



MASTER PLAN

School Counseling

2023-2024

Chief: Veda Hudge, Student Services

Director: Daniel H. Shapiro, School Counseling

Contact: Siobhan Murphy

Course Group Number: 10456020

Purpose

The mission of Broward County Public Schools' School Counselors is to implement a proactive counseling program that fosters academic achievement, college and career awareness, and social and emotional learning for all students. The work of school counselors is to determine students' needs and to implement a standards-driven, data-based, and comprehensive American School Counselor Association (ASCA) model program.

School counselors promote and enhance achievement with an Annual School Counseling Plan (ASCP) that ensures that every student receives school counseling services. Certified school counselors provide comprehensive counseling programs incorporating prevention and intervention with continuous academic, career, and personal development activities that prepare students for meaningful participation in a diverse, changing world. These activities include individual counseling, group counseling, classroom lessons, school-wide initiatives, community initiatives, and services such as facilitating parent-teacher conferences and connecting students and families with additional resources.

Needs Assessment

The professional learning needs of school counselors are determined semi-annually through regular monitoring of multiple indicators of success, including changes in counselor practices and student outcomes.

School Counselors measure and monitor student outcomes including academics, attendance, and behavior. Although not directly attributable to professional learning (PL) associated with this plan, counselors monitor student outcomes as part of ongoing data analysis and development of school-level needs assessments to guide the creation, implementation, and revision of the Annual School Counseling Plan (ASCP). The ASCP is aligned with the school's plans, created in consultation with the principal, and informed by analysis of student data. The ASCP will address all the components of the American School Counselor Association (ASCA) introduced to date through PL activities.

At the elementary school level, the ASCP is the primary indicator of the impact of PL for school counselor practice, and grade promotion from grades 3 to 5 is the key measure of student outcomes. At the middle school level, the program additionally measures the successful implementation of a College Week event and access to and completion of career education planning within the college & career readiness system. At the high school level, the program also measures completion of an approved ASCP, school implementation of a College Application Week, and completion of college and career planning in the college and career readiness (CCR) platform; and monitors college readiness milestones including the percentage of eligible students who complete college admissions tests (SAT and/or ACT), completion of the Free Application for Federal Student Aid (FAFSA), college admission rates, and high school graduation rates, in alignment with the District Strategic Plan. The status of these indicators are outlined on the next page:

- Creating an Annual School Counseling Plan (ASCP) is a requirement in policy 4000.
- 100% of Elementary and Secondary schools will have an ASCP.
- District-wide promotion rates remained stable across the three years (99.2%, 98.4% and 97.8% for 2019-2020, 2020-2021, and 2021-2022).
- All grades had a promotion rate higher than 98.0% in 2021-2022 except for first (95.2%), second (96.0%) and third grade (89.9%).
- During the 2021-2022 school year, 13,136 (73.1%) third-grade students were promoted to fourth grade by scoring an achievement level of 2 or higher on the FSA for ELA.
- Third-grade Black male students had a lower promotion rate (84%) compared to last year (94%). Rates for all other racial/gender groups ranged from 95% to 91%.
- In the annual customer survey, a question is asked of students- Do I know who I can go to for help? This question is indicative of effective school counseling, as the essential duty of a school counselor is to help students and connect them to resources. 66% of students answered affirmatively to knowing who they could go to for help.
- The goal is for 100 % of middle schools and 100 % of high schools to implement a College Week.
- This SY, there have been 954,995 Naviance logins. 80% of students have logged in 1x, 64% logged in 2x, and 49% logged in 3 or more times, with the average student having 7 logins throughout the SY. The goal is for 100% of secondary students to log in.
- FAFSAs were completed by 4.83% of Broward’s high school seniors by May 27, 2023, for the 2022-2023 school year, which was a decrease of 0.12% from the previous year.
- The District’s high school graduation rate dropped for SY 22 to 87.2% after the last two years at 89% in 2021 and 89.4% in 2020.

Programs and Services

School Counseling provides a number of programs and services to help students achieve success and develop life skills in three personal competency areas.

Academic Success. From Pre-Kindergarten to grade 12, School Counselors support teachers and parents to help students achieve competencies at each grade level. The following are examples: test-taking strategies, study skills, organizational strategies and time management.

Career Development Success. School counselors utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work. Examples of these strategies are career awareness and exploration, goal setting, high school graduation requirements, scholarship opportunities, and the use of future-planning tools as CCR platform.

Personal and Social Success. School counselors work with staff and the community to provide support for students. Ensuring they are safe and healthy and promoting life skills such as education, character and civic development, social skills, peer relations, alternatives to peer pressure and managing stress.

The professional learning needs of school counselors are determined semi-annually through regular monitoring of multiple indicators of success, including changes in counselor practices and student outcomes.

School Counselors measure and monitor student outcomes including academics, attendance, and behavior. Although not directly attributable to professional learning (PL) associated with this plan, counselors monitor student outcomes as part of ongoing data analysis and development of school-level needs assessments to guide the creation, implementation, and revision of the Annual School Counseling Plan (ASCP). The ASCP is aligned with the school's plans, created in consultation with the principal, and informed by analysis of student data. The ASCP will address all the components of the American School Counselor Association (ASCA) introduced to date through PL activities.

