

**Holt Middle School  
Comprehensive School  
Counseling Program**

**2020-2021**



**Holt Middle School  
2365 N. Ruppel Road  
Fayetteville, AR 72704**

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# Section One: Foundation

## Our Team

Holt Middle School's Grade 5/6 Comprehensive School Counseling Program involves the work of many hands. Our work is collaborative and interdependent. The following staff and positions play an important role in the implementation of our program:

Building Principal

Assistant Principal, 504 Coordinator

Counselors

Nurse

Social Worker

Social Worker, Families in Transition Coordinator

Special Education Designee

Student Support Interventionist

English Language Learner

Gifted and Talented

[FPS District Counselors](#)

[Matt Morningstar](#)

[Richard Guthrie](#)

[Jane Corrigan](#)

[Dawn Norman](#)

[Destiny Brown](#)

[Sara Blickenstaff](#)

[Lisa Hughey](#)

[Becky Williams](#)

[Jordan Fraley](#)

[Suzanna Williams](#)

[Tracie Slattery](#)

## Holt Middle School Beliefs, Vision, and Mission

### Holt Middle School's Belief Statement

Holt Middle School's community of administrators, teachers, school counselors, support staff and other stakeholders believe that:

- Huskies need a safe and caring environment.
- Huskies excel when we use teamwork.
- Huskies pursue academic success.
- Huskies develop healthy, productive futures.

## **Holt Middle School Counseling Vision Statement**

Every student achieves his/her full potential.

## **Holt Middle School's Mission Statement**

Partners United in Learning and Life

## **Holt Middle School Counseling Program Mission Statement**

The Holt Middle School Counseling Program is 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.

## **Holt Middle School School Counseling Program Philosophy**

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.

## **Holt Middle School recognizes 5 Learner Qualities to be Successful**

- Thinker
- Self-manager
- Neighbor
- Colaborator
- Adventurer

## **Fayetteville Public Schools Counseling Beliefs, Mission, and Vision**

### **FPS Belief Statement**

The Fayetteville Public School District 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.

### **FPS School Counseling Vision**

Fayetteville Public School Counseling Department will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship in the 21st century.

### **FPS School Counseling Mission**

The mission of the Fayetteville Public Schools Counseling Program is 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.

## Holt Middle School Annual Program Goals

Academic Year 2019 to 2021

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

The outcome data relevant to goals include: 1st quarter grades, test scores, interventions (Academic and behavior), teacher anecdotal comments. It is hoped that outcome data, 3rd quarter grades, and ACT Aspire test scores will show growth with the targeted students.

By May 2020

*End Date*

Students with 1st quarter failing grade (s) (below 60% in core classes.

*Targeted Group*

will Increase grades and test scores.

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

by Decreases in the # of students failing core classes.

*Measure of change*

from

Frequently failing grades

*Baseline data*

to

Zero to one failing grades

*Target data*

### **Supplemental Data:**

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

Holt serves a high risk population for poverty and families in transition. Factors related to poverty and homelessness take an emotional and academic toll on the child. Some children who have failing grades are often dealing with significant home life issues.

Goal Setting/ Action Steps/ Mindsets and behaviors/Interventions

1. <u>Data has been reviewed. Areas of concern have been identified.</u>	<u>Meet with students with 2 or more semester failing grades (below 60%)</u>	<u>B- SS2 3 Create relationships with adults that support success</u>	
2. <u>Data has been reviewed. Areas of strength have been identified.</u>	<u>Learn how to monitor grades</u>	<u>B-SMS 1 Teach students how to be academically successful</u>	<u>Check in with students about their academics.</u>
3. <u>Growth, barriers to learning, or student needs have been addressed by your school counseling program.</u>	<u>Limited access to eschool and internet and inability to focus.</u>	<u>B-SMS Demonstrate ability to overcome barriers to Teach students how to be academically successful</u>	
4. <u>Resources are available to address the areas for growth, gaps or student needs.</u>	<u>Academic interventions</u>	<u>B-LS 4- Apply self-motivation and self-directed learning</u>	<u>Lexia, iReady, IXL intentional usage school wide</u>
5. <u>Program goals have been developed and reflect the Vision and Mission Statements.</u>	<u>Academic success for target students</u>	<u>B-LS 4- Apply self-motivation and self-directed learning</u>	<u>Individual counseling sessions, goal setting, follow up with student weekly to progress monitor</u>
6. <u>Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.</u>	<u>Make connections between preferred academic activities and future career goals</u>	<u>B-LS 7 Identify long and short term academic, career and social emotional goals</u>	<u>Career research activity and Financial Literacy Day</u>

Based on the selected ASCA Mindsets & Behaviors

Students will take personal responsibility for academic progress and connect classroom learning to future career goals.

