

**Randolph Township Schools
Department of School Counseling**

Grade 6-8 School Counseling Curriculum

“Every child deserves a champion-an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they could possibly be.”

-Rita Pierson

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Randolph Township Schools Department of School Counseling

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools School Counseling Department Grades 6-8 Curriculum

Introduction

The mission of the School Counseling Department is to empower all students to reach their full potential academically, socially and emotionally. Each school counselor has the unique ability to effect student growth and excellence through the development of academic self-concept, feelings of competence and confidence as learners, teaching and reinforcing academic and personal motivation, enriching communication skills and character values, demonstrating consistent support of every student, and developing partnerships with families, students and staff.

Our department focus is comprehensive across all grade levels. The middle school counseling program embraces the concept that as our students' challenges and expectations change, the school counseling program evolves in an effort to provide ongoing support for all students. Middle school counselors partner with all stakeholders to help students embrace academic responsibility and rigor. Middle school is a time when students continue to build their foundation of skills for success in high school and beyond. The school counselors accomplish this while firmly maintaining their focus on the whole child. Each interaction starts with an understanding that the counseling relationship requires an atmosphere of trust and confidence between student and counselor. Counselors serve in a unique capacity as advocates for students, partners for teachers and liaisons for parent/guardians.

All school counselors within the Randolph Townships Schools believe:

A child's uniqueness is to be appreciated and respected.

All students can be successful in our school community and beyond.

Fostering a positive self-image is a collaborative effort of the school, home, and community.

The diverse needs of all students can be addressed through the school counseling program.

A comprehensive school counseling program is an integral part of the education program.

A developmentally appropriate, school counseling program benefits individual students by addressing their intellectual, emotional, social, physical, and psychological needs.

The K-12 School Counseling Curriculum has been closely aligned to the ASCA (American School Counseling Association) standards.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
School Counseling – Grades 6-8

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
13 Weeks/ongoing	I	Personal and Social Development
13 Weeks/ongoing	II	Academic Development
13 Weeks/ongoing	III	Career Development

Domains based on American School Counseling Association. Each area of development is continual throughout a student's middle school years.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 6-8 School Counseling
Unit I: Personal/Social Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<p>Identifying and managing emotions enables students to cope with various life events in order for them to be present and ready to learn.</p>	<ul style="list-style-type: none"> Who am I and how will I interact positively with others?
	<p>The ability to effectively manage interpersonal relationships is essential in establishing and maintaining positive relationships.</p>	<ul style="list-style-type: none"> How can I effectively manage my emotions?
	KNOWLEDGE	SKILLS
<p>PS:A1.5 Identify and express feelings PS:A1.6 Distinguish between appropriate and inappropriate behavior PS:A1.8 Understand the need for self-control and how to practice it PSA1.9 Demonstrate cooperative behavior in groups PSA2.8 Learn how to make and keep friends</p> <p>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>PS:B1.2 Understand consequences of decisions and choices PS:B1.6 Know how to apply conflict resolution skills</p> <p>Standard C: Students will understand safety and survival skills.</p> <p>PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p>	<p>Students will know:</p> <p>Identification and expression of feelings is essential in recognizing and properly expressing their feelings.</p> <p>The ability to make and keep friends is essential in establishing and fostering positive interpersonal relationships.</p> <p>Problem-solving and conflict resolution skills promote positive interpersonal relationships.</p> <p>Taking responsibility for actions is essential to maintain healthy relationships.</p> <p>The development of lifelong healthy habits contribute to self-care and resiliency skills.</p> <p>Effective communication with others impacts interpersonal relationships.</p>	<p>Students will be able to:</p> <p>Evaluate and properly express feelings.</p> <p>Develop self-awareness and the ability to manage emotions.</p> <p>Analyze current friendships.</p> <p>Apply conflict resolution skills with peer.</p> <p>Distinguish between self-care and resiliency skills.</p> <p>Demonstrate positive interactions with others.</p> <p>Recognize, accept, respect, and appreciate individual differences.</p> <p>Accept, and appreciate ethnic and cultural diversity. Develop an understanding for the need for self-control and</p>

<p><u>NJSLS for ELA</u></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p>	<p>Maintaining self-control is an important life skill.</p> <p>Understand how triggers can affect stress and conflict</p>	<p>how to practice it.</p> <p>Assess personal stress levels and design techniques to manage stress.</p>
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RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Create a “My Feelings Journal.” Record three things that happened to them and write about how they felt, how they acted, and how it worked out.
- Role-play, in small groups, the positive personality traits that are important to establishing and maintaining positive relationships.
- Illustrate how a specific location would look if there were no rules. After the students share what lack of rules would look like, discuss the importance of being in control and following the rules.
- Discuss conflict resolution and the importance of negotiation and compromise.