At the elementary school level, the ASCP is the primary indicator of the impact of PL for school counselor practice and grade promotion from grades 3 to 5 and is the key measure of student outcomes. At the middle school level, the program additionally measures successful implementation of a College Week event and access to and completion of career education planning within the CCR platform. At the high school level, the program also measures completion of an approved ASCP, school implementation of a College Application Week, and completion of college and career planning in CCR platform; and monitors college readiness milestones including the percentage of eligible students who complete college admissions tests (SAT and/or ACT), completion of the Free Application for Federal Student Aid (FAFSA), college admission rates, and high school graduation rates, in alignment with the District Strategic Plan.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Innovation Configuration.

Desired Outcomes and Performance Indicators

1.0 Elementary School Counselors			
1.1 Desired Outcome: Elementary School Counselors will have a comprehensive working knowledge of policies and procedures related to student progression as outlined in Policy 4000 and apply them through communication and program implementation.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 4000 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 4000 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 4000 when referencing information. Able to access policy on the Broward Schools website.	Does not demonstrate a working knowledge of policies and procedures related to student progression as outlined in Policy 4000.
1.2 Desired Outcome: Elementary School Counselors will complete and implement the Annual School Counseling Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Completed the Annual School Counseling Plan including all 12 components. Plan approved by principal.	Completed all of the components of the Annual School Counseling Plan covered through professional development. Plan approved by principal.	Completed part, but not all, of the components of the Annual School Counseling Plan covered through professional development so far. Plan may or may not be approved by principal.	Not yet completed the Annual School Counseling Plan.
1.3 Desired Outcome: Elementary School Counselors will utilize the Behavioral and Academic Support Information System (BASIS) to view and interpret student data to assess needs and provide personalized and highly effective school counseling services that lead to academic achievement, career choice awareness, and social and emotional wellness for all students.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Consult with all stakeholders to implement interventions in areas of school and student need. Use BASIS to disaggregate and analyze data to evaluate intervention effectiveness and make necessary adjustments for future planning.	Use BASIS data to plan effective services that lead to academic achievement, career choice development, and social and emotional learning. Monitor student caseload on a weekly basis to determine effectiveness of interventions (RTI).	BASIS Student Detail Grid to filter for specific student groups to determine school and student needs.	Does not yet use BASIS to view and interpret student data.

Data Collection Plan: Elementary School Counselors

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	Verification of a completed School Counseling Plan	1x/year	Written by Counselor Verified by District
3. Organizational Supports	Data review of Annual School Counseling Plan with Principal	2x/year	Signed by Principal at the beginning and end of the school year
4. Participants' Practice	Counselor Interventions	2x/year	Verified by District
5. Student Outcomes	Annual Customer Survey	1x/year	Collected by District, analyzed by Counseling

2.0 Middle School Counselors

2.1 Desired Outcome: Middle School Counselors will have comprehensive working knowledge of policies and procedures related to student progression as outlined in Policy 4000 and apply them through communication and program implementation.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Apply Policy 4000 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 4000 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 4000 when referencing information. Able to access policy on the Broward Schools website.	Does not demonstrate a working knowledge of policies and procedures related to student progression as outlined in Policy 4000.

2.2 Desired Outcome: Middle school counselors will complete and implement the Annual School Counseling Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards

Performance Indicators

Level 4	Level 3	Level 2	Level 1
documented in the Annual Guidance Plan. Interpret outcome data of activities to measure effectiveness of the Annual Guidance Plan (AGP).	Complete Annual Guidance Plan activities aligned to the ASCA standards in relation to school and community needs in the School Improvement Plan. Implement Annual Guidance Plan in school counseling services.	Demonstrate basic working knowledge of the ASCA standards when referencing the Annual Guidance Plan. Incorporate the ASCA standards in school counseling services.	Does not complete and implement the Annual Guidance Plan.

2.3 Desired Outcome: Middle School Counselors will utilize the BASIS system to view and interpret student data in order to provide and personalize highly effective school counseling services that lead to academic achievement, personal/social wellness and career choice development for all students and use the CCR platform to facilitate student transition from high school into college and careers.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Consult with all stakeholders to implement interventions in areas of school and student need. Disaggregate and analyze data to evaluate intervention effectiveness and make necessary adjustments for future planning.	Use BASIS data to plan effective services that lead to academic achievement, career choice development, and social and emotional learning. Monitor student caseload on a weekly basis to determine effectiveness of interventions (RTI).	Access and use the BASIS Student Detail Grid to filter for specific student groups to determine school and student needs.	Does not yet use BASIS or has limited knowledge in BASIS to view and interpret student data.

2.4 Desired Outcome: Middle School Counselors will implement career education planning activities related to the student progression standards required by the state.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Provide academic and course selection counseling to optimize successful transition to high school. Collaborate with teachers and parents to formulate course planning for transition to high school.	Develop individualized career plans that will assist students in developing post-secondary plans.	Demonstrate knowledge of the eight standards of career and education planning as evidenced by ability to use the state career education requirements. Utilize self-assessment and discovery activities to expose students to career exploration.	Does not implement career education planning activities related to the student progression standards required by the state.