When students are engaged in their proficiency progress they will become more motivated, which will help close any achievement gap according to Hattie’s Effect Sizes.

**Strategies/Interventions**

Small group skill building and individual counseling sessions

**Pre-/Post-Assessment:**

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

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

<b><u>Statement</u></b>	<b><u>Scale</u></b>
<u>I know I have made academic progress because I increased my MAP scores.</u>	<u>1 2 3 4</u>
<u>I know I'm making academic improvements based on my grades.</u>	<u>1 2 3 4</u>
<u>I know ways to monitor my academic progress.</u>	<u>1 2 3 4</u>
<u>I'm self-motivated to use academic interventions (Lexia, iReady, RAZ).</u>	<u>1 2 3 4</u>
<u>Brief answer question: What are some things that let you know that you're making improvements?</u>	
<u>Brief answer question: What are some things that help you stay motivated to reach your academic goals?</u>	

## Section Two: Management

### Self- Assessment 2019-2020

<b>Component One</b>			
<b>Criteria</b>	<b>Area for Program Growth</b>	<b>Developing</b>	<b>Area of Program Strength</b>
<b>FOUNDATION/DEFINE</b>			
<b>School Counselors</b>			
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.			<b>X</b>
<b>Beliefs</b>			
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.			<b>X</b>
<b>Vision Statement</b>			
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.			<b>X</b>
<b>Mission Statement</b>			
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally and for careers).			<b>X</b>
<i>Models are available in the Toolkit</i>			
<b>Program Goals</b>			
<i>What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.</i>			
Data sources are identified and the process for reviewing the data is developed.			<b>X</b>
Data has been reviewed. Areas of concern have been identified.			<b>X</b>
Data has been reviewed. Areas of strength have been identified.			<b>X</b>
Growth, barriers to learning, or student needs have been addressed by your school counseling program.		<b>X</b>	
Resources are available to address the areas for growth, gaps or student needs.			<b>X</b>
Program goals have been developed and reflect the Vision and Mission Statements.			<b>X</b>
Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.			<b>X</b>

Student outcomes have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program			X
<b>Component Two</b>			
Criteria	Area for Program Growth	Developing	Area of Program Strength
<b>PROGRAM MANAGEMENT/MANAGE</b>			
<b>School Counseling Program Assessment</b>			
The Comprehensive school counseling program self -assessment has been completed and areas to address are identified.			X
<b>Use-of-Time Assessment</b>			
A Use-of-time assessment is implemented in the comprehensive school counseling program.			X
The school counselor provides direct and indirect services to students 90% of the time each month. <i>Student supports are identified in the Comprehensive School Counseling Plan.</i>			X
The school counselor completes administrative activities no more than 10% of the time each month during student contact days			X
<b>Annual Administrative Conference</b>			
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.	X		
<b>Advisory Council</b>			
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.	X		
<b>Calendars (Annual and Weekly)</b>			
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.		X	
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.		X	
<b>ASCA School Counselor Professional Competencies and Ethical Standards</b>			

ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.			x
The counselor abides by the Code of Ethics for Arkansas Educators.			x
<b>Component Three</b>			
Criteria	Area for Program Growth	Developing	Area of Program Strength
<b>DELIVERY/DELIVER</b>			
<b>Direct Counseling</b>			
Individual and Group counseling is available to all students.			x
The counselor delivers school counseling core curriculum lessons to classroom groups – No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.			x
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.			x
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.			x
Interpretation of student academic and educational assessment results is provided.			x
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.			x
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.		x	
The Student Services Plan include guidance on the strategies and action steps to provide students with career counseling, identification of available college assessments, career and workforce opportunities and alternative programs that may be available to secondary student.		x	
Bullying prevention is developmentally appropriate in design and delivery within the school.			x

