students with disabilities, homelessness, free/reduced lunch, and minority races. More information relating to Owl Creek can be found at [Arkansas School Report Card-Owl Creek School](#) and [Arkansas Schools Data - Demographics](#).

Our Team

Owl Creek School's K-6 Comprehensive School Counseling Program involves the work of many hands. Fayetteville Public Schools is fortunate to have many counselors and social workers that assist in the implementation of our program, and the directory can be found in Appendix A. Our work is collaborative and interdependent. Specific to Owl Creek, the following staff and positions play an important role in the implementation of our program:

Building Principal	Mr. Brandon Craft
Elementary Assistant Principal, 504 Coordinator	Ms. Synetra Morris
Elementary School Counselor	Dr. Bonni Behrend
Middle School Assistant Principal, 504 Coordinator	Mr. Matt Pledger
Middle School Counselor	Mrs. Mary Martin
Social Worker, Families in Transition Coordinator	Mrs. Lisa Hughey
Special Education Designee	Mrs. Melissa Noble
Student Support Interventionist	Mr. Brent Smith

Owl Creek School's Belief Statement

Owl Creek School's community of administrators, teachers, school counselors, support staff and other stakeholders believes that:

- Every child is a leader.
- Failure and struggle can lead to success.
- Individuality and diversity make us stronger.
- Relationships foster learning.
- High expectations support growth.
- Children learn in different ways.
- All can adapt to achieve excellence.
- Communication and collaboration are key.
- Community partnerships promote success.
- Character building is essential.
- Celebrating success and growth is important.

Owl Creek School's Mission Statement

Owl Creek School will SOAR by inspiring leadership, maintaining high expectations, embracing diversity, developing good character, and creating lasting relationships for a successful future..

Owl Creek School Counseling Program's Vision Statement

We envision a future where every person is valued, dreams and aspirations are realized, and interpersonal connections between community members are mutually beneficial, strong and unyielding.

Owl Creek School Counseling Program's Mission Statement

Owl Creek School's mission is to develop leaders through social and emotional learning, meaningful support of academic interests and career exploration, and nurturing agency and social capital within our broader community. This will be accomplished through intentional focus on social and emotional learning, restorative practices, project-based learning, and opportunities for leadership development.

This supports the Fayetteville Public School's mission for school counselors by helping to maximize the potential of all students, supporting them to become productive and

responsible members of society by guiding the academic, career, and personal/social development of all students.

Owl Creek Program Goals

Arkansas school counselors develop SMART program goals that define how the vision and mission will be accomplished. School counselors use these SMART goals to develop classroom lessons, as well as small- group and closing-the-gap action plans. In Owl Creek, program goals for elementary and middle school support the mission and belief statement while utilizing reflective data to support areas of need within the school.

Program Goal: Owl Creek Elementary (grades K-4)

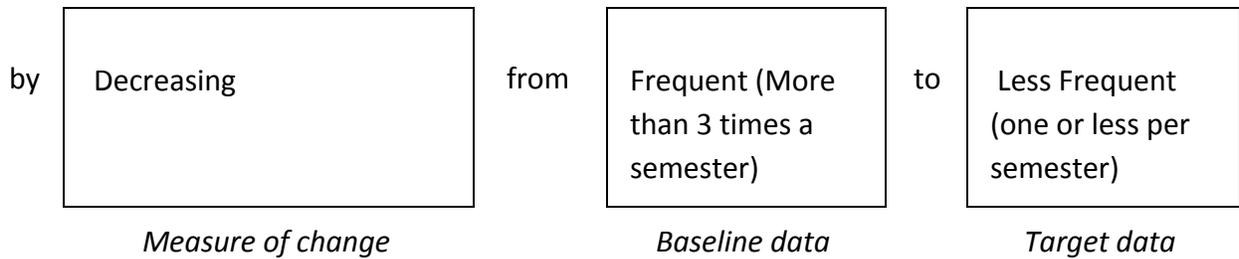
Academic Year 2020 to 2021

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

The outcome data relevant to the elementary goals include: discipline referrals. It is hoped that through the use of a comprehensive social and emotional learning program and restorative practices, there will be evidence of outcome data through a decrease in the number of discipline referrals from teachers to administration.

By May 2021 , All elementary students
End Date *Targeted Group*

will Decrease in discipline referrals and increase in literacy achievement
(increase/decrease something related to achievement, attendance or discipline)



Supplemental Data:

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

Owl Creek serves a high risk population for poverty and families in transition. Such factors that correlate to poverty and homelessness take an emotional and academic toll on the child. Some children we see with frequent office referrals are often dealing with significant homelife issues.

Mindsets & Behavior Data:

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

M&B# Mindsets & Behaviors Statement

M.1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
B-SMS 2	Demonstrate self-discipline and self-control

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

Students will learn to have awareness of emotions and triggers that cause elevated behavior.

Students will learn techniques and tools to self-regulate and control elevated behavior and de-escalate.

Possible Activities/Strategies/Interventions by School Counselors

1. School counselor will teach whole group self-regulation skills.
2. School counselor will teach small group self-regulation skills for Tier II students.
3. School counselor will individually support students who receive multiple referrals.

Pre-/Post-Assessment:

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

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

Statement	Scale
I know when I am angry, frustrated, sad, or scared.	1 2 3 4
I know what things make me upset when I am in class.	1 2 3 4
I know ways that I can calm myself down when I am upset.	1 2 3 4
	1 2 3 4
Brief answer question: What are some things that let you know that you are feeling mad, sad, scared, or frustrated?	
Brief answer question: What are some things that help you to calm when you are sad, mad, scared, or frustrated?	

Program Goal: Owl Creek Middle School (grades 5-6)

Academic Year 2020 to 2021

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

Our discipline records show that 30.62% of our middle school population receive office referrals. 61% of the students receiving office referrals receive more than one.

By

May 2021

,

students with semester 1 office referrals

End Date *Targeted Group*

will

Improve prosocial behaviors and decrease the number of office referrals

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

by

decreasing

from

Frequent (3 or more times during semester 1)

to

Less Frequent (less than 3 times for semester 2)

Measure of change

Baseline data

Target data

Supplemental Data:

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

Office referrals and subsequent consequences do not appear to be a deterrent for negative behaviors. Owl Creek School’s demographic is diverse; school policies, procedures and services may not be meeting the needs (belonging, freedom, power, and fun) of all students. Many students are affected by trauma and have not learned emotion regulation skills.

Mindsets & Behavior Data:

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

M&B# Mindsets & Behaviors Statement

M. 1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
B-SMS 7	Demonstrate effective coping skills when faced with a problem.

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

Students will learn two self-regulation techniques to use when feeling strong emotions.

Students will learn and use affective statements and affective questions when resolving conflict.

Possible Activities/Strategies/Interventions by School Counselors

1. School counselor will prompt use of affective language.
2. School counselor will use affective questioning when helping students resolve conflict.
3. School counselor will facilitate restorative circles when needed.
4. School counselor will work with PBIS and Advisory Committees to develop school-wide lessons to address areas of concern.
5. School counselor will facilitate small group interventions as needed.

