



ELMIRA CITY SCHOOL DISTRICT
2022-23 COMPREHENSIVE SCHOOL
COUNSELING PLAN

ELMIRA HIGH SCHOOL



Elmira City School District
 Community Schools

FAMILY, SCHOOL, COMMUNITY

TOGETHER WE SUCCEED

Elmira High School School Counseling Plan 2022-2023

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Elmira City School District Vision Statement

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

Elmira City School District Mission Statement

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

Core Beliefs:

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

School Counseling Program Mission Statement

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

Accountability

All educator, including school counselors, must share accountability for student achievement. Accountability requires systematically collecting, analyzing, and using critical data elements to understand the current achievement story for students, and to begin to strategize, impact, and document how the school counseling program contributes toward supporting student success.

Accountability governs 21st century school buildings and systems. Principals and teachers work in an accountability driven environment. The 21st Century approach for working in schools end standards-based reform has dramatically changed the way every educator works in schools to improve student performance. Historically school counselors have not been held to the same accountability standards as other educators and were rarely included in school and district conversations as to their contributions to school improvement.

School counselors traditionally have offered time-on-task data or a numerical summary of the different types of activities delivered as a means to assess and evaluate the impact of a school counseling program. Presenting the numbers of students seen individually, in groups, or in classrooms is no longer enough. Legislators, school boards, administrators, and faculty who are enveloped in accountability issues may not see the work of school counselors as an effective utilization of financial resources to improve student achievement. School improvement is focused on closing the achievement gap and moving critical data elements in a positive direction. By examining their practice and looking carefully at their way of working, school counselors can articulate and communicate how their contributions positively impact student achievement and share accountability for school improvement with other members of the faculty.

The current education reform agenda clearly supports the imperative for school counselors to accept the responsibility of supporting academic achievement, sharing the pressures of school accountability, and demonstrating advocacy for every student to experience success. As members of the learning community, school counselors understand and accept the fact that schools do prevent and respond to complex social and personal issues on a daily basis. However, it is increasingly more imperative than ever before for school counselors to play a proactive role in identifying and responding to the issues, policies and practices that stratify student opportunity. School counselors who address improving student results will contribute to raising the achievement level for every student. Helping to close the achievement gap that exists among poor and minority populations demonstrates our willingness to partner with education professionals to improve results. The collection of data, the gathering of information and the implementation of research studies are critical in evaluating the success and survival for school counseling programs.

The school counseling program is data driven, proactive and preventive in focus, and assists students in acquiring and applying life-long learning skills. School counselors advocate for the academic success for every student while delivering the content of the school counseling program in a comprehensive and accountable manner.

School counselors, as advocates for social justice, can contribute mightily towards eliminating the achievement gap and ensuring equity in educational opportunity. The effort requires examining behaviors and focusing efforts towards the common goal of providing every student with support to achieve to high levels. School counselors, long absent in the school improvement agenda, have an opportunity to exercise their voice and become an integral force to help create equitable schools.

Accountability for school counselors is the key to success and survival in the 21st Century.

Want Does Accountability Mean to School Counselors?

School improvement is hard work. But if schools are not constantly improving and growing in their capacity to meet the needs of today's students, then they are losing ground and failing in their mission of service to young people (Fitzpatrick, 1997).

Most educators concur that accountability is a shared concern and a shared responsibility in which administrators, teachers and school staff all contribute to the comprehensive structure of school that focuses on curriculum, climate, teaching, and learning. Accountability is everyone's responsibility and that includes school counselors as well as students, parents, and the community at large.

Accountability demonstrates how school counselors can effectively identify and rectify issues that impact every student's ability to achieve at expected levels. Closing the gap in student performance is at the heart and center to impact systemic change. The use of demographic and performance data makes it possible to determine how policies and practices are affecting issues of equity. Accountability shows that we can be key contributors to moving critical data elements in a positive direction. Student achievement data can be systematically collected and analyzed to inform and guide the development and construction of a school counseling program based upon school wide issues. Critical data elements such as attendance, demographics, graduation and postsecondary planning rates, standardized testing results, which are found on your school's report card, can be analyzed over a period of time. The use of school wide data by school counselors demonstrates support for the mission of the school's student success and a desire to effect school improvement through a systemic change. School counselors (behaviors begin with a commitment) are committed to a programmatic approach that is:

- Systemic in impact
- Grounded in social justice, advocacy, and equity,
- Aligned with the building and district (state, system, and building) mission, and
- Collaboratively developed and delivered.