Suicide prevention is developmentally appropriate in design and delivery within the school.		X	
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.		X	
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.			X
Parents are encouraged to build partnerships with their student's career planning process.			X
<b>Indirect Counseling</b>			
Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student's discipline/behavior, academics, or attendance.			X
Referrals are made to support services in the school or district and with community agencies.			X
The counselor serves as a contributing member of decision-making teams.			X
<b>Component Four</b>			
Criteria	Area for Program Growth	Developing	Area of Program Strength
<b>ACCOUNTABILITY/ASSESS</b>			
<b>School Counseling Program Assessment</b>			
The Comprehensive School Counseling Program Self - Assessment has been completed and areas to address are identified.			X
<b>Data Tracking</b>			
School data results are analyzed, and implications for results over time have been considered.			X
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.			X
<b>Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)</b>			
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the comprehensive school counseling program.			X

Program results are shared with stakeholders.		X	
<b>Evaluation and Improvement</b>			
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.		X	
The school counselor reflects on the comprehensive school counseling program and identifies areas of strength and identifies areas for improvement.			X
Evaluation results data are presented to others (school, district, and/or other stakeholders).	X		
The school counselor recommends changes/updates to the Comprehensive School Counseling program based upon data and results.			X
<b>Component Five</b>			
Criteria	Area for Program Growth	Developing	Area of Program Strength
<i>Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.</i>			
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.			X
The counselor does data entry or scheduling for the school or district.			X
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).			X

**Use of Time**- Documentation of 90% of time spent on Direct and Indirect Counseling Services and 10% of time spent on Administrative Activities

### 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. At Holt Middle School, school counselors provide the following services:

Direct Services	Indirect Services
<ul style="list-style-type: none"> <li>● Small group lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Consultation with parents and teachers</li> </ul>

<ul style="list-style-type: none"> <li>● Individual counseling</li> <li>● Crisis counseling</li> <li>● Orientation for new students</li> <li>● Academic advisement</li> <li>● Career Action Planning (CAP)</li> <li>● Grade transitions to future school</li> <li>● Assessment interpretation</li> <li>● Behavioral supports</li> <li>● Conflict resolution</li> <li>● Attendance accountability</li> <li>● Student Ambassadors</li> <li>● Club sponsor</li> <li>● Lunch meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Consultation with community agencies</li> <li>● Referrals for mental health services</li> <li>● Child maltreatment reports</li> <li>● Needs assessment and program review</li> <li>● Contributing member of the following committees: 504, RtI A, RtI B, ESOL, GT, PBIS, Advisory, and building leadership</li> <li>● Snack pack designee</li> <li>● Identifying families for district and community services (Counseling, FIT, Outback, Potter's House, etc.)</li> <li>● Collaboration with nurse, social worker, designees for student health needs</li> <li>● Review intake paperwork, cumulative folders, and student academic placement</li> </ul>
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### **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 Holt, school counselors assist with the following administrative activities:

<b>Counselor Administrative Activities</b>	
<ul style="list-style-type: none"> <li>● Parent Involvement Committee</li> <li>● Student Services Chair</li> <li>● Student schedules</li> </ul>	<ul style="list-style-type: none"> <li>● Transition coordinator grades 4th to 5th and 6th to 7th</li> <li>● Bike Riders at dismissal</li> </ul>

**Annual Calendar-** The following calendar provides an overview of counseling programs and services provided throughout the school year.