Pre-/Post-Assessment:

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

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

Statement	Scale
Students can model two self-regulation techniques.	1 2 3 4
Students can identify and express precise emotions s/he is feeling.	1 2 3 4
Students appropriately participate in impromptu circles to resolve conflict.	1 2 3 4
Students acknowledge others feelings and take responsibility for their own actions.	1 2 3 4
Brief answer question: What happened? What were you thinking at the time?	
Brief answer question: Who has been harmed? What do you need to do to repair the harm done?	

Section Two: Management (Manage)

Self-Assessment and Annual Review

Owl Creek school counselors use the Arkansas Comprehensive School Counseling Self-Assessment for self-assessment and annual program review, which can be found in the school counselor toolkit ([Arkansas School Counselor Toolkit](#)). Below are results from the 2019-20 program review:

	Component	Area for Program Growth	Progressing	Area of Program Strength
Elem K-4	One: Define	0/12 (0%)	4/12 (33%)	8/12 (67%)
	Two: Manage	0/10 (0%)	1/12 (8%)	11/12 (92%)
	Three: Deliver	0/15 (0%)	0/15 (0%)	15/15 (100%)
	Four: Assess	0/9 (0%)	1/9 (11%)	8/9 (89%)
	Five: Administrative Activities	0/3 (0%)	0/3 (0%)	3/3 (100%)
	Sub-Total:	0/49 (0%)	6/49 (12%)	43/49 (88%)
Middle 5-6	One: Define	0/12 (0%)	2/12 (17%)	10/12 (83%)
	Two: Manage	0/10 (0%)	3/10 (30%)	7/10 (70%)
	Three: Deliver	0/15 (0%)	2/15 (13%)	13/15 (87%)
	Four: Assess	0/9 (0%)	3/9 (33%)	6/9 (67%)
	Five: Administrative Activities	0/3 (0%)	0/3 (0%)	3/3 (100%)
	Sub-Total:	0/49 (0%)	10/49 (20%)	39/49 (80%)
	BUILDING TOTAL:	0/98 (0%)	16/98 (16%)	82/98 (84%)

Direct and Indirect Counseling Services

Act 190, The School Counseling Improvement Act, states that schools counselors shall spend at least 90% of his/her time each month, on student contract days, providing direct and indirect counseling services to students. School counselors document their time on task using the following tool:

[Daily-Weekly Use-of-Time Tool](#)

A snapshot of typical use-of-time for Owl Creek school counselors based on two weeks documentation during the 2019-20 school year is reflected in the chart below:

	Percent Direct + Indirect	Percent Administrative
Elementary (K-4)	97%	3%
Middle (5-6)	98%	2%

At Owl Creek School, school counselors provide the following direct and indirect services:

Elementary School Counselor

Direct Services	Indirect Services
<ul style="list-style-type: none"> ● Classroom lessons, monthly ● Small group lessons ● Individual counseling ● Crisis counseling ● Behavioral supports ● Conflict resolution ● Attendance ● Student peer helpers ● Student Ambassadors ● Parent Meetings ● School-wide programs: Red Ribbon Week, Unity Day, Random Acts of Kindness 	<ul style="list-style-type: none"> ● Consultation with parents and teachers ● Consultation with community agencies ● Referrals for mental health services ● Child maltreatment reports ● Parent communication ● Teacher communication ● Contributing member of the following committees: 504, RtI A, RtI B, ESOL, GT, PBIS, Special Services, Advisory, and building leadership

Middle School Counselor

Direct Services	Indirect Services
<ul style="list-style-type: none"> ● Classroom lessons, monthly ● Small group lessons ● Individual counseling ● Crisis counseling ● Orientation for new students ● Academic advisement ● Career Action Planning (CAP) ● Grade transitions to future school ● Assessment interpretation ● Behavioral supports ● Conflict resolution ● Attendance ● Student peer helpers ● Student Ambassadors ● Club sponsor ● Parent Table Talks ● School-wide programs: Red Ribbon Week, Unity Day, Random Acts of Kindness 	<ul style="list-style-type: none"> ● Consultation with parents and teachers ● Consultation with community agencies ● Referrals for mental health services ● Child maltreatment reports ● Parent communication ● Teacher communication ● Contributing member of the following committees: 504, RtI A, RtI B, ESOL, GT, PBIS, Advisory, and building leadership

Administrative Activities

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than 10% of his/her time each month, on student contract days, engaging in administrative activities. At Owl Creek School, school counselors assist with the following administrative activities:

Elementary School Counselor	Middle School Counselor
<ul style="list-style-type: none"> ● Morning Hallway Duty ● Chair of Student Engagement Committee 	<ul style="list-style-type: none"> ● Advisory Committee Chair ● Special Services Chair ● New student schedules

Calendars

The following calendar provides an overview of counseling programs and services provided throughout the school year. ES = Elementary only, MS = Middle School only.

August	January
<ul style="list-style-type: none"> ● Open house ● Student orientation ● MS student schedules ● Curriculum Night and Block Party ● Choose Love lessons (courage) ● Classroom lessons 	<ul style="list-style-type: none"> ● MS academic awards assembly ● Choose Love lessons (forgiveness) ● Peer Helper program ● Classroom lessons ● MS Rising 7th grade tours (CAP) ● New student orientation
September	February
<ul style="list-style-type: none"> ● Choose Love lessons (courage) ● Classroom lessons ● MS Ambassador training ● New student orientation ● Small group lessons 	<ul style="list-style-type: none"> ● Random Acts of Kindness Week ● Choose Love lessons (forgiveness) ● Peer Helper program ● Classroom lessons ● New student orientation ● Small group lessons
October	March
<ul style="list-style-type: none"> ● Red Ribbon Week ● Unity Day (National Bully Prevention Month) ● Choose Love lessons (courage) ● Parent/Teacher conferences ● Classroom lessons ● New student orientation ● Small group lessons 	<ul style="list-style-type: none"> ● Choose Love lessons (forgiveness) ● Parent/Teacher Conferences ● Peer Helper program ● Classroom lessons ● New student orientation ● Small group lessons
November	April
<ul style="list-style-type: none"> ● Choose Love lessons (gratitude) ● MS Peer Helper Training ● Classroom lessons ● New student orientation ● Small group lessons 	<ul style="list-style-type: none"> ● Choose Love lessons (compassion in action) ● Peer helper program ● World Cultures Week ● ACT pep rally and Wingding ● Classroom lessons ● CAP conferences ● New student orientation ● Small group lessons
December	May
<ul style="list-style-type: none"> ● Choose Love lessons (gratitude) ● Peer Helper program ● Classroom lessons ● New student orientation 	<ul style="list-style-type: none"> ● MS academic awards assembly ● Choose Love lessons (compassion in action) ● Peer Helper program ● Classroom lessons ● MS Rising 5th grade tours (CAP)

Sample Weekly Calendar Events

Owl Creek school counselor activities are not part of an encore wheel or master schedule. School counselors work directly with teachers and staff to schedule classroom lessons, small groups, consultation meetings, and individual counseling services. Below are regularly scheduled tasks that occur during the school day:

Elementary K-2

Monday	Tuesday	Wednesday	Thursday	Friday
Individual/ Group Counseling	Individual/ Group Counseling	Individual/ Group Counseling	Individual/ Group Counseling	Individual/ Group Counseling
Two Classroom Lessons	Two Classroom Lessons	Two Classroom Lessons	Two Classroom Lessons	Two Classroom Lessons
Special Services consultation once/month	RTI A/B consultation once/month			Snack Pack/ Weekend Food Distribution

Middle 5-6

Monday	Tuesday	Wednesday	Thursday	Friday
Individual counseling	Individual counseling	Individual counseling	Individual counseling	Individual counseling
Small groups	Classroom lessons three per day, alternating between grades and teams	Classroom lessons three per day, alternating between grades and teams	Rtl A or Rtl B consultation once per month	Small groups
Special Services consultation once/month				New student orientation once/month
				Snack Pack/ Weekend Food Distribution

Section Three: Delivery (Deliver)

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students. Indirect services are services provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. Direct and Indirect services to students make up at least 90% of the counselor's time monthly.