When school counselors focus their efforts on the mission of school improvement, they widen educational opportunities for every student and can positively demonstrate the impact on student achievement by:

- Raising student aspirations;
- Helping students acquire resiliency and coping skills for school and life success;
- Managing and accessing resources for student support;
- Collaborating with Faculty to share the responsibility for student progress;
- Engaging students in educational and career planning that present students wide a wide variety of quality post-secondary opportunities; and,
- Working intentionally towards closing the gap in student performance.

Using data informs and challenges our thinking to determine the need for systemic change, confirms progress and reveal shortcomings in student performance. Closely examining critical data elements in the areas of attendance, socio-economic impact on class enrollment, graduation and postsecondary planning rates, and standardized test results as examples not only identifies the needs of your student but also the school/system wide issues that impact success. School counselors also can present a picture of the current situation of student needs and issues and examine the practices that can lead to higher levels of success.

School Counseling Impact

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

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

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

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

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

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

Data Sets Used by School Counselor to Drive Case Program

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

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

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

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

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

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

GOAL: To reduce adjustment difficulties and improve behavior.

A. Target Population: Students in Grades Pre-K - 12

B. Expected Outcomes:

- i. Students will improve coping skills and utilize available services to make appropriate adjustments in behavior in the school setting.
2. Students with behavioral problems will be able to describe at least three consequences of their behavior.
3. Students with behavior problems will be able to describe possible ways to solve their difficulties.
4. Student will be able to design and implement a plan for executing solutions.

C. Evaluation:

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

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Consult with families	identified grades Pre-K - 12	School Counselors Building Team	As Above
Refer to appropriate counseling services or outside agencies	Identified grades Pre-K - 12	School Counselors Building Team	As Above
Individual conferencing / skill building	Students in grades PreK-6 in need of additional supports	School counselor	Teachers, parents, admin., outside agencies
Group counseling as appropriate	Students in grades PreK-6 with parent consent	School counselor	Teachers, parents, admin., outside agencies
Behavior Plan / Goal setting	Students in grades PreK-6 as needed	Teachers, school counselors, admin., school psychologists	Outside agencies, parents
Interviewing and advisement	Identified grades 10 th -12 th	School Counselors Building Team	As Above
Refer to appropriate counseling services or outside agencies	Identified grades 10 th -12 th	School Counselors Building Team	As Above

GOAL: Individual/Group Counseling

Program Objective: To Improve student academic performance.

A. Target Population: Students in Grades Pre-K - 12

B. Expected Outcome:

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

C. Evaluation:

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

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Review Progress Report/Report Cards	Grades Pre-K - 12	Student Services staff	Parent support, staff, outside agencies, student records
Student/Staff/ Parent Conferencing	Grades Pre-K - 12	Teacher, administrator, school counselor	Student grades and data, teachers, principals
Response to Intervention (RtI)	Grades Pre-K - 12	RtI team, teacher, school counselor	Parent, outside agency
504's / CSE	Grades Pre-K - 12	School psychologist, teacher, administrator, school counselor	
Referral to skill building supports (group counseling, ARCADE, etc)	Grades PreK-6	School counselor, support staff	Parent, outside agency
Refer to Remedial or Tutorial Instruction	Grades 7 - 12	School Counselors, Teacher Staff, Admin.	RtI team

GOAL: Individual/Group Counseling

Program Objective: To improve student attendance.

A. Target Population: Students in Grades Pre-K - 12

B. Expected Outcome:

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

C. Evaluation:

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

D. Program Plan:

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

GOAL: Individual/Group Counseling

Program Objective: To provide referrals to appropriate service providers for students and families.