KEY LEARNING EVENTS AND INSTRUCTION:

- Discuss feelings with the class, and play feelings charades.
- Discuss characteristics of a good friend.
- Have students role-play the scenarios for the class that illustrate ways to build positive relationships.
- Discuss that the importance of self-control and rules are a large part of school,
- Give each student the story starter called, “The Pencil Problem.” Students will then complete the story and share with the class.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 6-8 School Counseling
Unit I: Personal Emotional Awareness Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks	Social Emotional Awareness	<p>American School Counselor Association. (2003). <i>American school counselor association national model: A framework for school counseling programs</i>. Alexandria, VA.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Gysbers, N.C., & Henderson, P. (2006). <i>Developing and managing your school guidance program</i> (4th ed.). Alexandria, VA: American Counseling Association.</p> <p>Dahir, C. & Stone, C. (2009). School counselor accountability: The path to social justice and systemic change. <i>Journal of Counseling and Development</i>. V. 87</p> <p>Educational Viewpoints. (2013). <i>The Journal of New Jersey Principals and Supervisors Association (NJPSA)</i>.</p> <p>New Jersey Core Curriculum Content Standards for 21st Century Life and Careers. <i>Life and Career Education in the</i></p>

		<p><i>21st Century.</i></p> <p>Tri-County Director's of Guidance. <i>SGO's and assessments.</i></p> <p>Read Aloud: "Zero" by Kathryn Otoshi.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 6-8 School Counseling
Unit II: Academic Development

STANDARDS / GOALS: <u>ASCA National Standards</u>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Acquiring academic attitudes, knowledge and skills will contribute to lifelong learning.	<ul style="list-style-type: none"> • How will I achieve academic success, aspire to the highest level of achievement, and acquire skills for lifelong learning?
A:A1.4 Accept mistakes as essential to the learning process	KNOWLEDGE	SKILLS
A:A1.5 Identify attitudes and behaviors which lead to successful learning	Students will know:	Students will be able to:
A:A3.1 Take responsibility for their actions	Taking pride in work and achievement is essential in their academic self-concept.	Develop a positive academic self-concept.
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	Personal attitudes and behaviors lead to successful lifelong learning.	Analyze current attitudes in relation to learning.
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Fostering a love of learning will lead to future success.	Identify skills that support successful learning.
A:B1.1 Demonstrate the motivation to achieve individual potential.	Learning from one's mistakes is an essential life skill.	Demonstrate ability to adapt and adjust to challenging situations.
A:B1.3 Apply and study the skills necessary for academic success at each level.	Cooperative group work contributes to academic success.	Implement leadership and teamwork skills to work effectively in diverse teams.
A:B1.7 Become a self-directed and independent learner.	Problem-solving and decision-making are essential skills when confronted with roadblocks to academic success.	Evaluate problems and develop action plan to overcome roadblocks.
	Developing short and long-term goals lead to academic success.	Apply appropriate study skills.
	Necessary study skills will lead to success at all levels.	Make decisions, set goals, and take necessary action to achieve goals.
		Balance school, studies, extra-curricular activities, leisure time, and family life.

<p>STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>A:C1 Relate School to Life Experience</p> <p><u>NJSLS for ELA</u></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a</p>	<p>Successful life experiences build from positive academic habits</p>	<p>Compare and contrast how positive and negative learning habits contribute to a successful life experience</p>
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<p>filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will work on the goal setting activity. They will discuss the importance of setting goals for themselves personally for the new school year. They will create a chart to refer to throughout the year.
- Discuss in a group, positive and negative attitudes and what they look like to others.
- Create a study skills and organizational checklist that student will keep in their notebooks or locker for the year.
- Students will role play scenarios and will analyze the decision-making process

KEY LEARNING EVENTS AND INSTRUCTION:

- Create, with a partner, two SMART GOALS for the year.
- Students will play the attitude dice game.
- In small groups participants will roll dice and answer the matching question which are related to positive outlooks.
- Students will complete the decision-making activity using conflict scenario

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 6-8 School Counseling
Unit II: Academic Awareness Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks	Academic Awareness	<p>American School Counselor Association. (2003). <i>American school counselor association national model: A framework for school counseling programs</i>. Alexandria, VA.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Gysbers, N.C., & Henderson, P. (2006). <i>Developing and managing your school guidance program</i> (4th ed.). Alexandria, VA: American Counseling Association.</p> <p>Dahir, C. & Stone, C. (2009). School counselor accountability: The path to social justice and systemic change. <i>Journal of Counseling and Development</i>. V. 87</p> <p>Educational Viewpoints. (2013). <i>The Journal of New Jersey Principals and Supervisors Association (NJPSA)</i>.</p>