Classroom Lessons

School counseling core curriculum addresses academic growth, career exploration or development, and social and emotional learning. This curriculum is intentional, planned, and developmentally appropriate based on student needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons by certified staff. Typically, elementary students receive weekly classroom lessons with the elementary school counselor while middle school students receive monthly classroom lessons with the middle school counselor. Classroom lessons are limited to 40 minute sessions, not to exceed more than three lessons per day and not to exceed more than ten lessons per week.

Homeroom/Advisory Lessons

Fayetteville Public Schools has mandated the Jesse Lewis Choose Love Enrichment Program as our curriculum for social and emotional learning. These lessons are taught twice each week by the homeroom or advisory teacher. By the start of the 2020-21 school year, all certified staff will be trained in restorative practices which will also be embedded into homeroom and advisory lessons.

Flight Lessons and Character Days

Owl Creek School has a robust Positive Behavioral Interventions and Support (PBIS) program we can SOAR. From the start of the school year, students are taught to **S**upport and encourage others, become an **O**utstanding leader, **A**lways be safe, and show **R**espect and **R**esponsibility. Flight lessons are developed by the PBIS committee and teach students procedures and behaviors that contribute to a positive and healthy school community environment. These lessons are taught at the beginning of each semester.

Character Days are scheduled for middle school students at the beginning of quarters two and four. Character Day lessons are also created by the PBIS committee and cover a variety of topics based on school data and area of need. On Character Days, students engage in a minimum of six lessons that are taught by classroom teachers.

Rise and Shine/Morning Meetings

Every Friday morning, K-4 students attend Rise and Shine. In Rise and Shine, students celebrate weekly successes and celebrate community. Awards for the week for students and staff are presented and announcements for upcoming events are made.

Morning meetings for elementary students happen daily first thing in the morning while students are arriving to class and finishing breakfast. School announcements are presented by 4th grade students on the intercom. At this time, teachers welcome students, give updates to the week, and set the expectations for the day.

Middle school students attend a daily morning meeting from 7:25-7:35 which is facilitated by the assistant principal for grades 5-6. Each day of the week has a scheduled activity:

- Monday - Preview of the week ahead
- Tuesday - Teacher Talks on Choose Love topic of choice
- Wednesday - Wise Owl Worker (WOW) Awards for students, teacher compliments
- Thursday - Teacher Talks on Choose Love topic of choice
- Friday - Minute-to-Win-it games designed for fun and community building

Following is the scope and sequence of lessons for the 2019-2020 school year.

Elementary (K-4) Scope and Sequence

August	January
Counselor Introduction <ul style="list-style-type: none"> ● Needs assessment ● Responding to beginning of school year needs, student needs. ● "What is a counselor" Lesson 	Goals/ Using SMART <ul style="list-style-type: none"> ● Update Needs assessment ● Begin thinking about Small Group Needs and update small groups as needed ● SMART Goals Lesson
September	February
Counselor Introduction <ul style="list-style-type: none"> ● Needs assessment ● Responding to beginning of school year needs, student needs. ● "What is a counselor" Lesson 	Identify Feelings (Self) <ul style="list-style-type: none"> ● National School Counselor Week ● Valentine/Yearbook Outreach ● Begin new small groups as needed ● Feelings of self- identification Lesson

October	March
Assertive Language/ Upstander <ul style="list-style-type: none"> • National Bully Prevention Month/Red Ribbon Week/Fire Safety Month • Bully prevention curriculum • Assertive language Lesson/ Practice 	Feelings: Empathy <ul style="list-style-type: none"> • Identifying feelings in others • Practice/ reflect empathy
November	April
Gratitude <ul style="list-style-type: none"> • Thankfulness/ Gratitude Lesson • Reflective practice for thankfulness 	Feelings: Self-Control/ Self-regulation <ul style="list-style-type: none"> • Feeling identification in self and others review • Techniques of self-control and self-regulation • Review of empathy
December	May
<ul style="list-style-type: none"> • Holiday outreach • Finish up fall guidance • Finish up fall small groups 	Goal Setting/ Transition to New Grade <ul style="list-style-type: none"> • Summer safety lesson • Goals review for next year • Counselor wrap-up

This link takes you to the [G.U.I.D.E for life FPS scope and sequence K-4](#).

Middle (5-6) Scope and Sequence

August	January
<ul style="list-style-type: none"> • Flight lessons (PBIS lessons on school expectations and procedures) • Choose love lessons (courage) • Grade 5 Minute Interviews 	<ul style="list-style-type: none"> • Flight lessons (PBIS lessons on school expectations and procedures) • Choose Love lessons (forgiveness) • Grade 6 CAP and Rising 7 transition
September	February
<ul style="list-style-type: none"> • Choose love lessons (courage) • Grade 5 Minute Interviews • Grade 6 Needs Assessment 	<ul style="list-style-type: none"> • Choose Love lessons (forgiveness) • Grade 5 Career Exploration connecting passion/interest to careers • Grade 6 Career Exploration lifestyle survey
October	March
<ul style="list-style-type: none"> • Character Day (lessons on the following topics: bullying prevention, circle of control, disagreeing respectfully, personal space/boundaries, social responsibility, 	<ul style="list-style-type: none"> • Character Day (lessons on the following topics: accountability/integrity, managing stress, internet safety, peer pressure, sexual harassment, and emotion

<ul style="list-style-type: none"> and take-a-break/calming corner) Choose Love lessons (courage) Grade 5 Intro to Careers Grade 6 Career Exploration interest survey Pt 1 	<ul style="list-style-type: none"> management) Choose Love lessons (forgiveness) Grade 5 Career Exploration values survey Grade 6 Career Exploration values survey
November	April
<ul style="list-style-type: none"> Choose Love lessons (gratitude) Grade 5 Career Exploration colors personality test Grade 6 Career Exploration interest survey Pt 2 	<ul style="list-style-type: none"> Choose Love lessons (compassion in action) Grade 5 Career Exploration PBL Pt 1 Grade 6 Career Exploration PBL Pt 1
December	May
<ul style="list-style-type: none"> Choose Love lessons (gratitude) 	<ul style="list-style-type: none"> Choose Love lessons (compassion in action) Grade 5 Career Exploration PBL Pt 2 Grade 6 Career Exploration PBL Pt 2 Grade 4 Rising 5th transition

This link takes you to the [G.U.I.D.E. 5-8 FPS Scope and Sequence](#).