A. Target Population: students grades Pre-K - 12

B. Expected Outcome

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

C. Evaluation:

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

D. Program Plan:

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

CAREER EDUCATION/ PLANNING

GOAL: Career Education/Planning

Program Objective: To provide career education and career planning skills.

A. Target Population: Students in Grade Pre-K - 12

B. Expected Outcome:

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

C. Evaluations:

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

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
"Paws in Jobland" computer program	Pre-K thru 5th	School counselor, teacher, computer TA	Reflection sheet
Career Day	Grades 3 & 6 3rd & 4th if applicable	School counselor, teachers, administrators	Community representatives; presenters
BOCES CTE Program Awareness	Grades 6	School counselor, teachers, administrators	BOCES staff and students
Healthy Futures	Grade 7	School Counselors, Administrators,	Community Agencies and representatives
Career Panel	Grades 10 - 12	Business Teacher	Outside Agencies
Career speakers	PreK - 2	Teacher, school counselor	Community representatives

GOAL: Career Education/Planning

Program Objective: To provide Career Planning Counseling

A. Target Population: Students in Grades Pre-K - 12

B. Expected Outcomes:

Students will be able to demonstrate an understanding of:

1. How to find specific information about a career/vocation.
2. How to evaluate personal values, interests and abilities

C. Evaluation

Counselor interview with student for the purpose of determining:

1. Student understanding of how to locate specific career information
2. Student performance on values checklist.
3. Counselors review effectiveness of materials, activities, and methods used based on student results.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Career themed classroom lessons	Grade Pre-K - 12	School Counselors, teachers	As needed
Review academic graduation requirements, diploma options in individual sessions.	Grades 6 - 12	School Counselors	As needed
Meet with class groups to familiarize with and teach how to use career information	Grades 6 - 12	School Counselors	As needed

Activities	Target Population	Personnel	Other Resources	Assessment of the Action
Students will complete the Paws in Jobland interest inventory & choose one career to research.	Grades 3 - 6	School Counselor	As needed	Students' worksheet that identifies the career they are interested
Students will complete Career Folder	Grades Pre-K - 6	School Counselor	As needed	Completed Folder
Students will complete the Learning Styles Inventory.	Grades 6-12	School Counselor	As needed	Students will use the information from the inventory to develop a homework/study plan
Paws in Jobland	Grades Pre-K thru 2	School Counselors	As needed	Drawing/ticket out the door

COLLEGE PLANNING

GOAL: College Planning

Program Objective: To provide college/career Planning Counseling

A. Target Population: Students in grades 7-12

B. Expected Outcome:

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

C. Evaluation:

1. Successful completion of admissions documents and acceptance at the college of their choice
2. Reduced numbers of students who drop-out.
3. Counselors will review effectiveness of materials, activities, and methods used based on observations.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Individual meetings with students to discuss test performance, application process, financial aid procedures, graduation requirements and diploma options.	Grades 7 th -12 th	School Counselors	Test Scores Permanent Cards
Meet with students in groups to prepare for college search or employment preparation	Grades 7 th -12 th	School Counselors	Internet Access
Students will be encouraged to participate in the following activities: <ol style="list-style-type: none"> 1. College Planning workshops 2. ASVAB Testing and Interpretation 3. College and Military Representatives 4. College Fair at Elmira Elks 5. Financial Aid Night 6. Utilization of Information Resource Center 7. Individual and Group Counseling 8. Career Related Internships/Shadowing 9. Classroom Instruction 10. Careers Class 11. Scholarship Searches 	Grades 7 th -12 th	School Counselors	College Reps. Military Reps.
College	Grade 7 th -9 th	DCCs, School Counselors	

GOAL: College Planning

Program Objective: To provide college/career Counseling

A. Target Population: Students in 12th Grade

B. Expected Outcome

Students will understand:

1. The application process for higher education (college/vocational technical school) and financial aid and other financial resources.
2. How to choose the appropriate educational institution for individual career plans.
3. How to find suitable employment.

c. Evaluation:

Counselor satisfaction with student’s understanding of:

1. The various application processes, (i.e. college, job and financial aid)
2. Job hunting process
3. Higher education options
4. Counselors will review effectiveness of materials, activities, and methods used based on observations

