



ELMIRA CITY SCHOOL DISTRICT
2022-2023 COMPREHENSIVE
SCHOOL COUNSELING PLAN

DIVEN ELEMENTARY



Elmira City School District



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2022-2023 Diven Elementary School Counseling Plan

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Mr. Mastronardi, School Counselor

Elmira City School District Mission Statement

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

ECSD Core Beliefs

- ✓ We believe that...
- ✓ All decisions should be based on what is best for students.
- ✓ Community support and collaboration is fundamental for student learning.
- ✓ Family engagement and support is critical to student success.
- ✓ Everyone deserves a safe and accepting learning environment.
- ✓ Developing a sense of pride in our school community is essential.
- ✓ High expectations require high levels of commitment and support for all.
- ✓ All individuals will be accepted, respected, and valued for who they are.
- ✓ Effective communication is vital. The educational experience must prepare students with the skills to be career and college ready.
- ✓ All students need various opportunities to be involved, actively engaged, and connected.
- ✓ We must embrace change as an opportunity for growth.

School Counseling Program Mission Statement

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

School Counseling Program Vision Statement

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

2022-2023 Diven Elementary School Counseling Plan

District Goals from the 2022-2023 Elmira City School District Comprehensive School Counseling Plan:

1. Social Emotional Commitment:

We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.

2. Academic/Attendance Commitment:

We commit to providing support and targeted interventions intended to improve attendance and academic engagement.

3. College, Career and Civic Readiness Commitment:

We commit to preparing all students to become successful adults and productive members of society.

Goal 1: Social-Emotional Commitment:

Students will gain self-awareness, self-regulation, and social problem-solving skills that will foster social emotional growth and development.

Proactive Strategies/Programs and Interventions:

Individual Level:

- Individual conferencing and goal setting with students struggling with the transition back to school and/or other social-emotional issues
- Check-ins as needed to support students for success academically, behaviorally, and socially
- Connect students with school-based programs and activities that will increase student involvement and positive connection with school
- Referrals to outside agencies to provide students with more intensive supports as needed

Small Group Level: (6 weeks)

- Identified students participate in academic success and social/emotional focused group counseling as appropriate and needed

Classroom Level:

- Provide monthly classroom lessons on each of the district identified monthly themes, providing additional lessons as requested
- Support Restorative/Relational Practices initiatives in each classroom, when possible, to support positive school climate/culture
- Support the implementation of Second Step lessons

Grade Level:

- Review student data (attendance, behavioral, academic, etc.) for trends to determine need of more targeted interventions at specific grade level

School-Wide:

- Support the implementation of the district MTSS plan for Social-Emotional Learning
- Create and distribute a staff needs assessment to gain feedback on possible needed supports and programming
- Provide school staff with information regarding available social/emotional supports within the building and through community agencies
- Promote Community in Schools programming with staff
- Assist with promoting the PBIS program and programs that promote positive behaviors
- Assist with promoting student attendance
- Assist with the identification and addressing of possible barriers to a positive school climate/culture

Family Engagement:

- Create and distribute a Family Needs Assessment to determine supports most needed by families
- Share monthly counselor newsletter in digital and paper format with all families
- On-going communication with families regarding school initiatives, events, and opportunities for involvement through digital messages and information flyers sent home
- Home-visits as necessary
- Team meetings as necessary
- Meetings with parents and other service providers as necessary

Community Engagement:

- Connect families to needed supports such as CIS and other community agencies to assist with attendance and virtual learning engagement improvement plans
- Connect families to community resources that assist with food, clothing, healthcare, housing, and other identified needs that may be impacting student growth and development

Expected Outcomes:

- 75% completion of ECSD climate focused surveys (administered in the Fall and Spring)
- Reduction in superintendent hearings by 2%
- Reduction in VADIRs by 5% & Reduction in office referrals 5%

Progress Monitoring/Evaluation:

- Results from school climate survey (ex. such as Whole Child Survey, building made survey, etc.)
- Student referrals (self, parents, or staff referrals) to School Counselor
- Referrals made to outside agencies
- Analysis of student data points (attendance, behavioral, academic, etc.) pre/post referral and use of interventions
- School-wide analysis of student data (attendance, behavioral, academic, etc.) to monitor for trends and impact of MTSS SEL plan and other building level initiatives
- Analysis of anecdotal notes (student self-reflections, staff needs assessments, family needs assessments, etc.) to assess impact of program initiatives and interventions

Goal 2: Academic/Attendance Commitment:

Increase quarterly attendance district wide by 5% for the 2022-2023 school year. Our goal is to increase student time in class and minimize all non-COVID related absences.

