

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/>

Mission: The mission of the Counseling Department at I.S. 219 New Venture is to assist students in developing and strengthening the skills needed to become confident individuals. Our department is founded on the principles of diversity and cultural understanding. We align our program with the Department of Education's mission statement and the standards of the American School Counselor Association to guide and support our students in achieving their goals and aspirations. As a team, we celebrate diversity and equip our students with the academic, social, and emotional skills necessary to foster leadership.

Vision: The school counseling department at I.S. 219 New Venture's vision is to help encourage students to explore their passion and develop resilience. We envision student leaders who make a positive impact on society.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: At-Risk

Learning Strategies:

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

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

Grade Level(s): 6, 7, 8

Academy: 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

Activity Goal/Measurable Outcomes: At-risk counseling supports students who may be facing academic or social and emotional challenges, without the need for mandated counseling. Students will meet with their grade counselor for six weeks. Students will work on desirable goals and the skills necessary for self-advocacy and resilience.

At-risk counseling aims to empower students by helping them develop self-advocacy skills and build resilience, enabling students to overcome obstacles and succeed in both their academic and personal lives.

By June 27, 2024, 80% of at-risk students will meet their personal goal. This will be measured by student self-report and counselor observations.

Program Name: Attendance Meeting

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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Attendance Team use data to analyze patterns of absences and to develop strategies

to improve students' attendance and academic performance.
By June 27, 2024, students' attendance will increase by 3%

Program Name: Counseling Department Meeting

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

Self-Management: SM2. Demonstrate self-discipline and self-control

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Counselors meet in a weekly basis to identify and address specific academic and social-emotional challenges with students to develop intervention strategies, share resources, and monitor student progress.

By June 27, 2024, 85 % of the students will be able to significantly improve the academic and social-emotional well-being through targeted interventions, resource sharing, and progress monitoring.

Program Name: Crisis Team Meeting

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

Self-Management: SM2. Demonstrate self-discipline and self-control

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: School counselor, social worker, and Dean, work together to enhance student well-being by identifying and addressing disruptive behaviors, implement effective behavior management strategies, and providing support to staff to create conducive secure learning environments.

By June 27, 2024, disruptive behavior and incidents will reduce the frequency and severity by 5%

Program Name: Gay Straight Alliance (GSA) Club

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): 6, 7, 8

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): Counselors

Activity Goal/Measurable Outcomes: The GSA Club contributes to creating a safer school environment for all students. All participating students will be provided with access to literature identifying the behaviors of strong allies. The GSA Club provided a safe place for students to meet, support each other, discuss issues related to sexual orientation and gender identity/expression.

By June 26, 2024, 85% of the students will feel safe and inclusive in the school. Participating students will be provided a survey.

Program Name: Grade Level Team Meeting

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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: School counselors, social worker, and teachers meet on a weekly by grade level to identify and address specific academic and social-emotional challenges with students and to develop intervention strategies, share resources, and monitor student progress.

By June 27, 2024, students' academic performance and social-emotional well-being will improve by 10%.

Program Name: Group Counseling

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

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills:

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Students will engage in activities that are goal specific. By June 27, 2024, 85% of mandated students will achieve their individual counseling objectives or make substantial progress. This will be accomplished through active engagement in goal-specific counseling activities and regular progress assessments.

Program Name: High School Articulation

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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: 100% of the students will complete a Student Interest Inventory, identify future career and college goals, and submit the high school application. Parents will be offered guidance on the high school application process to sites to find information related to different high schools.

Program Name: IEP (Individualized Education Plan) Meeting

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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: IEP reevaluation meetings, involving parents, teachers, and school psychologists, assess a student's progress, needs, and goals to advocate for necessary services and maintain a tailored education plan.

Program Name: Individual Counseling

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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Individual counseling is available for all students. Students can refer themselves or by a teacher, or parents/guardians. During individual counseling, students are empowered to create their own goals and to build on their strengths in order to make positive changes. Topics cover during individual counseling vary based on the student's needs, but can include anger management, conflict resolution, improving academic skills, coping with death, dealing with crisis situations. Data will be measure through our progress monitoring monthly observation. 100% of the students will be offered support throughout the school year.

Program Name: Monthly Grade Level Assemblies

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

Self-Management: SM2. Demonstrate self-discipline and self-control

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), 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): Counselors, Social Workers

Activity Goal/Measurable Outcomes: The monthly students' assemblies serve as a recognition program where students are awarded for their academic performance, community engagement, and participation in extracurricular activities.

By June 27, 2024, 95% of students will be inspired to excel in their academic performance, community engagement, and develop positive character traits within the school community.

Program Name: Morning Entrance

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): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Activity: The morning entry incorporates elements of Social and Emotional Learning (SEL) to help set a positive and focused tone for the day, promoting students' emotional well-being, and fostering their understanding of both their own emotions and those of their peers.

Goal/measurable:

By June 27, 2024, 85% of the students will demonstrate the ability to accurately identify and describe their emotions during daily check-ins and throughout the day, as assessed through teacher-led observations and self-assessments.

Program Name: Multi-Cultural Dance Group

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

Self-Management: SM2. Demonstrate self-discipline and self-control

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), 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): Counselors

Activity Goal/Measurable Outcomes: The Multi-Cultural Dance Group enhances cultural awareness, self-esteem, and

social-emotional skills through the art of dance. Students meet weekly to learn and practice in dances from diverse cultures and perform in different activities in the school.

By June 27, 2024, the Multi-Cultural Dance Club will have at least 80% of its members actively participating in cultural awareness activities and demonstrating improved self-esteem and social-emotional skills through dance performances and peer interactions.

Program Name: New New Yorkers

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

Grade Level(s): 6, 7, 8

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

Activity Goal/Measurable Outcomes: This program was designed to support students who are new to the United States. Students will learn different strategies to overcome language, cultural and social barriers that often make it difficult to create community, connection, and sense of belonging within their new home.

The goal of this program is to help students cultivate a new culture and acknowledge their native culture. By June 27th 100% of the students who are new to the country will participate in one or more meetings with school counselors to help with their transition

Program Name: Restorative Practice

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

Self-Management: SM2. Demonstrate self-discipline and self-control

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

Grade Level(s): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Students are provided with opportunities to engage in Restorative Practices, where they learn empathy, consider perspectives beyond their own, exercise impulse control, and reflect on the impact of their actions on those around them.

The goal is to promote youth voice and strives to achieve equitable outcomes for all students. By June 27, 2024, behavioral incidents will reduce by 5%.

