

Bryceville Elementary School's
Comprehensive Developmental Guidance Plan
Jessica White, School Counselor

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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 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, 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.

C. Program Activities

1. Whole Group Guidance Lessons

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

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 & Science

Diagnostics: FLKRS & Early Literacy (Kindergarten), Lexia (K-2nd), Star Reading (1st-5th), Star Math (1st-2nd), iReady Math (3rd-5th), iReady Reading 3rd-5th)

ESE screenings: NNAT-3 (gifted)

ELL (English Language Learners): IPT

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.

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. Coordination of School-wide Programs

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

Red Ribbon Week – Drug & Alcohol Awareness

Jr. Beta – Qualifying student who exhibit Academic Achievement, Character, Leadership, and Service

10. 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.

D. Program Evaluation

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