

Bryceville Elementary School's
Comprehensive Developmental Guidance Plan
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A. Mission and Vision Statements

Mission Statement

To be an advocate for all students, in helping them to succeed in school and in life, by supporting them, teaching them, and caring for them.

Vision Statement

I believe that all students have the capacity to learn, and that school counselors are learning specialists. I will promote academic success by developing a guidance program based on hard data. My classroom guidance plans will utilize problem-solving skills, writing strategies, and learning styles that relate to testing situations. I will continue to learn and utilize counseling theories to support interventions for at-risk students. Finally, I will encourage community involvement as a means of establishing a nurturing and caring environment.

B. Program Description

The developmental guidance plan for Bryceville Elementary School is a comprehensive program that addresses all areas important for the success of each student; social/emotional development, academic achievement, and career awareness.

To address social and emotional development the guidance plan includes whole group classroom guidance lessons, individual and small group counseling, consultation and collaboration with school staff and community resources, school-wide programs, and community involvement.

To address academic achievement the guidance plan includes data analysis, grant writing and implementation, test coordination, and managing school records. In addition, classroom guidance lessons, individual and small group counseling, consultation and collaboration involve meeting the needs of students striving for academic achievement.

To address career awareness the guidance plan includes school-wide programs, guidance lessons, and community involvement geared toward developing a positive attitude and necessary skills to make the transition from school to work.

This plan is based on Florida's Counseling and Guidance Framework, Nassau County's Developmental Guidance Plan, and my own personal mission and vision statements.

C. Program Activities

1. Whole Group Guidance Lessons based on the standards and competencies from the Nassau County Guidance Plan, organized into monthly thematic units. (Timeline – Appendix A)

- a. **Theme 1: Study Skills**

Standard 1: Academic Self-Management for Lifelong Learners

Competencies: 1.1 School Environment

1.2 Attitudes and Behaviors

1.3 Goal Setting

1.4 Effective Study Habits

1.5 Time-Management Skills

Standard 2: Career and Educational Awareness

Competencies: 2.2 Benefits of Educational Achievement

2.6 Responsibility and Work Habits

Standard 3: Career Planning Skills

Competencies: 3.1 The Planning Process

Standard 5: Self-Management and Responsible Behavior

Competencies: 5.2 Attitudes and Behaviors

Standard 7: Interpersonal and Communication Skills

Competencies: 7.1 Communication Skills (listening)

- b. **Theme 2: Personal Awareness**

Standard 4: Self-Knowledge and Self-Acceptance

Competencies: 4.1 Positive Self-Concept

Standard 5: Self-Management and Responsible Behavior

Competencies: 5.1 Growth and Change

5.2 Attitudes and Behaviors

5.3 Personal Safety Skills

Standard 6: Problem Solving and Decision-Making

Competencies: 6.1 Personal Problems

- c. **Theme 3: Friendship Skills**
 Standard 6: Problem Solving and Decision-Making
 Competencies: 6.1 Interpersonal Problems
 6.2 Problem solving and Making Decisions
 Standard 7: Interpersonal and Communication Skills
 Competencies: 7.1 Communication Skills
 7.3 Expressing Thoughts and Feelings
 7.4 Interaction Skills
 7.5 Peer Pressure
- d. **Theme 4: Teamwork**
 Standard 7: Interpersonal and Communication Skills
 Competencies: 7.1 Communication Skills
 7.2 Working Together
 7.4 Interaction Skills
 Standard 9: Community Involvement
 Competencies: 9.1 Volunteerism
- e. **Theme 5: Teaching Tolerance**
 Standard 8: Respect and Human Diversity
 Competencies: 8.1 Differences
 8.2 Stereotypes
- f. **Theme 6: Career Awareness**
 Standard 2: Career and Educational Awareness
 Competencies: 2.1 Personal interests, Abilities, and Values
 2.2 Benefits of Educational Achievement
 2.3 Work and Learning
 2.4 Career information
 2.5 Work and Society
 2.6 Responsibility and Work Habits
 Standard 3: Career Planning Skills
 Competencies: 3.2 Occupations and Gender Roles
 Standard 5: Self-Management and Responsible Behavior
 Competencies: 5.3 Personal Safety Skills
 Standard 9: Community Involvement
 Competencies: 9.1 Volunteerism

2. **Individual and Small Group Counseling**

Individual students are counseled on an as-needed basis, through recommendations made by teachers or administration. Students and parents may request counseling sessions for themselves as well. All individual counseling sessions are based on the theories of “brief counseling” focusing on the student in school. Monitoring behavior is an integral part of the counseling process, and done through consultative and collaborative efforts. Confidentiality is held by ethical standards.

Students may participate in small groups for counseling. Parent consent is requested. The groups are formed based on specific needs derived from data analysis. The following small groups are formed, as needed:

Lunch Bunch – addressing Social/Personal Skills

Go-For-It Groups – addressing Test-taking Skills (grant funded)

TASK Groups (Treating At-risk Students with Kindness) – addressing Social/Personal Skills with ADHD students (grant funded)

Self-Esteem / Anger Management Groups – addressing Social/Personal skills as needed.

Grief Counseling – addressing Personal skills in dealing with the death of a loved one.

Confidentiality is addressed in all groups, but it is not assumed that it will be held by all.

3. Maintaining School Records

All records are maintained according to federal (FERPA), state, and local laws and policies provided by Nassau County. Responsibilities include transferring records, organizing and maintaining cum folders and test data, and maintaining and updating special program documentation (i.e. PMPs, 504s, and ESE).