Activities	Target Population	Personnel	Other Resources
Meet with students individually to discuss college application and financial aid application process, graduation requirements and diploma options.	Grades 10-12	School Counselors	
Hold College Planning workshop for parents and students.	Grades 10-12	School Counselors	
College/Military Representatives visits	Grades 10-12	School Counselors	Military recruiters
Provide information about college open houses and visitation days	Grades 10-12	School Counselors	
Oversee and direct all scholarship awards	Grades 10-12	School Counselors	
Implement shadowing and internship experiences	Grades 10-12	School Counselors CDC and school business dept.	
College Fair Night during Open House	Grades 10- 12	School Counselors	

TESTING

GOAL: Testing

Program Objective: To provide test interpretation assistance to parents.

- A. Target Population: Parents of all students
- B. Expected Outcome:
 - I. Parents will demonstrate an understanding of their child's current achievements, academic strengths, areas of needed growth, aptitudes and talents.
- C. Evaluation:
 - I. Demonstrated understanding of testing program by parents.
- D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Parent / Teacher Conference	Grades Pre-K -12	Teacher, school counselor, administrator, school psychologist	Additional support staff
Rtl meetings	Grades Pre-K - 12	Rtl Team, school counselors, school psychologist, teacher, administrator	Parent, outside agencies
Explanation of CSE testing process, school testing program	Grades Pre-K -12	School psychologist, teacher, administrator, school counselor	Additional support staff, NWEA reports, state test scores, other assessments

GOAL: Testing

Program Objective: To facilitate testing Grades Pre-K - 12

- A. Target Population: Students in Grades pre-K-12
- B. Expected Outcome:
 - 1. Students will demonstrate an understanding of his/her current achievements, academic strengths, aptitudes and talents
- C. Evaluation:
 - 1. Counselor assessment of student understanding of his/her current achievement, academic strengths, aptitudes and talents
 - 2. Academic performance of students in identified academic areas
 - 3. Counselors will review effectiveness of testing program and materials based on student test results
- D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Referral of students in need of testing and counseling to RtI/CSE, outside agency or mental health provider.	Grade Pre-K - 12 students needing assistance	School Counselors	School personnel, parents
Paws in Jobland interest inventory	Grade PreK - 5	School counselor, computer TA, teacher	Developmentally appropriate Career rejection sheet
Refer students in need of testing and counseling to RTI/CSE, or other appropriate outside agencies or mental health provider	Grades 7-9th	School Counselors	School personnel
PSAT / NMSQT	Grade 10-11	School Counselors	
ASVAB	Grade 10-12	School Counselor Military Personnel	Testing supplies, recruiters
SAT/ACT	Grade 10-12	School Counselors	
Review Classes	Grade 10 - 12	School Personnel	
Careers Class	Grade 10	School Personnel	

SCHEDULING

GOAL: Scheduling

Program Objective: To provide an annual review of each student’s educational progress and career plans.

A. Target Population: Students Grades 7-12

B. Expected Outcome:

1. Each student will identify individual career interests, possible career plans and career exploration activities
2. Students will relate their current academic ability and achievement levels to future educational and carrier plans.

C. Evaluation:

1. Student feedback and self-evaluation relating to their educational and career planning progress.
- 2.. Parent feedback regarding their child’s educational and career planning progress.

D. Program Plan:

Activities	Target	Personnel	Other Resources
Annual Review Session with each student Individually/Group	Grades 7 - 12	School Counselors	District program guides, Teacher Recommendation of Students, Permanent Record Card, Course Selection Sheet
Review current schedule	Grades 7 - 12	School Counselors	Teacher Comment Form Five-Week Progress Report
Individual conference with students/parents of students at risk of failure	Grades 7-12	School Counselors	Student records Additional support staff

GOAL: Scheduling

Program Objective: To ensure students are enrolled in appropriate courses

A. Target Population: Students Grades 7th - 12th

B. Expected Outcome:

1. Students will be able to demonstrate an understanding of their current academic status, achievement, interests, abilities, educational requirements for graduation, vocational plans, and future career plans.
2. Students will take home next year's plans for approval.