Elementary (K-4) Sample Classroom Lesson Plan

Lesson Plan for	Gratitude	(lesson title)
-----------------	-----------	----------------

School Counselor:	Bonni Behrend		
Target Audience:	K-4		
Mindsets & Behaviors: (limit of three)	M1, M2, & M6		
Lesson	4	Of	8

Learning Objective(s)/Competency	
Students will:	Learn the definition of gratitude.
Students will:	Be able to list ways to show gratitude to others.

Materials:	
Book- "I Want Your Moo!"-Weiner and Nenback, Paper for activity	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Gratitude as the act of showing your appreciation for others, ideas, things, and actions. Being grateful and showing gratitude, creates a positive change in our brains to be able to see the good in the world around you. It is also important to have gratitude for yourself for your strengths, talents, and uniqueness. Overall, an attitude of gratitude helps to create a better community for all.
Communicate Lesson Objective:	Through discussion: What is gratitude? What are some things we are thankful for? Can we be grateful for others? Self? How do we show gratitude?
Teach Content:	Read story: Grades K-2: Read "I Want Your, Moo!" –Weiner and Nenback (K-2)
Practice Content:	Activity: Gratitude Snowman Draw or write one thing you are "SNOW" grateful for?
Summarize:	Gratitude can come in many forms and places, but it is one of those actions that help to improve the world around you. Having gratitude towards others shows your appreciation to the world around you, and having gratitude towards yourself, shows your appreciation for your uniqueness, strengths, and talents.
Close	Gratitude is something that we will continue to work on every year!
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	

Anticipated number of students:	Approx 25 per classroom
Planned length of lesson(s):	Approx 30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson (See discussion questions to test pre-knowledge) ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session (Post lesson discussion questions) ▪ Pre-/post-assessment attached (evidence of activity expressing gratitude) 	
Outcome Data: (choose one)	
<input type="checkbox"/> Discipline (describe): Gratitude for self and others will help to address problem behaviors related to stress with other students and frustrations with self. It helps to build self-confidence for self and appreciation for others.	

Middle (5-6) Sample Classroom Lesson Plan

Lesson Plan for	What is your true color?	(lesson title)
-----------------	--------------------------	----------------

School Counselor:	Mary Martin		
Target Audience:	5th graders		
Mindsets & Behaviors: (limit of three)	M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 1 Demonstrate critical-thinking skills to make informed decisions.		
Lesson	1	Of	4

Learning Objective(s)/Competency	
Students will:	identify their color personality and related strengths.
Students will:	identify two careers that are connected to their personality color for future research.
Materials:	

Access to computers, True Colors Personality Test, youtube videos describing each color, list of careers for each personality color.	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Our job as middle school students is to learn about ourselves and use this information for planning our future. Today's lesson is the first of a series of activities that we will explore this year related to careers.
Communicate Lesson Objective:	Today you are going to learn about your personality type and examine several careers that match your personality.
Teach Content:	<ol style="list-style-type: none"> 1. Explain how to complete the personality assessment. 2. Demonstrate google classroom: how to watch the corresponding video and view the career list. 3. Demonstrate how to document findings.
Practice Content:	Students work independently to complete the assessment, log in to google classroom, view the corresponding video, and select two related careers for future exploration.
Summarize:	Students will write a summary statement about their personality strength, describing a time when they felt success.
Close:	Invite students to briefly share their findings. Remind students that this is the first of several exploration opportunities.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	224 students
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached 	

Outcome Data: (choose one)

Achievement (describe): At the end of the lesson, each student will have a completed assignment identifying several personality strengths, personality challenges, and two careers of interest that are connected to their personality type.

Attendance (describe):

Discipline (describe):

Small Groups

School counselors work with small groups of students to provide instruction, activities and support designed to improve student success. Typically, small groups include up to 10 students in a minimum of four group sessions. Like classroom lesson plans, small group plans are intentional based on need, developmentally appropriate, and planned. Small group topics fall within the domains of academic support, career exploration, and social and emotional learning.

Elementary (K-4) Sample Small Group Plan

School Name	Owl Creek
Annual Student Outcome Goal	Reductions in discipline referrals for social skills based behaviors
Mindsets & Behaviors (Limit of three)	
1.M3:Sense of belonging in the school environment 2. B-SS 2. Create positive and supportive relationships with other students 3.B-SMS 7. Demonstrate effective coping skills when faced with a problem	
Mindsets & Behaviors Survey Items	
1. I feel like I am a part of a group when I am at school. 2. I have people that I call friends at school. 3. I know when I am feeling sad, mad, angry, or scared. 4. I have a plan of what I can do if I am feeling sad, mad, angry, or scared.	
Interventions	

Direct Student Services	Indirect Student Services
<ol style="list-style-type: none"> 1. Small group that meets weekly 2. Therapeutic activities that increase emotional awareness 3. Practice strategies to use when feeling upset 	<ol style="list-style-type: none"> 1. Consult with teachers 2. Consult with parents 3. Compile data of group's growth and progress
Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated: 4-6 3rd grade members, Discipline referrals decreased from beginning of year post intervention</i>	<i>Actual</i>
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<p>Pre-Intervention Data Average:</p> <ol style="list-style-type: none"> 1. Discipline referrals more frequent for social skills related behaviors. 2. Office referrals more than twice a month 3. Consequences common for behavior 4. Weekly Parent phone calls 	<p>Post-Intervention Data Average:</p> <ol style="list-style-type: none"> 1.Reduced discipline referrals 2.Reduced consequences 3.Classroom reporting better behavior 4.Parents reporting better behavior
Outcome Data Plan	Outcome Data Results
<i>Baseline Data: Number of office referrals from previous school year and referrals from the beginning of school year</i>	<p><i>Final Data: Mid Year numbers</i></p> <p>Percent Change: <i>Reduced by 50%</i></p>
Implications	
<i>Analyze your data. How will data inform future practice?</i>	

Data will inform how to approach behavior skill deficits at the beginning of the school year in order to avoid office referrals and discipline procedures and increase a student's feelings of belongingness and self-efficacy.

Middle (5-6) Sample Small Group Plan

School Name	Owl Creek School	
Annual Student Outcome Goal	Group participants will learn to navigate tricky friendship problems, build proactive communication skills, and feel better about themselves.	
Mindsets & Behaviors (Limit of three)		
<ol style="list-style-type: none"> 1. M1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being. 2. B-SMS 7: Demonstrate effective coping skills when faced with a problem. 3. B-SS 2: Create positive and supportive relationships with other students. 		
Mindsets & Behaviors Survey Items		
<ol style="list-style-type: none"> 1. Teacher referral 2. Pre and Post survey 3. Weekly exit slips 		
Interventions		
Direct Student Services	Indirect Student Services	
<ol style="list-style-type: none"> 1. Eight weekly group sessions 2. Mid-term individual session 3. Journaling 	<ol style="list-style-type: none"> 1. Consultation with teachers 2. Consultation with parent/guardian 3. 	
Data Collection Plan	Results Data	

Participation Data Plan	Participation Results Data
<i>Anticipated</i> 6-8 participants 40 minutes sessions for 8 weeks	<i>Actual</i>
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<i>Pre-Intervention Data Average:</i> 1. Attendance rate: TBD 2. Achievement %: TBD 3. Discipline report average: TBD 4. Student self-report survey: TBD	<i>Post-Intervention Data Average:</i> 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data: Students are identified for this small group intervention through discipline data relating to peer conflict, bullying behaviors and limited assertive language skills.</i>	<i>Final Data:</i> <i>Percent Change:</i>
Implications	
<i>Analyze your data. How will data inform future practice?</i>	

Career Planning

ACT 190 dictates the following career planning process:

- Guidance in understanding the relationship between classroom performance and success in school and beyond;
- Provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
- Guidance in understanding the advantages of completing career certification internships.