2.5 Desired Outcome: Middle School Counselors will use the CCR program to implement career education planning activities related to student strengths inventories, college/career goals, scholarship and admissions applications, lessons to develop skills related to college/career success.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Use the CCR program to conduct and analyze strengths, set and monitor college/career goals, set a 4-year high school plan and complete lessons leading to the development of a college resume.	Use CCR to develop two or more categories of college/career readiness but did not complete all categories.	Minimally used the CCR program to develop college/career readiness.	Does not use the CCR program to develop college/career readiness.

Data Collection Plan: Middle School Counselors			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	Verification of a completed School Counseling Plan	1x/year	Written by Counselor Verified by District
3. Organizational Supports	Data review of Annual School Counseling Plan with Principal	2x/year	Signed by Principal at the beginning and end of the school year
4. Participants' Practice	Counselor Interventions	2x/year	Verified by District
5. Student Outcomes	Annual Customer Survey CCR Platform Logins Grade Promotion	1x/year	Collected by District, analyzed by School Counseling

3.0 High School Counselors			
3.1 Desired Outcome: High School Counselors will have comprehensive working knowledge of student progression policies, procedures related to as outlined in Policy 4000.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 4000 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 4000 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 4000 when referencing information. Able to access policy on the Broward Schools website.	Do not demonstrate a working knowledge of policies and procedures related to student progression as outlined in Policy 4000.
3.2 Desired Outcome: High School Counselors will complete and implement the Annual School Counseling Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Monitor outcomes as documented in the Annual School Counseling Plan. Interpret outcome data of activities to measure effectiveness of the Annual Guidance Plan (ASCP).	Complete Annual School Counseling Plan activities aligned to the ASCA standards for school community needs in the School Improvement Plan. Implement Annual School Counseling Plan in school counseling services.	Demonstrate basic working knowledge of the ASCA standards when referencing the Annual School Counseling Plan. Somewhat incorporates the ASCA standards in school counseling services.	Does not complete or implement the Annual School Counseling Plan.

3.3 Desired Outcome: High school counselors will utilize the BASIS system to view and interpret student data in order to provide and personalize highly effective school counseling services that lead to academic achievement, personal/social wellness and career choice development for all students.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Disaggregate data to evaluate intervention effectiveness and makes necessary adjustments for future planning. Monitor graduation requirements for student caseload on a weekly basis.	Consult with all stakeholders to implement interventions in areas of school and student need. Monitor student caseload on a weekly basis to determine effectiveness of interventions (RTI)	Access student data on BASIS, Management Information System and the CCR system. Manipulate the Student Detail Grid to filter for specific student groups in order to determine school and student needs.	Does not utilize the BASIS and CCR system to view and interpret student data.
3.4 Desired Outcome: High school counselors will educate students and families on the importance of understanding and completing both the Florida Financial Aid Application (FFAA) for the Bright Futures Scholarship and the Free Application for Federal Student Aid (FAFSA).			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Monitor FFAA and FAFSA completion rates on a monthly basis. Utilize data to academically advise students and parents to optimize potential scholarship award status.	Assist parents and students with further resources and personalized instruction.	Understand the difference between the Florida Financial Aid Application (FFAA) for the Bright Futures Scholarship and the Free Application for Federal Student Aid (FAFSA). Educate the school community on the FFAA and FAFSA requirements and application process.	Does not educate students and families on the importance of understanding and completing the FFAA or FAFSA.
3.5 Desired Outcome: High School Counselors will use the CCR program to implement career education planning activities related to student strengths inventories, college/career goals, scholarship and admissions applications, lessons to develop skills related to college/career success.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Use the CCR program to conduct and analyze strengths, set and monitor college/career goals, apply for scholarships and college admission, complete lessons to develop college	Use CCR to develop two or more categories of college/career readiness but did not complete all categories.	Minimally used the CCR program to develop college/career readiness.	Does not use the CCR program to develop college/career readiness.

Data Collection Plan: High School Counselors			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	Verification of a completed School Counseling Plan	1x/year	Written by Counselor Verified by District
3. Organizational Supports	Data review of Annual School Counseling Plan with Principal	2x/year	Signed by Principal at the beginning and end of the school year
4. Participants' Practice	Counselor Interventions	2x/year	Verified by District
5. Student Outcomes	Annual Customer Survey High School Graduation Rate Senior Survey	1x/year	Collected by District, analyzed by School Counseling

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	Attendance and Feedback forms from PD Management System	Summary of Attendance and of Feedback Forms from PDMS
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	Completion of Annual School Counseling Plan	District review of research-based goals
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	Participant Feedback/Survey	Participant Feedback/Survey
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	Counselor Interventions	Counselor Interventions
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Elementary School Counselors	CCR Platform Logins	Annual Customer Survey
Middle School Counselors	CCR Platform Logins	Annual Customer Survey CCR Platform Logins
High School Counselors	CCR Platform Logins FAFSA Completion	Annual Customer Survey CCR Platform Logins