C. Evaluation:

1. Review of 1 year planning card to check if it has current information regarding future career plans, educational requirements for graduation, and information regarding academic achievement.
2. Counselors will review effectiveness various information dissemination systems with students based on observations.

D. Program Plum:

Activities	Target Population	Personnel	Other Resources
7 th grade music selection sheet	6 th grade going into 7 th	School counselors, music teachers	Music selection sheet
Plan and implement an orientation program describing curriculum offerings	Grades 7 th -9 th	School Counselors	As needed
Conference with individual student to review academic program, plan next year's program, and discuss career plans	Grades 7 th – 12 th	School Counselors	Records, test results, course selection, annual review form, Steam Into Your Future
Conference with students to discuss credits earned, credits needed to graduate and career/educational plans after graduation	Grades 7 th – 12 th	School Counselors	ECSD website, annual review form, steam into your future

PARENTAL INVOLVEMENT

GOAL: Parental Involvement

Program Objective: To increase parental understanding and involvement in educational/student service programming.

A. Targeted Population: Students in Grades Pre-K - 12

B. Expected Outcome:

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

C. Evaluation:

1. Feedback from parents in attendance at teacher conference meetings and orientation sessions and attempts to follow-up with parents not in attendance.
2. Feedback from teachers, administrators, RtI teams, students on impact of programming.

D. Program Plan: Students on impact programming

Activities	Target Population	Personnel	Other Resources
Open House	Parents grade Pre-K - 12	School counselor, administrators, teachers, support staff	Outside agencies
Parent/teacher/counselor conferences	Parents grade Pre-K - 12	School counselor, teachers, administrator	NWEA, other assessments, attendance and behavior data
Correspondence with parent/guardian	Parents grade Pre-K - 12	School staff	
Community/parent presenters for building career days	Students	School counselors, teachers, administrators	
Parent academies as appropriate	Parents	Elem. DCC, administrator, school counselor, parent partner	
Counselor conferences with teachers to assess and improve student performance	Identified students in grade Pre-K - 12	School counselor, teacher	Student reports and other related materials
Counselor meeting with individual students to assess and improve student performance	Identified and self-referred student in Guide Pre-K - 12	School counselor	
RtI meetings	grade Pre-K - 12	School counselor, RtI team	Community agencies
Orientation for incoming 7 th & 8 th grade students; transition; academic success, bldg. mgr.	Grades 7 th -9 th	School Counselors	STEAM
Annual Review: counselors meet with students	Grades 8 th – 9 th	School Counselors	Choices 360
Remediation	Grades 7 th -9 th	Tutors, teachers, peers, volunteers	APEX
Student activities and extra- curricular activities	Grades 7 th -9 th	Building staff	APEX, school counselors, organizers

DIRECT SERVICES

GOAL: Direct Services

Program Objective: To facilitate the growth and progress of individuals and to promote a positive school climate and culture.

A. Target Population: Grades Pre-K - 1 2

B. Expected Outcomes:

1. Students will demonstrate improved behaviors and social competency.

C. Evaluation:

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

D. Program Plan:

(May include but not be limited to)

Activities	Target Population	Personnel	Other Resources
Individual/group counseling	Grade Pre K - 12	School Counselor	Community Agencies Parents School Staff
RtI Meetings	Grade PreK - 12	School Psychologist, School Counselor, administrator, RtI team, teachers	Community Agencies Parents School Staff
Develop/monitor Behavior Management Plan	Grade PreK - 12	School Psychologist, School Counselor, Teachers	Community Agencies Parents School Staff
Classroom counseling lessons	Grade Pre K- 12	School Counselors, teachers	

GOAL: Consultation

Program Objective: To consult and collaborate with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.

- A. Target Population: Grades Pre-K - 12
- B. Expected Outcomes
 - 1. Effective communication and problem solving to enhance understanding of students* educational needs.
- C. Evaluation:
 - 1. Monitor the match between students’ needs and learning environments
 - 2. Review and monitor educational progress
- D. Program Plan:
(May include but not be limited to)

Activities	Target Population	Personnel	Other Resources
Agency referrals and contacts	Grade Pre-K - 12	School counselor, teacher, administrator, School psychologists	Parents, community agents
Presentations/trainings	Grade Pre-K - 12	School counselor	Stuff, parents, community agencies

Elmira High School Timeline of Activities for School Counselors

On-Going Activities

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

Aug.- Jan.