<b>August</b>	<b>January</b>
<ul style="list-style-type: none"> <li>● Open house</li> <li>● Student orientation</li> <li>● Student schedules</li> <li>● Curriculum Night</li> <li>● Choose Love lessons (courage)</li> <li>● Advisory lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Choose Love lessons (forgiveness)</li> <li>● Ambassador program</li> <li>● Classroom lessons</li> <li>● Rising 7th grade tours (CAP)</li> <li>● New student orientation</li> <li>● C.R.E.A.T.E. Change</li> </ul>
<b>September</b>	<b>February</b>
<ul style="list-style-type: none"> <li>● Choose Love lessons (courage)</li> <li>● Classroom lessons</li> <li>● Ambassador training</li> <li>● New student orientation</li> <li>● Small group lessons</li> <li>● C.R.E.A.T.E. Change</li> </ul>	<ul style="list-style-type: none"> <li>● Random Acts of Kindness Week</li> <li>● Choose Love lessons (forgiveness)</li> <li>● Ambassador program</li> <li>● Advisory lessons</li> <li>● New student orientation</li> <li>● Small group lessons</li> <li>● AVID interviews</li> <li>● Junior high fine arts tryouts</li> </ul>
<b>October</b>	<b>March</b>
<ul style="list-style-type: none"> <li>● Red Ribbon Week</li> <li>● Unity Day (National Bully Prevention Month)</li> <li>● Choose Love lessons (courage)</li> <li>● Parent/Teacher conferences</li> <li>● Advisory lessons</li> <li>● New student orientation</li> <li>● Small group lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Choose Love lessons (forgiveness)</li> <li>● 6th to 7th transition activities CAP</li> <li>● Parent/Teacher Conferences</li> <li>● Ambassador program</li> <li>● Classroom lessons</li> <li>● New student orientation</li> <li>● Small group lessons</li> </ul>
<b>November</b>	<b>April</b>
<ul style="list-style-type: none"> <li>● Choose Love lessons (gratitude)</li> <li>● Ambassador Training</li> <li>● Advisory lessons</li> <li>● New student orientation</li> <li>● Small group lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Choose Love lessons (compassion in action)</li> <li>● Ambassador program</li> <li>● Classroom lessons</li> <li>● CAP conferences</li> <li>● New student orientation</li> <li>● Small group lessons</li> </ul>
<b>December</b>	<b>May</b>
<ul style="list-style-type: none"> <li>● Choose Love lessons (gratitude)</li> <li>● Ambassador Club</li> <li>● Classroom lessons</li> <li>● New student orientation</li> </ul>	<ul style="list-style-type: none"> <li>● Elementary Visits</li> <li>● Choose Love lessons (compassion)</li> <li>● Ambassador program</li> <li>● Advisory Lessons</li> <li>● Small group lessons</li> <li>● Rising 5th grade tours (CAP)</li> <li>● Academic Awards Assembly</li> </ul>

## Multi-Tiered Services

<b>Tiers of School Counseling Supports</b>	<b>Examples of School Counseling Supports</b>
<b>Tier 1: Universal Core Instructional Interventions for All Students, Preventative and Proactive</b>	Small group guidance lessons, Choose Love, Advisory Lessons, Advisory Check-Ins, Parent Sip Talks with the Counselors, Praise and Polish, Quick Meeting Assessment, Student Request Form
<b>Tier 2: Supplemental/Strategic Interventions for Students at Some Risk</b>	RTI:A, RTI:B, Check-In/Check-Out Systems connected to weekly goals, Lunch Groups,
<b>Tier 3: Intensive, Individual Interventions for Students at High Risk</b>	1-1 check-ins, Small Groups, Student referrals to community resources

## Section Three: Delivery

### 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 Holt Middle School support student career exploration, decision making and goal setting:

- Curriculum Night
- Parent/Teacher Conferences held at the end of quarters 1 and 3
- Semester bi-monthly club meetings
- Ambassador Club
- Transition activities for student cohorts moving from elementary to middle school and also from middle school to junior high school
- Academic Awards Assemblies at the end of each semester

### 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

## Sample Small Group Plan

<b>School Name</b>	Holt	
<b>Annual Student Outcome Goal</b>	Group participants will learn to navigate tricky friendship problems, build proactive communication skills, and feel better about themselves.	
<b>Mindsets &amp; Behaviors (Limit of three)</b>		
<ol style="list-style-type: none"> <li>1. M1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.</li> <li>2. B-SMS 7: Demonstrate effective coping skills when faced with a problem.</li> <li>3. B-SS 2: Create positive and supportive relationships with other students.</li> </ol>		
<b>Mindsets &amp; Behaviors Survey Items</b>		
<ol style="list-style-type: none"> <li>1. Teacher referral</li> <li>2. Pre and Post survey</li> <li>3. Weekly exit slips</li> <li>4.</li> </ol>		
<b>Interventions</b>		
<b>Direct Student Services</b>	<b>Indirect Student Services</b>	
<ol style="list-style-type: none"> <li>1. Eight weekly group sessions</li> <li>2. Mid-term individual session</li> <li>3. Journaling</li> </ol>	<ol style="list-style-type: none"> <li>1. Consultation with teachers</li> <li>2. Consultation with parent/guardian</li> <li>3.</li> </ol>	
<b>Data Collection Plan</b>	<b>Results Data</b>	
<b>Participation Data Plan</b>	<b>Participation Results Data</b>	
<b>Anticipated</b> 6-8 participants 40 minutes sessions for 8 weeks	<b>Actual</b>	

Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<p><b><i>Pre-Intervention Data Average:</i></b></p> <ol style="list-style-type: none"> <li>1. Attendance rate:</li> <li>2. Achievement %:</li> <li>3. Discipline report average:</li> <li>4.</li> </ol>	<p><b><i>Post-Intervention Data Average:</i></b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
Outcome Data Plan	Outcome Data Results
<p><b><i>Baseline Data:</i></b></p>	<p><b><i>Final Data:</i></b></p> <p><b><i>Percent Change:</i></b></p>
<p><b>Implications</b></p> <p><b><i>Analyze your data. How will data inform future practice?</i></b></p>	

**Advisory Lessons: Social Emotional Learning and Goal Setting Activities**

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.

Fayetteville Public Schools has mandated the Jesse Lewis Choose Love Enrichment Program as our curriculum for social and emotional learning. These lessons are taught by the advisory teachers.

## Scope and Sequence 2019-2020 school year

August	January
<ul style="list-style-type: none"> <li>● Choose love lessons (courage)</li> <li>● Procedure expectations and procedures</li> </ul>	<ul style="list-style-type: none"> <li>● C.R.E.A.T.E. Change</li> <li>● Choose Love lessons (forgiveness)</li> <li>● Grade 6 CAP and Rising 7 transition</li> </ul>
September	February
<ul style="list-style-type: none"> <li>● Choose love lessons (courage)</li> <li>● Grade 5 Needs Assessment</li> <li>● Grade 6 Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Choose Love lessons (forgiveness)</li> <li>● Grade 5 Career Exploration connecting passion/interest to careers</li> <li>● Grade 6 Career Exploration lifestyle survey</li> </ul>
October	March
<ul style="list-style-type: none"> <li>● Community Day (lessons on the following topics: bullying prevention, circle of control, disagreeing respectfully, personal space/boundaries, social responsibility, and take-a-break/calming corner)</li> <li>● Choose Love lessons (courage)</li> <li>● Grade 5 Intro to Careers</li> <li>● Grade 6 Career Exploration interest survey Pt 1</li> </ul>	<ul style="list-style-type: none"> <li>● Community Day(lessons on the following topics: accountability/integrity, managing stress, internet safety, peer pressure, sexual harassment, and emotion management)</li> <li>● Choose Love lessons (forgiveness)</li> <li>● Grade 5 Career Exploration values survey</li> <li>● Grade 6 Career Exploration values survey</li> </ul>
November	April
<ul style="list-style-type: none"> <li>● Choose Love lessons (gratitude)</li> <li>● Grade 5 Career Exploration colors personality test</li> <li>● Grade 6 Career Exploration interest survey Pt 2</li> </ul>	<ul style="list-style-type: none"> <li>● Choose Love lessons (compassion in action)</li> <li>● Grade 5 Career Exploration PBL Pt 1</li> <li>● Grade 6 Career Exploration PBL Pt 1</li> </ul>
December	May
<ul style="list-style-type: none"> <li>● Choose Love lessons (gratitude)</li> </ul>	<ul style="list-style-type: none"> <li>● Choose Love lessons (compassion in action)</li> <li>● Grade 5 Career Exploration PBL Pt 2</li> <li>● Grade 6 Career Exploration PBL Pt 2</li> <li>● Grade 4 Rising 5th transition</li> </ul>

## **Orientation Programs for New and Transitioning Students**

### **New Students**

Before the start of each school year, Holt Middle School hosts an open house. Students and their families come to Holt Middle School to get classroom assignments, meet teachers and school staff, and set up school accounts. During the first few days of school, all students participate in orientation lessons on school procedures and expectations. Several weeks after the start of the new school year, we have a Holt Parent Involvement Curriculum Night. Parents and students meet with teachers and school staff to discuss the school's annual report, curriculum and school-wide expectations.

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**

Holt Middle School welcomes many transitioning students throughout the year.

Transitioning students are oriented to Holt Middle School and supported in the following way:

- 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 PAWS expectations, middle school model, and daily schedule.
- New students are then assigned to a pack 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 issues.
- The counselor consults with teachers on scheduling concerns and assists with development of a suitable student schedule.

## **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 (RTI-A) 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:

### **Instruction:**

- Students are taught how to use the Home Access Center (HAC) to monitor their academic progress through classwork and test scores.
- Students 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.

### **Appraisal:**

- Students access HAC weekly and document their grades, missing work, and behavior concerns in their Monday folders. 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.

