

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/>

John Bowne High School's comprehensive school counseling program will support the schools vision where all stakeholders are empowered by developing their critical thinking as well as social and emotional skills. Each student's guidance counselor will meet with them twice per year for Individual Progress Reviews (IPRs) which will promote a healthy student development in a welcoming environment where students are provided the opportunity to speak about academics, post secondary plans and SEL. Students will be able to explore their interests and embrace and enhance their knowledge of self. The IPR meetings will be measured as we support our attendance rate as well as increase in academic performance as seen through credit accumulation and graduation rate. Our counseling department mission, ensures that all students will graduate, prepared to enter post-secondary plans including two or four year colleges, technical or trade schools, military, or the workforce and develop into productive, caring, ethical and contributing members of society.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Multi Tiered Systems of Supports (MTSS) Impact team meetings

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

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): 9, 10, 11, 12

Academy: Academic (A), Social/Emotional (SE)

Tier: Some

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: By June 2024 100% of all tier 2 interventions will be supported by Multi Tiered Support System (MTSS) impact team as they review student progress and identify areas of need. This will be measured by the number of referrals along with students discussed at team meetings. This allows the school counseling program to address the changing academic and social emotional needs of students.

Program Name: 504 accomodation implementation

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

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

Social Skills:

Grade Level(s): 9, 10, 11, 12

Academy: Academic (A), Social/Emotional (SE)

Tier: Some

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: By June 2024, to increase the scholarship report of students receiving 504s by 3% as

we meet the goals of individual 504 accommodations. Grades and credit accumulation will be compared to before and after 504 was put in place.

Program Name: Chronically Absent meetings

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

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

Social Skills:

Grade Level(s): 9, 10, 11, 12

Academy: Academic (A)

Tier: Few

Delivery Process: Direct

Time Line: February, April, October, December

Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, Other

Activity Goal/Measurable Outcomes: By June 2024 to improve student attendance rate from 80% to 88% as measured by schoolwide attendance reports.

Program Name: College Fair

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

Self-Management:

Social Skills:

Grade Level(s): 11, 12

Academy: College & Career (CCR)

Tier: Some

Delivery Process: Direct

Time Line: November

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

Activity Goal/Measurable Outcomes: By June 2024, college decisions will be increased by 2% as compared to June 23. This will be measured by number of students who attend the College fair, and the custom report of post-secondary plan from STARS. Our annual College Fair supports students when choosing colleges. This allows students to explore their interests and enhance and embrace their knowledge of self while preparing for post-secondary plans.

Program Name: College trips

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:

Grade Level(s): 9, 10, 11, 12

Academy: Academic (A), College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: March, April, May

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

Activity Goal/Measurable Outcomes: By June 2024 to increase student exposure to colleges that offer their interests and major choices by 2% as compared to June 2023, measured by the number of students attending college trips. College trips allow students the opportunity to explore their interests and enhance their knowledge of self, better preparing the student for post secondary decisions.

Program Name: College Workshop Series

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

Self-Management:

Social Skills:

Grade Level(s): 11, 12

Academy: College & Career (CCR)

Tier: Some

Delivery Process: Direct

Time Line: February, March, April, May, September, October, November

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

Activity Goal/Measurable Outcomes: By June 2024, to increase the number of students receiving information and applying to college by 3% as compared to June 2023. College workshops will help to prepare students for entry into post - secondary plans.

Program Name: Free Application for Federal Student Aid (FAFSA) workshops

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): 11, 12

Academy: Academic (A)

Tier: Some

Delivery Process: Direct

Time Line: October

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

Activity Goal/Measurable Outcomes: By June 2024, the number of students applying for Free Application For Federal Aid (FAFSA) will increase by 2% as compared to the number of students from June 2023. Measured by Financial Aid report comparisons.

Program Name: Group counseling SWD

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

Self-Management:

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

Grade Level(s): 9, 10, 11, 12

Academy: Academic (A), Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: By June 2024, there will be an increase in the number of students meeting Individualized Educational Plan (IEP) goals as measured by compliance reports.

Program Name: Individual progress Review

Learning Strategies:

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

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

Grade Level(s): 9, 10, 11, 12

Academy: Academic (A), College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: March, November

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

Activity Goal/Measurable Outcomes: By June 2024 there will be a 2% increase in the number of students enrolling in higher level courses and creating post secondary plans as compared to June 23. This will be measured by the number of students enrolling in Advanced Placement classes, and the number of Post Secondary plan reports in STARS. Students meet with guidance counselors at designated times during the year to discuss academic goals, programming and post secondary plans.

Program Name: Social emotional learning

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

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): 9, 10, 11, 12

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: By June 2024, Teachers will provide Social Emotional Learning check ins at least 3 times per week in each class to ensure that students needing tier II interventions are identified and being referred for additional support. This will be measured by supervisory observations and tier 2 referrals made by teachers.

Program Name: Substance Abuse Prevention and Intervention Support (SAPIS) workshops

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

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

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

Grade Level(s): 9, 10

Academy: Academic (A), Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

Time Line: December

Who's involved? (Staff and Resources): Social Workers, Teachers

Activity Goal/Measurable Outcomes: To increase the number of students being informed and educated on the dangers of drug use, measured by pre and post class surveys. This will better support students in their healthy social emotional development, critical thinking skills and foster their development into productive, caring, ethical and contributing members of society.