Developmentally, elementary students (K-4) focus on career awareness (plant the seed); middle school students (5-6) are engaged in career exploration (water the seed); and high school students develop readiness for college and/or careers (harvest the seed).

Students at Owl Creek School participate in the following career awareness and exploration activities:

Grade	Activity/Program Description	Resources
K-6	World Cultures Week: Presenters from around the world visit each classroom to share information about their home country including: culture, environment, language, economics, politics, GNP, and employment.	*Community members *Spring International
4-6	STEAM Expo: Community professionals are invited to Owl Creek to exhibit their work and provide information on a variety of careers related to science, technology, engineering, art, and math.	*Community members
K	Community Visitors: Community professionals are invited once a month to present to Kindergarten students on their jobs. Examples include: fire fighters, police officers, meteorologists, etc.	
1	Community Visitors: Community professionals are invited once a month to present to Kindergarten students on their jobs. Examples include: fire fighters, police officers, meteorologists, etc.	

2	Classroom exploration of career through guidance lessons, STEM and Makerspace activities in the library, and guest visitors to classrooms	
3	Classroom exploration of career through guidance lessons, STEM and Makerspace activities in the library, and guest visitors to classrooms, and 3rd Lemonade Stand at the end of the year	
4	Classroom exploration of career through guidance lessons, STEM and Makerspace activities in the library, and guest visitors to classrooms and 4th grade Marketplace at the end of the year	
5	<p>Classroom Lessons:</p> <ol style="list-style-type: none"> 1. Introduction to career exploration. 2. What color is your personality? 3. Building connections between your passion, education and careers. 4. Values Auction - exploring connection between values and careers. 5. Putting it all together: students consolidate exploration activity results and compare/contrast with career interest. 	<p>Career Exploration</p> <p>Building Connections</p>
6	<p>Classroom Lessons:</p> <ol style="list-style-type: none"> 1. Holland Career Personality Assessment - how interests are connected to careers 2. Lifestyle - how much money do I need to make to support my ideal lifestyle? 3. Character Strengths - exploring the connection between values and careers. 4. Putting it all together: students consolidate exploration activity results and compare/contrast with career interest. 5. Career Action Planning - students learn about core and elective choices in grade 7 that can support their academic and personal interests. 	<p>My Next Move</p> <p>Real-Life Arkansas</p> <p>Character Strengths</p> <p>Jr High Course Planning Guide</p>

The links below provide additional information on FPS college and career education:

- [K-4 College and Career Mindsets and Behaviors](#)
- [5-8 College and Career Mindsets and Behaviors](#)

Other Requirements

At-Risk Students

Research by Robert Balfanz identifies four indicators educators can use to identify students at risk of dropping out from high school. These at-risk students can be identified as early as 6th grade. At the end of each quarter, a list is compiled for middle school students based on the following indicators:

- D or failing grade in math
- D or failing grade in language arts
- Attending school 80% or less
- Students receiving an office referral

This list is shared with administrators, student support interventionist, school counselor, and teachers for a collaborative approach in providing targeted support to students. Approaches may include: referral to Rtl A, referral to Rtl B, attendance contract, or a behavior support plan. For more information, see the link to the article below:

[Four Indicators of Potential Drop Out](#)

Orientation Programs for New and Transitioning Students

New Students

Before the start of each school year, Owl Creek School hosts an open house. Students and their families come to Owl Creek School to pick up schedules and classroom assignments, meet teachers and school staff, and set up school accounts. During the first few days of school, all students participate in Flight Lessons designed to orient them to school procedures and expectations. Several weeks after the start of the new school year, Owl Creek School hosts a Block Party and Curriculum Night. Parents and students meet with teachers and school staff to discuss the school's annual report, curriculum and school-wide expectations. The community then shares a meal together.

Fayetteville Public Schools have a well-planned process for transitioning student cohorts between elementary (k-4), middle (5-6) and junior high (7-8) buildings. Fourth graders participate in the following transition activities:

- Classroom visit from the middle school counselor to share information about their future school;
- Middle School Tour
- Parent Information Meeting

In addition, fourth grade teachers complete a personal profile for each student which is shared with the future middle school counselors. This facilitates the sharing of personal information such as academic needs and behavior supports that are useful when creating middle school teams and schedules for the coming year.

Sixth graders transitioning to the junior high school setting participate in the following activities:

- Transition information (included tryout dates for electives) is sent home with students and posted on the schools' websites.
- Information Meeting on pre-AP course options offered in junior high school
- Watch a video on electives offered at the junior high schools
- Attend a fine arts presentation on band, choir and orchestra at Fayetteville High School
- Fine arts assessment at the middle schools. Fine arts teachers visit the middle schools to meet with students individually to determine instrument choice for band and orchestra as well as assess for concert or advanced choir.
- Junior High School Tour and second Parent Information Meeting
- Individual meetings with a Career Action Planning (CAP) team to complete a practice Course Selection Sheet. Students select core and elective classes they are interested in taking the coming year.
- CAP conference. Parents and students schedule a CAP conference with an advisor at their future junior high school and complete junior high school registration.

In addition, sixth grade teachers complete a personal profile for each student which is shared with the future junior high school counselors. This facilitates the sharing of personal information such as academic needs and behavior supports that are useful when creating teams and schedules for the coming year.

Transitioning Students

Owl Creek School welcomes many transitioning students throughout the year. Transitioning students are oriented to Owl Creek School and supported in the following way:

Elementary Students (K-4)

- New students attend an orientation with the school counselor in which they learn and see an overview of the school. This includes a walking tour.
- New students are assigned to an ambassador in their classroom to help with questions, general knowledge, and to be a buddy the first week.
- New students attend a new student orientation/ check- list meeting with their new teacher to include classroom expectations, logistics, schedule, and all things pertinent to their class/ grade level.
- New students also attend a PBIS meeting to learn about school expectations for Owl Creek behavior.