Proactive Strategies/Programs and Interventions:

Individual Level:

- Establish an attendance improvement plan for those students identified with low attendance when needed
- Check-ins as needed to support students for success
- Connect students with school-based programs and activities that will increase student involvement and positive connection with school
- Referrals to outside agencies to provide students with more intensive support

Small Group Level: (6 weeks)

- Identified students participate in academic success and/or social-emotional focused group counseling as appropriate and needed

Classroom Level:

- Provide monthly classroom lessons on each of the district identified monthly themes, providing additional lessons as requested
- Support Restorative/Relational practices and initiatives in each classroom, when possible, to support positive school climate/culture
- Support the implementation of weekly Second Step lessons

Grade Level:

- Utilize town meetings to instruct on monthly theme
- Review student attendance data for trends to determine the need for more targeted interventions at specific grade levels

School-Wide:

- Create and distribute a staff needs assessment to gain feedback on possible needed support and programming
- Provide school staff with information regarding available social/emotional supports within the building and through community agencies
- Promote Community in Schools programming with staff
- Help organize student recognition activities such as Town Meetings and awards assemblies
- Assist with promoting the PBIS program and programs that promote positive behaviors
- Assist with promoting attendance
- Assist with the identification and addressing of possible barriers to a positive school climate/culture

Family Engagement:

- Proactive phone calls home to parents prior to and/or early in the school year for students who have historically struggled with attendance/engagement
- Create and distribute a Student Needs Assessment to determine supports most needed by students
- On-going communication throughout the year for students who struggle with attendance and engagement
- Share monthly counselor newsletter in digital and paper format with all families
- On-going communication with families regarding school initiatives, events, and opportunities for involvement through digital messages and information flyers sent home
- Home visits as necessary
- Team meetings as necessary
- Meetings with parents and other service providers as necessary

Community Engagement:

- Connect families to available supports such as CIS and other community agencies to assist with attendance, behavioral and mental health needs
- Connect families to community resources that assist with food, clothing, healthcare, housing, and other identified needs that may be impacting student attendance academic and social/emotional growth and progress
- Serve as a liaison between the school and community agencies to assist with on-going coordination of services and communication regarding progress toward identified goals

Expected Outcomes:

- Reduction in the number of Administrative Referrals for attendance by 5%
- Reduction in absences and tardies by 5%

Progress Monitoring/Evaluation:

- Running monthly attendance reports at the district and building levels to identify students who are not attending (unexcused absences)
- Keeping track of data including a log with phone calls and emails sent from the parents/guardians of the student who is not attending
- Student referrals (self, parents, and staff referrals) to School Counselor
- Referrals made to outside agencies and contact with outside agencies to follow up as needed
- Analysis of student data points (attendance, behavioral, academic, etc.) pre/post referral and use of interventions and modify interventions as necessary
- Analysis of anecdotal notes (student self-reflections, staff needs assessments, family needs assessments, etc.) to assess impact of program initiatives and intervention

Goal 3: College, Career and Civic Readiness Commitment:

By June 30, 2023, All students in the district will complete Career Plans during the 2022-2023 School Year.

Proactive Strategies/Programs and Interventions:

Individual Level:

- All students will complete a Career Plan (Starting in January)
- Follow-up with students who missed the Career Plan lesson

Small Group Level: (6 weeks)

- Identified students participate in academic success and social/emotional focused group counseling as appropriate and needed

Classroom Level:

- Paws in Jobland lessons with all grade levels (April)
- Goal setting activities done as part of monthly classroom lessons with follow-up at different points in the school year
- Civic Readiness is addressed through lesson topics that include the themes of friendship, respect, communication skills, etc.

Grade Level:

- Assist in transition programming for rising 2nd grade students to ensure counseling and school staff is informed of relevant information to promote a successful transition, academically and socially, for all students

School-Wide:

- Career Spotlights/Guest Speakers

Family Engagement:

- Share information on Career Plan activity in Counselor Newsletter and provide parents/guardians option to request a copy of their child’s completed plan

Community Engagement:

- Invite community representatives to participate in Career Day and other school events wherever possible

Expected Outcomes:

- 100% completion of Career Plans District Wide

Progress Monitoring/Evaluation:

