



# MASTER PLAN

## School Counseling

2022-2023

**Chief:** Nicole Mancini, Office of Academics

**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. Credentialed school counselors provide comprehensive counseling programs that incorporate prevention and intervention with continuous academic, career, and personal development activities that will 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 is determined on a semi-annual basis 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 successful implementation of a College Week event and access to and completion of career education planning within the Naviance 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 Naviance; 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 6000.1. One hundred percent of Elementary and Secondary schools will have an (ASCP).
- District-wide promotion rates were stable across the 2017-18 and 2018-19 years (97.9%, 98.1%) respectively, but displayed a 1.1 percentage point increase for 2019-20 school year (99.2%).
- Promotion rates for all grades were at or above 98.6% except for first grade (97.6%).
- 54 percent of third graders met or exceeded grade level satisfactory performance (Achievement level 3 or above) in ELA for the 20-21 school year, which is a one percent increase from the previous year.
- Third-grade Black male students had a higher promotion rate (98.5%) compared to last year (89.1%). Rates for all other racial/gender groups ranged from 98.5% to 99.4%.
- Most third-grade students were promoted due to using local District alternative evidence (97%), with an additional 2% who were promoted due to meeting Good Cause criteria.
- The goal is for 100 % of middle schools and 100 % of high schools to implement a College Week.
- 85.30 % of middle and high school students had logged into Naviance by June 2, 2022, which is an almost 10 percent increase over the last two years. The goal is for 100% of secondary students to log in.
- FAFSAs were completed by 42% of Broward’s high school seniors by May 28, 2022, for the 2021-2022 school year, which was a decrease of 3% from the previous year. The target for 2020-2021 was for the FAFSA completion rate to increase to at least 50%. As this is an 8% increase from 42% of FAFSA completion, the goal for 2022-2023 is to increase FAFSA completion by 5% making the goal 47% completion.
- In the 2022 Graduation survey 87.3% of 12th graders reported wanting to enroll in a post-secondary institution, which is a 3.3% increase over the last two years. The goal for 2023 is for 89% of 12th graders to have a post-secondary goal."
- The District’s high school graduation rate, monitored in alignment with the District Strategic Plan remained steady over the last two years (89% in 2021 and 89.4% in 2020). The goal is to increase graduation rate by 1%.

### **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 use of future-planning tools, such as the Naviance platform.

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

The professional learning needs of school counselors is determined on a semi-annual basis 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 Naviance 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 Naviance; 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 Master Plan.

## Desired Outcomes and Performance Indicators

<b>1.0 Elementary School Counselors</b>			
1.1 Desired Outcome: Elementary School Counselors will have comprehensive working knowledge of policies and procedures related to student progression as outlined in Policy 6000.1 and apply them through communication and program implementation.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 6000.1 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 6000.1 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 6000.1 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 6000.1.
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	ASCP Goals	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	Annual School Counseling Plan	1x/year	Signed by Principal Verified by District
5. Student Outcomes	Annual Customer Survey Grade Promotion (grades 3 – 5)	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 6000.1 and apply them through communication and program implementation.

#### Performance Indicators

Level 4	Level 3	Level 2	Level 1
Apply Policy 6000.1 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 6000.1 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 6000.1 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 6000.1.

2.2 Desired Outcome: Middle school counselors will complete and implement the Annual Guidance Plan demonstrating school counseling services aligned with the American School Counseling Association (ASCA) Standards and the National Office for School Counseling Advocacy (NOSCA), 8 Components of College and Career Readiness Counseling.			
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 and NOSCA 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 and NOSCA standards when referencing the Annual Guidance Plan. Incorporate the ASCA and NOSCA 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 Naviance System 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 Naviance 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 Naviance 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 Naviance to develop two or more categories of college/career readiness but did not complete all categories.	Minimally used the Naviance program to develop college/career readiness.	Does not use the Naviance 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	ASCP Goals	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	Annual School Counseling Plan	1x/year	Signed by Principal Verified by District
5. Student Outcomes	Annual Customer Survey Personalized Academic Logins Naviance Logins Grade Promotion	1x/year	Collected by District, analyzed by School Counseling



<b>3.0 High School Counselors</b>			
3.1 Desired Outcome: High School Counselors will have comprehensive working knowledge of student progression policies, procedures related to as outlined in Policy 6000.1.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Apply Policy 6000.1 with fidelity when implementing school programs and consulting stakeholders in the school community.	Use Policy 6000.1 information when responding to inquiries. Able to reference information relating to policy and procedures when implementing school programs.	Demonstrate a working knowledge of Policy 6000.1 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 6000.1.
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 and the National Office for School Counseling Advocacy (NOSCA), 8 Components of College and Career Readiness Counseling.			
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 and NOSCA 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 and NOSCA standards when referencing the Annual School Counseling Plan. Somewhat incorporates the ASCA and NOSCA 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 Naviance 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 Naviance 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 Naviance 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 Naviance program to conduct and analyze strengths, set and monitor college/career goals, apply for scholarships and college admission, complete lessons to develop college	Use Naviance to develop two or more categories of college/career readiness but did not complete all categories.	Minimally used the Naviance program to develop college/career readiness.	Does not use the Naviance program to develop college/career readiness.

<b>Data Collection Plan: High School Counselors</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PDMS Feedback Form	1x/workshop	PD Providers
2. Participants' Learning	ASCP Goals	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	Annual School Counseling Plan	1x/year	Signed by Principal Verified by District
5. Student Outcomes	Annual Customer Survey Personalized Academic and Naviance	1x/year	Collected by District, analyzed by School Counseling

	Logins College Admissions Tests Grade Promotion High School Graduation Rate Senior Survey, IHE Admissions		
--	---	--	--

## Evaluation Plan

<b>Level 1. Participant Reactions</b>		
<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
<b>Level 2. Participant Learning</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	ASCP Goals	District review of belief and vision statements for ASCA-aligned, research-based goals
<b>Level 3. Organizational Support</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	Monthly Meeting Attendance	Participant Feedback/Survey
<b>Level 4. Participants' Use of New Knowledge and Skills</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Counselors	Personalized Academic Logins Naviance Logins	Naviance Reports
<b>Level 5. Student Learning Outcomes</b>		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Elementary School Counselors	Annual Customer Survey Grade Promotion (grades 3 – 5)	Annual Customer Survey Grade Promotion (grades 3 – 5)
Middle School Counselors	Annual Customer Survey Grade Promotion (grades 6 – 8)	Annual Customer Survey Personalized Academic Logins Naviance Logins Career (PAC) Plans Grade Promotion (grades 6 – 8)
High School Counselors	Personalized Academic Logins Naviance Logins College Admissions Tests	Annual Customer Survey Grade Promotion High School Graduation Rate Senior Survey, IHE Admissions