- Students participate in a variety of career exploration activities that position them to discover, analyze, and assess their abilities, interests, and skills.
- Semester bi-monthly club choices 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.

**Social Emotional Learning**

<b>Second Step/G.U.I.D.E for Life:</b>	Lessons are established after conducting a needs assessment for grade level. Lessons are taught through monthly guidance lessons.
<b>Choose Love:</b>	These lessons are taught weekly through our Advisory program to embed a schoolwide SEL approach. Teachers have access to lesson plans from Choose Love and vetted from the counselor.
<b>Boys' Town:</b>	Lessons are evaluated and taught during our PBIS/Character Education time monthly with students needing to review our R.U.N. motto.

## 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.

Students at Holt Middle School participate in the following career awareness and exploration activities:

Grade	Activity/Program Description	Resources
5	<p><b>Classroom Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to career exploration.</li> <li>2. What color is your personality?</li> <li>3. Building connections between your passion, education and careers.</li> <li>4. Values Auction - exploring connection between values and careers.</li> <li>5. Putting it all together: students consolidate exploration activity results and compare/contrast with career interest.</li> </ol>	<p>Career Exploration</p> <p>Building Connections</p> <p><a href="#">True Colors Slideshow</a></p> <p><a href="#">True Colors Paper Assessment</a></p>
6	<p><b>Classroom Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Holland Career Personality Assessment - how interests are connected to careers</li> <li>2. Lifestyle - how much money do I need to make to support my ideal lifestyle?</li> <li>3. Character Strengths - exploring the connection between values and careers.</li> <li>4. Putting it all together: students consolidate exploration activity results and compare/contrast with career interest.</li> <li>5. Career Action Planning - students learn about core and elective choices in grade 7 that can support their academic and personal interests.</li> </ol>	<p><a href="#">Multiple Intelligences Slideshow with assessment link</a></p> <p><a href="#">Multiple Intelligences Visuals</a></p> <p><a href="#">MI Career Chart</a></p>

## Holt Career Planning Building Blocks

### Parent Building Blocks of Career and Academic Planning Action Plan

<p><b>Career Action Plan (CAP)</b> This is the process that focuses on course selection for the following year as your child are guided towards their career path. Having a conversation at an early age helps them develop the importance of school from day one.</p>	<p><b>Knowledge in the Process</b> Asking questions about the why and how behind your child's academics is critical to gain knowledge. Having conversations and mentoring your child to take advantage of any type of opportunities to explore options for the future.</p>	<p><b>Engagement</b> Creating good habits in school is necessary for your child's future. Attendance, study habits, engagement, asking questions and persevering in all academics is a start to a great future for your child.</p>
<p><b>Classes</b> Skills in English, Math, Science, and Social Studies are all skills that will benefit your child regardless of their career path. Your child's encore classes offer ways to explore an array of fine arts, career and technical areas. These classes are not from your career and college path. This is laying the foundation to their high school diploma.</p>	<p><b>Exploration</b> As your child explores their interest, supporting their strengths and weaknesses helps them feel confident in the decisions for Jr. High. Helping them identify how they can build on their strengths and get support in areas when they need it. Creating a web of support will help them begin to make choices.</p>	<p><b>Future Path</b> Your child will transfer from classes chosen for them to exploring and choosing what works best for them. It is all part of the process. Knowing what they have gained from their exploration years, will help them make relevant choices that will take them on a successful path.</p>

### Student Building Blocks of Career and Academic Planning Action Plan

<p><b>Career Action Plan (CAP)</b> This is a process that focuses on course selection for the following year as students are guided towards their career path.</p>	<p><b>Knowledge in the Process</b> Asking questions about the why and how behind your academics is critical to gain knowledge. Take advantage of any type of mentors to explore all your options for the future.</p>	<p><b>Engagement</b> Creating habits in school is necessary for your future. Attendance, study habits, engagement, asking questions and persevering in all academics is a start to a great future.</p>
<p><b>Classes</b> Skills in English, Math, Science, and Social Studies are all skills that will benefit students regardless of their career path. Your encore classes offer ways to explore</p>	<p><b>Exploration</b> As you explore your interest, understanding your strengths and weaknesses helps decisions in Jr. High. You can build on your strengths and get support in areas you need</p>	<p><b>Future Path</b> You will transfer from classes chosen for you to exploring and choosing what works best for you. It is all part of the process. Knowing what you have gained from your</p>