Middle School Students (5-6)

- New students meet with the school counselor to discuss their first day of school and what to expect. The school counselor reviews enrollment paperwork, transcripts, and identifies possible areas of need and support. Students are introduced to SOAR expectations, middle school model, and daily schedule.
- New students are then assigned to a team and paired with a Student Ambassador for the first full day of school. New students shadow a current Student Ambassador and attend classes together. This ensures that the new student is not alone on his/her first day of school. Student Ambassadors orient the new student to school by: readily answering questions, introducing the new student to teachers and future friends, teaching school and classroom procedures, and assisting with any other issue.
- The middle school counselor consults with teachers on scheduling concerns and assists with development of a suitable student schedule.
- The middle school counselor hosts a “new student lunch” at the end of each month for students who enrolled during that month and the Student Ambassador that assisted with orientation. The purpose of this group is to check in, make sure that new students have what they need (ie: lunch number, computer log-in, lockers, Monday folder, etc.) as well answer any other questions that new students might have.

- Students who enroll after August and January miss the opportunity to participate in Flight Lessons. The Student Support Interventionist offers mid-month abbreviated Flight Lessons for these students.

Academic Advisement and Individual Planning

According to Act 190, a comprehensive school counseling program includes the following without limitation:

- Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
- Guiding a student along the pathways to graduation;
- Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary plans;
- Addressing accelerated learning opportunities;
- Addressing academic deficits and the accessibility of resources;
- Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
- Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities.

Academic advisement and individual planning services are delivered in several ways: instruction, appraisal, advisement, and counseling. Such services are developmentally appropriate for both the grade and age of our students as follows:

Elementary (K-4)

Instruction: Teachers keep close contact with students and communicate classroom expectations and academic goals to parents/ guardians. Children use a folder to keep academic work organized. Instruction is differentiated based on students' needs and accommodations are met for students who need further support.

Appraisal: Students are appraised/ graded on standards set forth by the district and by the Arkansas Department of Education. Classroom goals and achievement are set by the district, and standardized testing standards/ goals are set by the state.

Advisement: Students advisement is carried out by classroom teachers, counselor, administration, and parents/guardians based on needs from the classroom and evidence of academic progress of the student.

Counseling: All students may seek counseling from the school counselor by request or suggestion of parent/ guardian and school staff. Counseling is provided by individual or group method and is intended for the purpose of helping the student to be successful at school. If there exists a need, referrals to more services.

Middle school (5-6)

Instruction: Students are taught how to use the Home Access Center (HAC) to monitor their academic progress through classwork and test scores. Students also participate in school-wide, classroom or small group lessons on goal-setting, time-management, conflict resolution, self-motivation, and other topics that impact academic success. Students accepted into the Peer Helper program partner with younger students and teach school-success skills.

Appraisal: Students access HAC weekly and document their grades, missing work, and behavior concerns in their Monday folders. These folders are sent home on Mondays for parent view. Students prepare for and lead parent/teacher conferences which occur at the end of quarters 1 and 3. They also participate in a variety of career exploration activities that position them to discover, analyze, and assess their abilities, interests, and skills. Owl Creek's middle school monthly club meetings provide students an opportunity to explore interests. Students set growth goals for their MAPS tests which are taken periodically throughout the school year.

Advisement: Middle and Junior High School Counselors engage students in discussion on Career Action Planning (CAP) and assist students with Junior High School course recommendations. Using a variety of data points, school counselors assist with student recommendations for the gifted and talented (GT) program, grade 6 accelerated math, grade advancement, and other opportunities for acceleration. Using a variety of data points, school counselors assist with student recommendations for academic interventions and/or referrals for SPED testing or the development of a Section 504 plan.

Counseling: Counseling assistance and support are provided to students in individual or small group settings during times of transition, heightened stress, critical change, or other situations impeding student success. This assistance is short-term and based on

counseling theories and techniques such as Choice Theory and Short-Term-Solution-Focused Theory that are shown to be effective in a school setting.

The following annual events at Owl Creek School support student career exploration, decision making and goal setting:

- Curriculum Night
- Parent/Teacher Conferences held at the end of quarters 1 and 3
- STEM expo
- Monthly club meetings
- Peer Helper Program
- Transition activities for student cohorts moving from elementary to middle school and also from middle school to junior high school
- Flight Lessons and Character Days
- Academic Awards Assemblies at the end of each semester

Suicide Prevention

Act 190 states that comprehensive school counseling programs have strategies and protocols to identify and help students at risk for suicide as well as protocols for responding to death by suicide. Below is a link to Fayetteville Public Schools' protocols:

[FPS Suicide Prevention and Self-harm Protocol](#)

In addition, all certified staff periodically receive suicide awareness training which includes identifying risk factors, appropriate response to students, and "warm handoff" to the school counselor or other mental health professional.

At the elementary and middle school level, education on suicide prevention is embedded in classroom lessons on stress and coping skills, emotion management, knowing when and how to ask for help, conflict resolution, and assertive language.

Bullying Prevention

Act 190 states that comprehensive school counseling programs provide strategies, protocols and staff training on recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, and empowering students to become allies for targeted students. Below is a link to Fayetteville Public Schools' district policy:

[FPS District Policy on Bullying](#)

In addition, all certified staff periodically receive training on bullying prevention. Owl Creek School uses the Olweus Bully Prevention Program model for responding to bullying which utilizes the following definition and rules which have been embedded in our PBIS program and are taught to students at the beginning of each school year:

“Bullying is when one or more people repeatedly harm, harass, intimidate, or exclude others. Bullying is unfair and one-sided.”

Owl Creek School’s rules against bullying:

We will not bully others.

We will help students who are bullied.

We will include students who are easily left out.

When we know somebody is being bullied, we will tell an adult at school and an adult at home.

The month of October is National Bully Prevention Month. During this month, students participate in organized lessons on bullying prevention and participate in Unity Day (organized by Pacer’s National Bullying Prevention Center).

If a student believes that he/she is a target of bullying or is aware of another student who is targeted, the student can complete and submit an anonymous bullying report which is available in paper or digital form. These reports can be submitted to either the school counselor or the assistant principal for follow-up according to district policy. Below is a link to a sample (inactive) form:

[Owl Creek Bullying and Harassment Anonymous Reporting Form](#)

Multi-Tiered Services

Owl Creek’s multi-tiered services provide interventions that vary in focus and intensity and are aligned with individual student’s needs. Response to Intervention (RtI) A (academic focus) and RtI B (behavior focus) committees meet monthly to review and analyze student academic and behavior data. Students that struggle in either area are referred to these committees for additional review and interventions.

Owl Creek teachers engage in professional learning communities with their grade and content cohorts. These teacher teams consistently review and both informally and formally assess students' academic growth. Students who are not making expected academic growth are referred to the Rtl A committee for review. Tier 2 academic interventions occur in the classroom setting in the form of small groups that address shared student needs (such as reteaching a concept). Students that continue to struggle academically are provided Tier 3 support in the form of individually targeted interventions which may include a personalized literacy or math intervention and/or a referral to the Section 504 committee or Special Education Designee for additional support.

Owl Creek School employs a Student Support Interventionist (SSI) who works directly with teachers and the PBIS committee to address student behavior concerns. Tier 1 behavioral supports include school-wide behavior expectations and uniform classroom management strategies for teaching expected behaviors and responding to unexpected behaviors. Students identified as at-risk (a combination of the number of discipline entries, lunch detentions and office referrals) are referred to the Rtl B committee for additional support. Tier 2 behavior interventions typically include the use of a behavior tracking/point form, small group social skills lessons, and mentoring (use of check-in/check-out system). Students who continue to struggle with behavior receive Tier 3 targeted support that may include: behavior support plan, school-based therapy referral, Section 504 referral, SPED referral, or other wrap-around services.