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

Feb-June

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

- Non-grad letters/ meetings/ phone coils
-
- Senior exit interviews
- Scholarship list for senior day
- Graduation preparation
- ACE schedule finalized
- Summer school signups
- Schedule adjustments based on failures
- Rotary Youth Salute presentation BOCES Tech presentation
- New Visions presentation
- Process BOCES Tech applications Process New Visions apps

July

- Summer School Registration
- Leadership meetings with Director of Student Services

Transition Plan for 9th to 10th Grade

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

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

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

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

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
District-Wide Data											0
SOCIAL / EMOTIONAL INDIVIDUAL COUNSELING											0
SEL											0
Attendance											0
Individual Progress Reviews/IGP											0
GROUP COUNSELING / MEDIATIONS											0
PARENT CONTACTS											0
FAMILY & STUDENT INVOLVEMENT (FAFSA Night, Open House, PTC, etc.)											0
COMMUNITY AGENCY CONTACTS											0
New Referrals											
Contacts											
FSCC											0
CIS											0
Glove House											0
Other											0
SCHOOL COUNSELING LESSONS											0
Taught											0
Co-taught											0
COLLEGE & CAREER/IGP Meetings											0
Career Plans											0
Career Presentations / Career Day Student Attn.											0
Scheduling											
Annual Reviews/IGP											0
EMERGENCY CALLS											0
Crisis											0
Mandated Reporter Hotline											0
MEETINGS ATTENDED											0
CSE											0
504											0
RTI											0
Parent/Team/Teacher											0
DUTIES (Principal Assigned Minutes)											0

ECSD Annual Individual Progress Review

School Year: _____

Building/Grade: _____

Review of Student Record

Student's Name: _____ School Counselor: _____

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

Attendance _____ Behavior/discipline _____

Grades _____ State Assessments/NWEA _____

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

Social/Emotional Development Review:

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

Is your current behavior helping you achieve your goals?

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

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

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

Academic Skills Review:

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

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

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

College/Career Readiness Review:

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

What are some of your abilities and strengths?

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

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

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

Experiences:

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

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

Follow Up:

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

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

Student Signature: _____

Date: _____



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

Dear Parent/Guardian.

According to the updated NYS requirements, all students in grades 6-12 must complete an "Annual Individual Progress Review" with their School Counselor. Attached you will find the recently completed form for your student. Please review, sign, and add any additional comments. If you have any questions or concerns, please feel free to contact me.

Thank you!

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

District Goals 2022-2023 10th-12th

Social Emotional Commitment
We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.
Goal: Students will gain self-awareness, self-regulation and social problem-solving skills that will foster social-emotional growth and development.
Objectives: Throughout the year, all students will be provided opportunities to achieve this goal through: Implementation of the MTSS, Nearpod, monthly classroom lessons, student newsletters and direct student services: groups and individual/mediation sessions. Connect students with outside community agencies for additional support and resources as needed. <ul style="list-style-type: none"> • Coping strategies • Conflict resolution skills • Communication skills • Social problem solving
Data: <ul style="list-style-type: none"> • 75% completion of ECSD climate focused surveys (administered in the Fall and Spring) • Reduction in superintendent hearings by 2% • Reduction in VADIRs by 10% • Reduction in 10% office referrals

Academic/Attendance
Overall attendance leads to academic success
Goal: Increase quarterly attendance district wide by 5% for the 2022-23 school year. Our goal is to increase student time in class and minimize all non-COVID related absences.
Objectives: <ul style="list-style-type: none"> • Running monthly attendance reports at the district and building levels to identify students who are not attending (unexcused absences) <ul style="list-style-type: none"> ○ Establish an attendance improvement plan for those students identified • Notifications to Administrators for students who are not attending so that home visits can be completed • Keeping track of data including a log with phone calls and emails sent to the parents/guardians of the student who is not attending • Contacts with outside agencies and referrals to school staff including Dean of Students, administrators, and school Social Workers
Data: <ul style="list-style-type: none"> • Reduction in number of Admin/Dean Referrals for attendance by 5% • Reduction in absences and tardies by 5%

