

School Counseling Plan

NYSED state law requires certified school counselor(s) design and develop school's counseling program in collaboration with school administration, teaching staff, student service, and other pupil personnel service providers. Provide the name and title of your school's counseling plan coordinator. Coordinator is responsible for developing this plan in collaboration with key school community members. The school counseling plan coordinator will also be responsible for attending OSYD professional development and revising the counseling plan based on changing student counseling needs and/or BCO Counseling Manager's feedback.

Contact your Director of Student Services if you do not have a certified counselor in the building.

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School Counseling Program Vision. The school's counseling program vision statement communicates what the school hopes to see for students five to 15 years in the future. It aligns with the school's and DOE's vision statements and is informed by the school counseling program's beliefs.

For additional resources on how to draft your school's counseling vision and mission statement, see "The ASCA National Model: A Framework for School Counseling Programs" at <https://www.schoolcounselor.org/>

P.224Q is dedicated to achieving high standards for all students through an interdisciplinary team approach that addresses their needs in cognitive, psycho/social, and physical areas. We are committed to assessing, instructing, and shaping behaviors through high-quality instruction and practices so that our students can achieve goals and build successful relationships. We envision a school community that works collaboratively to create learning environments that are nurturing, supportive, and accepting; one in which we regard each other positively and communicate feelings of respect and appreciation. Ideally, our diverse population of students will be able to apply their knowledge in a way that permits them to be independent lifelong learners in a multicultural society.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Calming Areas

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Indirect

Time Line: January, March, June

Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, School Psychologist, Administrators, Deans

Activity Goal/Measurable Outcomes: By June 2024, all students will be able to self-regulate their emotions by visiting designated calming areas by increasing 10 percentage points from baseline, as measured by digital data sheets collecting the frequency of visits and/or request.

Program Name: Essential for Living

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): 3, 4, 5, 6, 7, 8

Academy: College & Career (CCR)

Tier: Some

Delivery Process: Direct

Time Line: September, October, November, December, January, February, March, April, May, June, July, August

Who's involved? (Staff and Resources): Counselors, Teachers, Administrators

Activity Goal/Measurable Outcomes: By June 2024, all EFL P.224Q students will be college and career prepared by demonstrating mastery at least 80% for 2 of the 4 domains from baseline, as measured by EFL data collection focusing on

domains 1,3,4 and 5.

Program Name: Foundations

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 10

Academy: Academic (A)

Tier: All

Delivery Process: Indirect

Time Line: January, May, October

Who's involved? (Staff and Resources): Counselors, Teachers, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: By June 2024, all P224Q students, will increase 15% from baseline in their foundational literacy skills as measured by the foundations intervention placement inventory.

Program Name: School Counseling Program

Learning Strategies: LS3. Use time-management & organizational & study skills

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS4. Demonstrate empathy

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, July, August, September, October, November, December

Who's involved? (Staff and Resources): Counselors

Activity Goal/Measurable Outcomes: By June 2024, the School Counseling Program will support students personal safety skills by 10 percentage points, by participating in school counseling sessions.