<p>an array of fine arts, career and technical areas. These classes are not from your career and college path. This is laying the foundation to your high school diploma.</p>	<p>it. Creating a web of support will help as you begin to make choices.</p>	<p>exploration years, will help you make wise choices that will take you on a successful path.</p>
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Introduction to CAP

- Understanding
- Secondary Academic Planning
- Supporting Interest Exploration

**Parent Building Blocks Supporting Interest Exploration Plan**

<p><b>Exploration:</b> Having your child explore their interest is important to assess what they truly have a passion for. It's a time to have conversations about exploring new things, even at the middle school level. Learning new ways to push to find their true passions helps them develop opinions for their own coursework in school.</p>	<p><b>Engagement:</b> Kids learn about the world and themselves by actively participating. Whether it is a class assignment, a school wide activity, an afterschool ball game, or a club meeting, it is important to be present and engage. This is a way to start good habits for future schooling and careers.</p>	<p><b>Ways to Explore:</b> Through your child's electives, they will have opportunities to explore areas that can turn into choosing specific courses based on these explorations in Jr. High and High School.</p> <ol style="list-style-type: none"> <li>1. Exploring elective classes</li> <li>2. Engage in core curriculum</li> <li>3. Get involved in clubs</li> <li>4. Get involved in sports, fine arts, extra curriculars</li> <li>5. Participate in youth organizations or mentoring programs</li> <li>6. Learn about family and friend careers</li> <li>7. Volunteer</li> <li>8. Participate in Community Service</li> </ol>
<p><b>Balance:</b> Middle school is a time your child will learn how to manage their time with entering a new schedule from elementary. It is important for them to understand asking for support, seeking resources at their school and enjoying being in middle school. Creating healthy habits that</p>	<p><b>Self-Awareness:</b> Middle school is a time your child is learning about themselves before their teenage years. They are trying to find where they fit in and how they see themselves. It is a time when they are exploring their interests and putting themselves out there. It is</p>	<p><b>Future Path:</b> Each step in your child's education is a time to create a foundation for their future. Learning specific skills, exploring interests and taking challenging courses now can create opportunities in high school and their career. Having them keep a perspective that each day in</p>

include time for oneself, enjoying time with others and celebrating each success is an important part of the day.	important for them to realize these exploration years are an important part of finding their identity. Creating a safe spot for them to have conversations about this is an important part of their journey.	their education is a building block to their future, open up so many opportunities in each grade.
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### Student Building Blocks Supporting Interest Exploration Plan

<p><b>Exploration:</b> Middle school is a time to have a perspective trying new things and knowing you have the ability to build upon your strengths. It's a time to create an opinion about what you want to do with your time, and challenge yourself to continue growing into your own identity.</p>	<p><b>Engagement:</b> Start with your interests and connect them to try a new club, involve yourself in the community, and learn ways to push yourself to explore interests you never thought you'd enjoy.</p>	<p><b>Ways to Explore:</b></p> <ol style="list-style-type: none"> <li>1. Exploring elective classes</li> <li>2. Engage in core curriculum</li> <li>3. Get involved in clubs</li> <li>4. Get involved in sports, fine arts, extra curriculars</li> <li>5. Participate in youth organizations or mentoring programs</li> <li>6. Learn about family and friend careers</li> <li>7. Volunteer</li> <li>8. Participate in Community Service</li> </ol>
<p><b>Balance:</b> Middle school is a time you will learn how to manage your time with entering a new schedule from elementary. It is important to ask for support, seeking resources at your school and enjoying being in middle school. Creating healthy habits that include time for yourself, enjoying time with others and celebrating all successes is an important part of the day.</p>	<p><b>Self-Awareness:</b> Middle school is a time you are learning about yourself before becoming a teenager. They are trying to find where they fit in and how they see themselves. It is a time when they are exploring their interests and putting themselves out there. It is important for them to realize these exploration years are an important part of finding their identity. Creating a safe spot for them to have conversations about this is an important part of their journey.</p>	<p><b>Future Path:</b> Each step in your education is a time to create a foundation for your future. Learning specific skills, exploring interests and taking challenging courses now, can create opportunities in high school and your career. Keep a perspective that each day in your education is a building block to your future.</p>