In addition, Owl Creek School has a Special Services committee which meets monthly. Committee members include administrators, school counselors, nurses, social worker, SPED designee, SSI, and school-based therapists/qualified behavioral health professionals (QBHP). Currently, 2.5 therapists and 2 QBHPs with Ozark Guidance provide on-site therapy and related services to students at Owl Creek. Students referred to Rtl B are often referred to this committee as well which is tasked with reducing barriers that hinder students' overall success at school and at home.

Advisory Council/PBIS

Currently, the PBIS committee serves as the advisory council. This committee includes building administrators, teachers from each grade level, student support interventionist, and school counselors. This committee meets multiple times throughout the year to collect and review student data and develop an improvement plan for areas of concern. The PBIS committee provides direct guidance on SEL curriculum, classroom lesson topics, school-wide programs, and more.

Section Four: Accountability (Assess)

Annual Reflection

Sharing data results ensures that others are aware of and understand the process school counselors use to develop programs that support student success. When reviewing data, it is important to consider what is working well and what are areas of need in the areas of achievement, attendance and discipline.

Data summary for the 2019-2020 school year.

Data Points	How Addressed Through the School Counseling Program
<p>1. Academic - MAPS MOY Reading K-4: 0-40 Percentile (Lo/LoAvg) = 52% 41-100 Percentile (Ave/HiAve/Hi) = 48% 5-6: 0-40 Percentile (Lo/LoAvg) = 42% 41-100 Percentile (Ave/HiAve/Hi) = 58%</p>	<p>1. Students with scores below the 40% are referred to the RtI A committee for review and development of Tier 2 or Tier 3 academic intervention plans. Students have access to small groups interventions on executive functioning skills (organization, problem-solving, time/task management, etc.). Referrals may be made for Section 504 plans or SPED testing as needed.</p>
<p>2. Academic - MAPS MOY Math K-4: 0-40 Percentile (Lo/LoAvg) = 49% 41-100 Percentile (Ave/HiAve/Hi) = 51% 5-6: 0-40 Percentile (Lo/LoAvg) = 49% 41-100 Percentile (Ave/HiAve/Hi) = 51%</p>	<p>2. Students with scores below the 40% are referred to the RtI A committee for review and development of Tier 2 or Tier 3 academic intervention plans. Students have access to small groups interventions on executive functioning skills (organization, problem-solving, time/task management, etc.). Referrals may be made for Section 504 plans or SPED testing as needed.</p>
<p>3. Attendance rate (K-6: 94.94%) K-4: 95.12% 5-6: 94.75%</p>	<p>3. Student check-ins and phone calls home to identify contributing factors to chronic absences: myths about attendance, barriers, school aversion, or disengagement. Work with families to address contributing factors.</p>
<p>4. Behavior (# of office referrals) K-4: 269 (19.35% of total students) <i>21 elementary students had a BSP.</i></p>	<p>4. The special services team and PBIS committees develop lessons and interventions for Tier 1 and Tier 2 needs. School counselors provide small group and</p>

<p>5-6: 487 (30.62 % of total students) <i>18 middle school students had a BSP.</i></p>	<p>individual counseling, therapy referrals, conduct classroom observations, and serve on RTI A/B teams. The student support interventionist develops Tier 2 and Tier 3 behavior support plans as needed.</p>
<p>5. Behavior (top three primary behaviors resulting in office referrals) K-4: Following directions, disrespect, and disruption of class. 5-6: Following directions, disrespect, and disruption of class.</p>	<p>5. Student behavior expectations are taught during flight lessons, classroom lessons, character days, morning meetings and advisory lessons. Staff trained in restorative practices have been using affective questions to better help students resolve conflict and repair harm.</p>

Priority data points for the 2020-2021 school year.

Data Points	How Addressed Through the School Counseling Program
1. Academic - increase Reading scores	1. Support Rtl A committee to address needs.
2. Academic - increase Math scores	2. Support Rtl A committee to address needs.
3. Attendance rate - work to increase the school-wide attendance rate.	3. PBIS and Special Services committees will create lessons and interventions designed to address contributing factors to chronic absences. School counselors and administrators will continue to approach families individually to discern and address needs.
<p>4. Behavior (# of office referrals) - work to reduce the number (percent) of students receiving office referrals.</p> <p>*Program goal for 2020-2021.</p>	4. Staff will use restorative Practices to resolve conflict when possible. School counselors will provide small group and individual counseling services. The PBIS, special services and Rtl B committees will address needed Tier 3 interventions such as school-based counseling services and behavior support plans.
5. Behavior (top three primary behaviors resulting in office referrals)- work to reduce offenses.	5. PBIS and Morning Meeting/Advisory committees will create Tier 1 lessons and school-wide interventions to address the primary behaviors.

Data Sharing: Appendix B: 2019-2020 Data Review At a Glance will be shared with stakeholders at the fall semester school curriculum night.

Annual Reflection for the 2019-2020 School Year

Great-it is done	Working on it	More time needed	Updates will take place in the posted plan or will be kept as school counselor reflections and artifacts.	Post in Plan
✓			The counselor/program self-assessment has been reviewed and updated.	
✓			Counselor team, vision, mission and belief statements have been reviewed and updated as needed.	✓
✓			Data regarding student outcomes from the current year have been reviewed, analyzed, and implications for results over time have been considered.	
✓			Results from the review of student outcomes are reflected in the plan.	✓
✓			Planning for the next year is taking place. What will be the desired outcomes as a result of your interventions? Will you consider participation/process data, Mindsets and Behaviors or perception data, or outcome/results data?	
✓			Smart goal(s) for the next year are developed, data is reviewed, action steps or tasks are developed, and desired outcomes are clearly defined. What will be your goal(s) for the next year? How do you plan to impact student access to learning?	✓
✓			Annual calendar is updated.	✓
	✓		Advisory council meeting information is included if available.	✓
✓			Summary of how direct and indirect services are being provided to students has been outlined. Summary of administrative activities provided is outlined and updated as needed. (Include small group information, classroom lessons)	✓
✓			Suicide prevention and bullying prevention models are updated as needed.	✓
✓			Developmentally appropriate career planning process and/or exploration is described, and/or updated as needed.	✓
✓			Professional standards have been reviewed.	
✓			Lessons, supporting documents, and other artifacts are updated and included in the plan as needed.	✓
✓			Data sharing has taken place, or is planned.	
✓			Material for data sharing are updated and included in your plan. (charts, graphs, presentation notes, etc.)	✓
✓			New plan is posted for the following year no later than August 1 of each year.	✓