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

2022-2023 Diven School Counseling Program Calendar

<p>July-August:</p> <ul style="list-style-type: none"> • Attend relevant professional development trainings/workshops • Participate in district counseling program planning as requested • Prepare materials for classroom lessons/groups for upcoming school year • Review student data (attendance, behavior, academic) for the purpose of program planning and implementing proactive support for students and families • Advisory Council meetings with Director of Student Services to update district counseling plan
<p>September:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic- Counselor Introduction/School Readiness</i> • Re-connect with community agencies to review student support • Promote attendance awareness • Proactive outreach to families in need of additional support • Needs Assessment surveys to staff and families • Monthly Character Trait: Responsibility
<p>October:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic – “DASA/Empathy/Respect”</i> • Start small group counseling- outreach teachers • Attend parent/teacher conferences as requested • Coordinate DASA themed activities school-wide to promote anti-bullying • Coordinate and promote building level Unity Day • Monthly Character Trait: Respect
<p>November:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic-“Mindfulness”</i> • Attend parent/teacher conferences as requested • Review marking period one of student data • Monthly Character Trait: Gratitude
<p>December:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic- “Feelings Identification/Self-Regulation”</i> • Monthly Character Trait: Generosity
<p>January:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic- Careers (Career Plans)</i> • Review second marking period and mid-year student data (attendance, behavior, academic, etc.) • Coordinate Great Kindness Challenge • Monthly Character Trait: Kindness
<p>February:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic- Friendship/Healthy Communication and Social Problem-Solving Skills</i> • Monthly Character Trait: Caring/Friendship

<p>March:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic- “Erin’s Law”</i> • Attend parent/teacher conferences as requested • Review marking period three student data • Monthly Career Skill focus: Communication • Monthly Character Trait: Honesty/Integrity
<p>April:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic-“PAWS in Jobland”</i> • Coordinate with Parley Coburn Counselor on scheduling transition programming for current 2nd grade students • Monthly Career Skill focus: Valuing others’ opinions • Monthly Character Trait: Acceptance/Inclusion
<p>May:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic-“Perseverance/Grit”</i> • Review career plans to ensure 100% completion • Monthly Character Trait: Perseverance/Grit
<p>June:</p> <ul style="list-style-type: none"> • Provide classroom lessons to all classes: <i>Topic-“End of Year Reflection/Future Goal Setting”</i> • Help support transition presentation for rising 2nd students • Transition meetings with Parley Coburn Elementary • Monthly Character Trait: Positivity
<p>Additional Activities (Completed as needed)</p> <ul style="list-style-type: none"> • Provide crisis, career, family, conflict resolution and mediation sessions as appropriate • Provide group and individual counseling with students • Parent communication via phone calls, emails, or appointments regarding progress of their student • Wrap around team support as requested • Attend building CSE, 504 and RTI as requested • Faculty/Staff support • Support and promote district initiatives such as Restorative Practices, Community Schools, etc. • Collaboration with community agencies • Complete referrals to outside agencies as requested • Collaborate with district school counselors on the elementary school counselor newsletters • Attend KidTalk meetings • Attend district level school counseling meetings if scheduled • Continuously communicate with district counselors to support students who transfer • Attend Superintendent hearings as scheduled • Support school programming activities such as “Town Meetings”, awards assemblies, school carnival, school dances, family events, etc.

Transition Plan

<p><u>Incoming PreK-K:</u> Participate in meetings and meet-n-greet Open House Support teachers, as needed Classroom Teacher Conferencing, as needed, regarding class lists Ongoing communication with families, as needed, regarding transition process</p>
<p><u>Between Grade Levels (within building):</u> “Moving Up Day”- June- each class will move to a classroom at the next grade level to get to know a teacher and do a fun activity such as the transition form and modify as needed Classroom Teacher Conferencing, as needed, regarding class lists Ongoing communication with families, as needed, regarding transition process</p>
<p><u>Rising 3rd Graders</u> School Tour Student Completed Transition Forms Counselor Meeting to share forms and information including agency involvement Classroom Teacher Conferencing, as needed, regarding class lists Ongoing communication with families, as needed, regarding transition process</p>
<p><u>New Enrollees</u> Individual Tours Contact prior school counselor (within district/outside district if possible) Assign a peer buddy, if possible Classroom Teacher Conferencing, as needed, for new student Ongoing communication with families, as needed, regarding transition process</p>

Direct Student Services

<p>School Counseling Classroom Lesson Rationale: Lessons are provided monthly by the school counselor to all classrooms and give students the opportunity to learn new information, strategies and skills that will positively impact their academic, personal/social and career development.</p> <p>Classroom Lessons-Topics Offered: September: “Counselor Introduction and Support/School Readiness”</p> <ul style="list-style-type: none"> • Lesson focuses on introducing the school counselor to all students, explaining to students the role of the school counselor, and sharing how they can ask for support from the school counselor; additional emphasis is made to promote school readiness and skills for success both academically and socially. • School-wide focus area: Responsibility <p>October: “DASA/Empathy/Respect”</p> <ul style="list-style-type: none"> • Lesson focuses on promoting dignity, empathy, and respect among all students. Specific emphasis is placed on helping students understand the difference between conflict and bullying, identifying

bullying type behaviors, steps to take in bullying situations, and identifying and building of positive behaviors to eliminate bullying and promote “dignity for all”, kindness and respect.