### Supporting Student Interest Exploration

- Exploring
- Engage in core curriculum
- Get involved in clubs
- Get involved in community
- Participate in youth organizations
- Mentoring programs
- Learn about family and friend careers
- Volunteer
- Participate in Community Service

### Goal Setting Classroom Lesson Plan

Lesson Plan for	Goal Setting	(lesson title)
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School Counselor:	Jane Corrigan/Advisory teacher		
Target Audience:	5-6		
Mindsets & Behaviors: (limit of three)	B-SMS 1. B-LS 7 B-SMS 5.		
Lesson		Of	

Learning Objective(s)/Competency	
Students will:	Learn the how to set meaningful academic goals
Students will:	Be able to list ways to create goals that align with their academic needs and are attainable in the current school year.
Materials:	
<a href="#">Youtube video</a> about creating SMART goals Goal setting examples and non-examples (cut into strips) <a href="#">Goal brainstorming worksheet</a>	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research	

- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

<p>Introduce:</p>	<p>We're going to talk about the importance of grades and how they can affect your overall success! We will learn how to create meaningful, attainable goals today that will help you improve or maintain your grades.</p> <p>Pre-Test: Written</p> <p>Rate yourself on the following questions. 1-don't know 4-I can do this on my own</p> <ol style="list-style-type: none"> <li>1. I know how to set goals to improve my grades: 1 2 3 4</li> <li>2. I know that my grades are important to my overall success: 1 2 3 4</li> <li>3. I know how to check my grades online at home and school: 1 2 3 4</li> </ol>
<p>Communicate Lesson Objective:</p>	<p>Through discussion:</p> <p>What do grades mean for you? I.e. they tell me if I'm passing/failing, they help me get into a good college, they don't mean anything to me, etc.</p>
<p>Teach Content:</p>	<p>Watch Video about creating SMART goals. Link in material section above.</p>
<p>Practice Content:</p>	<p>Activity: Goal setting examples and non-examples</p> <ol style="list-style-type: none"> <li>1. Pass out slips to students</li> <li>2. Have them get in pairs or a small group of 3-4 to decide if the slip is a good example of a goal or a non-example.</li> <li>3. Students will share out and counselor will ask why or why not</li> <li>4. Counselor will show the goal setting worksheet on the ELMO or projector and explain how to create goals that are personal, attainable, and meaningful.</li> <li>5. Counselor will model an example goal</li> </ol>

	6. Students will work on worksheet independently while counselor monitors and helps
Summarize:	Discuss importance of goal setting and takeaways from today (students can share their goals)
Close:	Post-test: same questions. Can be printed on the back of the pre-test slip. Counselor will collect the slips and pull kids based on their answers for knowing how to check grades and for additional help on goal-setting.
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 25-28 per classroom
Planned length of lesson(s):	Approx 30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ Pre-test administered before first lesson (See discussion questions to test pre-knowledge)</li> <li>▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session (Post lesson discussion questions)</li> <li>▪ Pre-/post-assessment attached (evidence of activity expressing gratitude)</li> </ul>	
Outcome Data: (choose one)	
<input type="checkbox"/> Discipline (describe): Knowing how to set academic goals will help students know how they can improve or maintain their grades for their overall success. It helps to build self-motivation and accountability.	

### Sample Classroom Lesson Plan

Lesson Plan for	What is your true color?	(lesson title)
School Counselor:	Jane Corrigan	
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"> <li>1. Explain how to complete the personality assessment.</li> <li>2. Demonstrate google classroom: how to watch the corresponding video and view the career list.</li> <li>3. Demonstrate how to document findings.</li> </ol>
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"> <li>▪ Pre-test administered before first lesson</li> <li>▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session</li> <li>▪ Pre-/post-assessment attached</li> </ul>	
Outcome Data: (choose one)	
<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	

## 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](#)

### **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.:

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

The month of October is National Bully Prevention Month. During this month, students participate in organized lessons on bullying prevention.

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:

### **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.

## **Section Four: Accountability**

Data summary review for the 2019-2020 school year.

<b>Data Points</b>	<b>How Addressed Through the School Counseling Program</b>
1. Academic - D/F list	1. Grade checks for awards
2. Attendance rate	2. School Status and registrar

3. Behavior	3. SWIS and RTI-B
4. MAPS Reading	4. School Status
5. MAPS Math	5. School Status

[Demographic Report- Graphic](#)

[Fall 2019 Needs Assessment](#)

[Spring 2020 Post Assessment](#)