Appendix A

Fayetteville Public Schools Counselor and Social Worker Directory

School Counselor	Building	Phone #	Email
Carlos Chicas	ALLPS	479-445-1229	carlos.chicas@g.fayar.net
Cameron Magness	Asbell	479-445-1062	cameron.magness@fayar.net
Kaitlyn Lee	Butterfield	479-445-1029	kaitlyn.lee@fayar.net
Jody Wood	FHS	479-445-1535	jody.wood@fayar.net
Cindy Alley	FHS	479-445-1537	cindy.alley@fayar.net
Curt Champion	FHS	479-445-1187	curt.champion@fayar.net
Joey Newman	FHS	479-445-1536	joey.newman@fayar.net
Lesli Zeagler	FHS	479-445-1180	lesli.zeagler@fayar.net
Staci Petrich	FHS	479-445-1162	staci.petrich@fayar.net
Seanne Farrar	FHS	479-445-1242	seanne.farrar@fayar.net
Dawn Norman	FHS	479-445-1173	dawn.norman@fayar.net
Saundra Colvin	FVA	479-445-1681	saundra.colvin@fayar.net
Ashley Traynham	Happy Hollow	479-445-1408	ashley.traynham@fayar.net
Mollie Samples	Holcomb	479-445-1147	mollie.samples@fayar.net
Kelsey Brodie	Holcomb	479-445-1147	kelsey.brodie@fayar.net
Jane Corrigan	Holt	479-445-1124	jane.corrigan@fayar.net
Erin Clark	Leverett	479-445-1051	erin.clark@fayar.net
Heather Dugger (5th)	McNair	479-718-0255	heather.dugger@fayar.net
Katy Seifritz (6th)	McNair	479-718-0283	katy.seifritz@fayar.net
Bonni Behrend (K-4)	Owl Creek	479-718-0214	bonni.behrend@fayar.net

Mary Martin (5-6)	Owl Creek	479-718-0212	mary.martin@fayar.net
Jennifer Hartman (7 th)	RJHS	479-445-1102	jennifer.hartman@fayar.net
Taylor Scott (8 th)	RJHS	479-445-1101	taylor.scott@fayar.net
Jennifer Lavender	Root	479-445-1021	jennifer.lavender@fayar.net
Elizabeth Rogers	Vandergriff	479-445-1042	elizabeth.rogers@fayar.net
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School Social Worker	Building/s	Phone #	Email
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Appendix B

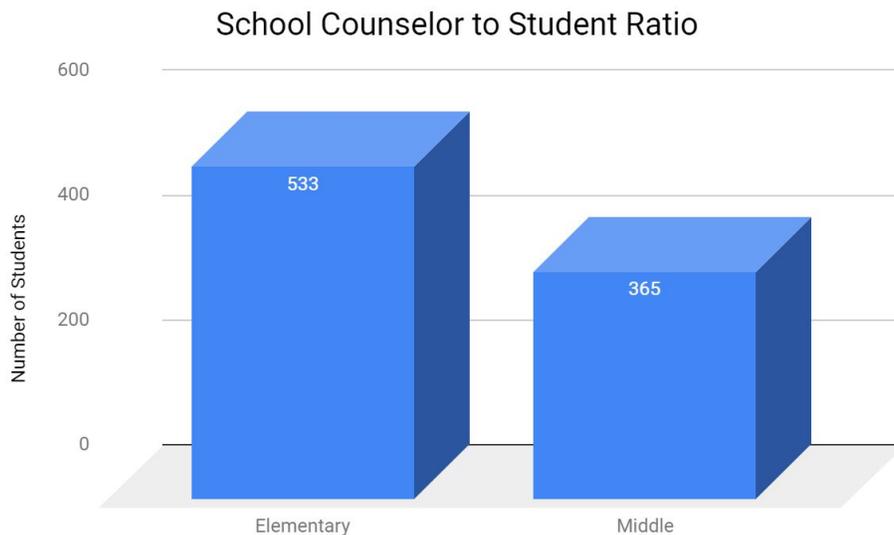
Owl Creek School Counselors 2019-2020 Data Review At a Glance

Attendance: Owl Creek counselors assist in attendance through parent communication and student interaction. Counselors assist new students in orientation to the building and acclimating to the school, and counselors assist when students leave the building through parent and new school communication.

19-20 Attendance at Owl Creek School

	Elementary (K-4)	Middle (5-6)
19-20 Attendance Rate	95.12%	94.75%
Students enrolled after start date	93	44
Students dropped after start date	29	30

School Counselor to Student Ratio: Owl Creek has two counselors in the building: one for elementary and one for middle. The ratio of students to counselors are: elementary 533 to 1 and middle 365 to 1. Of the total 898 students, 45 of those students qualify as a Family in Transition (FIT).



Therapeutic Mental Health Services: Owl Creek counselors assist in mental health services provided to students through a school based partnership with external agencies. Counselors refer students and consult with mental health providers as a part of the therapeutic team. In addition, counselors also supervise Mental Health counselors in training.

Students Referred and Receiving School Based Mental Health Services

	Elementary (K-4)	Middle School (5-6)
Students referred outside agency school based services (19-20)	22	22
Students receiving outside agency school based services	63	52
Students receiving services by mental health intern	25	1

Counselor Lessons: Owl Creek counselors teach and assist in the implementation of social and emotional curriculum. In elementary, the counselor serves 22 classrooms on a monthly rotation. In middle school, the counselor serves 24 advisory classes. The counselors also assist and consult in the teacher-implemented social and emotional program “Choose Love”. In middle school, the counselor also assists in planning and implementing flight lessons for students in the fall and spring as well as character lessons. Elementary flight lessons are teacher coordinated.

19-20 Counselor Lessons & Small Group

	Elementary (K-4)	Middle (5-6)
Classroom Lessons	147	58
Choose Love Lessons	704	768
MS-Flight Lessons	N/A	200 (fall) 168 (Spring)
MS-Character Lessons	N/A	192
Small Group	5	9

School Wide Activities/ Assemblies: In supporting Owl Creek’s mission and enhancing positive school climate, the elementary and the middle school counselors coordinate and/ or assist in school assemblies and activities. Below are the activities and assemblies that reflected counselor involvement the 19-20 school year.

School Activities and Assemblies for 19-20

- **Counselor Coordinated School Wide (Elementary and Middle):**
 - Red Ribbons Week
 - National Bully Prevention Month (Unity Day)
 - Meet the Teacher
 - Random Acts of Kindness
 - Peer Helpers

- **Assisted Elementary:**
 - Rise and Shine Friday morning assembly
 - Elementary grade-level musical performances
 - Elementary awards ceremonies
 - Grade level pod meetings
 - Special Assemblies (Guest speakers, big events)
 - Read Across America
 - Winter Read

- **Coordinated Middle School:**
 - Awards Assembly (1st semester)
 - Parent Table Talks
 - “Screenagers: Growing Up in the Digital Age” Documentary viewing for parents
 - The Teen Brain
 - “Screenagers: Growing Up in the Digital Age” Documentary viewing for students

Community Outreach: Owl Creek counselors partner with community agencies and organizations for volunteering and mentorship. In these partnerships, counselors help to pair students with mentors and volunteers and serve as the point of contact for the school.

Community Partnerships

- Big Brothers/ Big Sisters (8 students served)
- Fayetteville High School Ambassadors (26 students served)
- Fayetteville Public Library- Reading Dog “Sit! Stay! Read!” (9 students served)
- Methodist Church Lunch Buddies (8 students served)
- Christmas Outreach Programs (74 families served)
- Salvation Army Snack Pack Program (108 students served)