November: “Mindfulness”

- Lesson focuses on helping students find focus and reduce stress by returning to the present moment. Activities will teach students to tune into their senses to ground themselves when experiencing stress or feeling overwhelmed.

December: “Feelings Identification/Self-Regulation”

- Lesson focuses on building an awareness and understanding about feelings, expression of feelings, and positive coping skills to appropriately manage feelings.

January: “Careers”

- Lesson focuses on helping students explore possible career options in their future as they relate to personal interests and strengths. Students will complete an interest inventory as part of this activity if appropriate.
- School-wide focus area: Integrity

February: “Friendship/Healthy Communication”

- Lesson focuses on qualities of a good friendship, how to make and keep friends, and how to manage common social problems that arise in friendships in a pro-social manner (Conflict Resolution). Affective language (I-Messages) will be taught and practiced by all students. Additionally, the lesson supports the Restorative Practices initiative promoted by the district.

March: “Erin’s Law/Personal Safety”

- Lesson focuses on helping students learn about and understand steps they can take to stay safe. Additionally, the lesson will help students to identify safe adults that they can ask for help or support. Students will understand the importance of telling an adult if they feel unsafe physically or emotionally.

April: “Career...PAWS in Jobland”

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

May: “Perseverance/Grit”

- Lessons focus on the skills/characteristics necessary for students to overcome obstacles and failures in pursuit of their goals. Students will learn positive behaviors that lead to academic success, potential barriers interfering in academic success, and the use of coping skills.

June: “Positivity/End of Year Reflection”

- Lesson focuses on having students reflect on their growth throughout the school year, celebrate success and set goals for the summer and upcoming school year.

Additional topics covered based on classroom request/need

Small Group Counseling Purpose: (6 weeks)

The purpose of small group counseling is to give students the opportunity to work in a small group setting, with peers, to learn new strategies and skills that will contribute to their overall success in the school setting and community.

Small Group Counseling- Examples of Possible Topics:

“Anger Management”:

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

“Social Skills”:

Group focuses on helping students learn strategies that help them to have positive social interactions with others. Social skills covered include, but are not limited to, active listening, communication strategies, sharing, working with others and social problem-solving skills.

“Organization/Study Skills”:

Group focuses on helping students learn strategies to help with personal, organization, and study skills that will help lead to academic success. Students will develop a personalized plan based on their unique organization and study skill needs.

“Self-Esteem”:

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

“Friendship”:

Group focuses on helping students identify qualities of positive friendship behaviors and to work on strategies that will help them build and maintain positive friendships with peers. Friendship building skills covered will include listening, communication strategies, sharing, working with others and social problem-solving skills.

“Making Good Choices”:

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

“Anxiety-Coping Skills”:

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

**Additional topics offered based on grade level/building need*

Individual Counseling: (Short-term 4-6 weeks)

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

Indirect Student Services

Collaboration/Consultation Purpose:

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

School Based Collaboration and Consultation Activities:

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

Community Based Collaboration and Consultation Activities:

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

Family/Community Engagement

Family/Community Engagement Initiatives:

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

- Parent phone calls
- Monthly Elementary School Counselor Newsletter
- Messages posted on Schoology account
- Family Needs Assessment
- Open House
- Awards Ceremonies
- Parent/Career Day Presenters
- School Events

Data/Program Assessment

Data Driven Model:

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

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

- Attendance data
 - Absences
 - Late Arrivals
 - Early Releases
- Behavioral data
 - Discipline Referrals
 - Suspensions
 - Detentions
 - Superintendent Hearings
- Academic data
 - State Test Scores
 - NWEA Assessments
 - Reading/Math Inventories
- Observation/Anecdotal Information
 - Information derived from classroom/school observations
 - Information shared by families/agencies
 - Responses to surveys, pre/post tests

School Counseling Program Data Collection/Assessment

- School Counseling Monthly Program Report
- Classroom Lesson Questioning, Pre/Post Test, Exit Tickets/Lesson Activities, etc.
- Small Group Counseling Pre/Post Test
- Individual Student Goal Achievement (related to work with school counselor)
- End of Year School Counseling Program Report

Sample Monthly School Counseling Report
(Each counselor sends to Deb Knoll each month)

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