4. Testing Coordinator

The testing coordinator oversees all school-wide testing and individual diagnostic testing. Data is maintained and results are interpreted and communicated. The following tests are given at BES:

School-wide: Stanford 10, FSA ELA Reading & Writing, FSA Math

Diagnostic: Class tests: ECHOS (Kindergarten), DIBELS (Kindergarten)

Reading: ERDA (1st, 2nd, 3rd), DAR (4th, 5th), Lexia (K-5)

ESE screenings: OLSAT (gifted), KBIT (IQ), WRAT and

WJIII (Achievement), and others upon request.

ELL (English Language Learners): IPT, CELLA

5. Response to Intervention (RtI)

Students who are identified as being at-risk in an academic area are placed on a Progress Monitoring Plan (PMP), which identifies the skill deficits and the level of service needed for that student to be successful.

There are three levels of service, called Tiers, in the RtI program:

Tier I – interventions are developed within the regular education classroom, similar to what any struggling student would need;

Tier II – interventions are developed within a small group setting, focusing on remediation of particular skills;

Tier III – interventions are developed for individualized help, focusing on specific skill acquisition for that student.

Progression through the Tiers may lead to an ESE (Exceptional Student Education) referral for further testing. All RtI information is maintained through documentation of data (State and County test scores, diagnostic testing, and screening instruments), progress monitoring of interventions, observations, and parental consent and rights. Collaboration with members of the Problem-Solving Team (PST), in which the parents are an integral part, help to ensure success for the RtI student.

6. Consultation

Consultation occurs on a daily basis, having discussions or phone calls with parents, teachers, administrators, educational support staff and /or outside resources (ex. CARRT, DCF, social services) for the benefit of the student.

7. Collaboration

Most collaboration occurs within the “Problem-Solving Team” meeting, where the student is the focus and all stakeholders discuss how best to help the student achieve success.

Other collaboration consists of membership on committees concerned with overall school success, such as the Attendance, Crisis Management, Discipline, Math, and School Data Analysis Committees. Previously served on the District Guidance Plan Committee, the District RtI Committee; and the District Anti-bullying Mentors Committee.

8. Data Analysis

The analysis of data is used to identify specific student needs, such as remediation for at-risk students, academic and behavioral interventions, placement of ESE students, guidance plan updating and revisions, and program development and funding.

9. Grant Writing and Implementation

Grants provide the funds necessary to implement programs identified as needs through data analysis. Grant writing consists of collecting hard data to establish need, creating programs to address the need, implementing and monitoring the programs, interpreting the results, and making recommendations (evaluation).

Existing programs funded by grants are listed:

ACT (Anti-bullying Continuum Task) – An on-going program to educate students about all aspects of bullying (serving all students – 8th year).

Advanced Reading Project – A home-school collaborative effort to improve reading (serves 2nd – 5th grade at-risk students for reading – 5th year).

BES Math Enrichment – The incorporating of SAXON Math in the math curriculum (serving K-2 students – 6th year).

TASK (Treating At-risk Students with Kindness) – A program designed to educate all persons interested in learning about ADHD (Attention Deficit Hyperactive Disorder). A lending library of ADHD resources was established and a tape of the seminar given by Dr. Dennis Todd, was copied for distribution with his permission.

Focus on Small Group Counseling – A need was identified for small group counseling in the areas of test-taking skills (Go For It Groups/3rd-5th graders), and social/personal skills (Lunch Bunch/3rd-5th graders, TASK groups/all grades, and Grief Group/all grades). (serving identified students – 5th – 7th years).

The Great Motivators – A large-screen video production that encourages students to make good choices – coordinating with 3 other schools. (1 yr)

PBIS / Positive Behavior Intervention System – The grant provided for collaboration time with the county and school educators to analyze data and write a plan to promote positive behavior in our school.

10. Coordination of School-wide Programs

Special school-wide programs enhance the overall guidance plan. Such programs include;

- Red Ribbon Week – Drug & Alcohol Awareness
- Bobcats of the Month – Award program for personal and academic development
- Peer Mediation – Behavioral responsibility
- Health (K-2) and Career (3-5) Fairs – Career Awareness
- Bryceville Bulletin – Student newsletter providing Academic/Writing support
- Metric Olympics – Math support
- Bryceville Elementary Honor Society (BEHS - a division of the National Elementary Honor Society-NEHS) – teaching Scholarship, Responsibility, Leadership, and Service to qualifying students.

11. Community Involvement

It is essential for the community and the school to work together to support education, in order for our students to become productive citizens. They need to be exposed to good role models found in their own communities and they need to value education's role in their future goals.

Membership in the PTO, SAC, and Chamber of Commerce provide opportunities for partnerships.

D. Program Evaluation

The program is evaluated each year through surveys, data analysis, and overall program implementation.

Bryceville Elementary School has been an A school for over 15 years, which was obtained through meeting high standards and making learning gains. All guidance activities support students in making academic progress. Surveys given throughout the program help identify areas of concern and areas of success.

When all members of the school community support the implementation of guidance activities (school staff, administrators, parent and community groups) we can predict success for our students.

Guidance Timeline

Theme 1	Study Skills	August – September
Theme 2	Personal Awareness	October
Theme 3	Friendship Skills	November
Theme 4	Teamwork	December – January
Theme 5	Teaching Tolerance	February – March
Theme 6	Career Awareness	April - May