College, Career and Civic Readiness Commitment
We commit to preparing all students to become successful adults and productive members of society.
Goal: By June 30, 2023, every student in grades 6-12 will complete Individual Graduation Reports (IGP) / Individual Progress Reports (IPR). All students in the district will complete Career Plans during the 2022-2023 School Year.
Objectives: <ul style="list-style-type: none"> • School Counselors will support the documentation of career development via IGP's/IPR's and Career Plans.

- School Counselors will encourage student participation PreK-12 in multiple career development learning and exposure opportunities to create meaningful real-world connections.

Data:

- 100% completion of career plans district wide
- 100% completion of IGP/IPR for students 6-12

ECSD CAREER PLAN CALENDAR



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

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

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

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

- Grade 9 Students complete the Intermediate Level Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 10. The cumulative folder is sent to the high School Guidance Office.
- Grade 10 Students complete the Individual Graduation/Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 11.
- Grade 11 Students complete the Individual Graduation/Career Plan. The completed folder is put into the student's cumulative folder for use in Grade 12. The Career Plan is COPIED and mailed home to parents/guardian.
- Grade I2 Students complete the Individual Graduation/Career Plan. The completed folder is put into the student's cumulative folder.

Benchmark Career Plan is mailed home: End of Grade 2

End of Grade 5

End of Grade 8

End of Grade 9

End of Grade 11

Career Pathways System

Director of Student Services School Counselors

Elmira City School District Career Plan Implementation Revised August 2019

Elementary

Focus - "Who am I"

Grades K - I

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

Grades 2 - 3

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

Grades 4 - 6

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

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

Middle School

Focus - "Who am I" and begin to explore "Where am I going" and "How do I Get There"?

Grades 7 - 9

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

High School

Focus - Future Goals and Decision Making

Grades 10 - 12

- Students revisit Career Plans in Careers Class.

COMMUNITY SCHOOLS	Elmira High School		
Program Name	Agency	Contact Person	Contact #
Beecher Health Clinic	Arnot Health	Beecher	735-3500
Blood Drive	Red Cross	Student Council EHS	735-3200
Children and Family Services Liaison	Chemung County D55	Jennifer Yannette	737-5469
Community Dispute Resolution Ctr	Chemung County	CDRC	734-9087
Corning Credit Union Student Run Branch	CCU	Nell Folsbee	962-3144
ESAP	Glove House		735-3279
FCOC (Family & Comm. Outreach Coordinator)	ECSD	Dianna Jones	735-3500
Friends of Rachel/Rachel's Challenge	Glove House	Kim Stanton	734-5238
Grief and Loss Counseling	Glove House		426-6607 743-5236
Hope Squad	Glove House	Kim Stanton	483-0285
Learn and Earn/ Summer Cohesion/Summer Food	Youth Bureau	Laura Zurn	737-2907
Mentoring/Transition Program	Glove House	DJ Noto Alexis Stanton	215-1947 734-5238
Mentoring/Habitudes	Independent	Cody Spencer	735-3253
Regional Primary Care Network	Community Dentistry	Andrea Ramsdell	425-9230
SafeZones	Glove House	Kim Stanton	734-5238
School Based Mental Health Counseling	Family Services		733-5696
SRO	ECSD	Mike Theetge	735-3224
Suicide Prevention and Awareness	Chemung County DSS	Shannon Oakes	737-2052
Trinity	Trinity of Chemung County	Megan Myers	846-3947
Upward Bound/Summer Program	Cornell University	Cornell Public Service Ctr.	255-5814
Vision Program		Kim Holden	735-3590
Youth Assistance Program (YAP)	Children and Family Services	737-2907	873-7283
YWCA	Chemung County	A'Don Allen	733-5575



Family, School, Community:
Together We Succeed