		<p>New Jersey Core Curriculum Content Standards for 21st Century Life and Careers. <i>Life and Career Education in the 21st Century</i>.</p> <p>Tri-County Director's of Guidance. <i>SGO's and assessments</i>.</p> <p>Read Aloud: "The Most Magnificent Thing" by Ashley Spires.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 6-8 School Counseling
Unit III: Career Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>Understanding the relationship between personal qualities, education, training, and the world of work will contribute to future success.</p>	<ul style="list-style-type: none"> • How can I become aware of life/career choices, and plan for work after school?
	KNOWLEDGE	SKILLS
<p>C:A1.1 Develop skills to locate, evaluate, and interpret career information.</p> <p>C:A1.8 Pursue and develop competency in areas of interest.</p> <p>C:A1.9 Develop hobbies and vocational interests.</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C:B1.1 Apply decision making skills to career planning, course selection and career transition.</p> <p>C:B1.3 Demonstrate knowledge of the career planning process.</p> <p>C:B1.6 Learn to use the internet to access career planning information.</p>	<p>Students will know:</p> <p>Becoming familiar with different careers and matching them to interests will promote individual success.</p> <p>Their personal abilities, skills, and interests relate to their career options.</p> <p>Setting challenging and realistic goals promote success.</p> <p>Academic and career interest may relate to one another.</p> <p>The ever-changing workplace requires lifelong learning and acquiring new skills.</p> <p>Interests and personality influence career options</p>	<p>Students will be able to:</p> <p>Identify personal interests and how they relate to careers.</p> <p>Analyze and evaluate abilities, skills, and interests.</p> <p>Evaluate decisions and design goals.</p> <p>Apply problem-based learning.</p> <p>Demonstrate ability to manage transitions and adapt to changing situations and responsibilities.</p> <p>Collect and categorize interests and relate to potential career paths</p>

<p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p><u>NJSLS for ELA</u></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.8.7. Evaluate the choices made</p>	<p>Teamwork, problem-solving, and organizational skills are necessary for success.</p>	<p>Use effective collaboration and cooperation skills.</p>
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<p>by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Explore different areas of interests in school, or outside of school.
- Discuss career clusters. Analyze how their interests could be related to one of the career clusters.
- Research different careers and brainstorm what qualities someone would need to be successful in this field.
- Students choose careers that are unfamiliar to them and research each career, and present them to the class

KEY LEARNING EVENTS AND INSTRUCTION:

- Discuss topics such as World Language, Music, Art, Sports, Technology, Science, Cooking, Theater, etc.
- Have students fill out an interest survey related to the career clusters.
- Compile a career exploration notebook Grade Level Meetings (Ongoing)
- Careers Game

RANDOLPH TOWNSHIP SCHOOL DISTRICT
6-8 School Counseling
Unit 3: Career Awareness Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks	Career Awareness	<p>American School Counselor Association. (2003). <i>American school counselor association national model: A framework for school counseling programs</i>. Alexandria, VA.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Gysbers, N.C., & Henderson, P. (2006). <i>Developing and managing your school guidance program</i> (4th ed.). Alexandria, VA: American Counseling Association.</p> <p>Dahir, C. & Stone, C. (2009). School counselor accountability: The path to social justice and systemic change. <i>Journal of Counseling and Development</i>. V. 87</p> <p>Educational Viewpoints. (2013). <i>The Journal of New Jersey Principals and Supervisors Association (NJPSA)</i>.</p>

		<p>New Jersey Core Curriculum Content Standards for 21st Century Life and Careers. <i>Life and Career Education in the 21st Century</i>.</p> <p>Tri-County Director's of Guidance. <i>SGO's and assessments</i>.</p> <p>Read Aloud: <i>Who Am I and A-Z Career Guide for Teens</i> by Tai Abrams</p>
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APPENDIX A

Role of the Middle School Counselor

Direct Student Services

Individual Counseling: School counselors monitor the academic, social/emotional and career needs of every student. Counselors provide short term and goal focused counseling.

Small Group Counseling: School counselors identify the social/emotional, academic, and executive functioning skills needs of students. Counselors create small group counseling sessions based on these needs and develop specific goals.

Instruction: School counselors collaborate with teachers to coordinate and deliver classroom lessons. The lessons will promote personal/social, academic, executive functioning skill and acceptance of everyone's differences.

Crisis Response: School counselors provide support and assistance to students and families as they navigate crisis and emergency situations.

Advocacy: School counselors support and advocate for the needs of their students.

Indirect Student Services

Collaboration: School Counselors work closely with administrators, staff, parents and the community to support student success.

Resources: School Counselors provide community and outside resources to parents for additional academic and social/emotional needs.

Coordination: School Counselors coordinate academic and social/emotional interventions to help the student be successful.

Technology: School Counselors gather, analyze and interpret data to identify student needs.

APPENDIX B

Benefits of Comprehensive School Counseling in Randolph

Bulleted below are examples of how district stakeholders benefit from the implementation of a comprehensive and developmental counseling program:

Students

- Receive individual student planning, and responsive services
- Benefit from proactive strategies and responsive interventions to maximize growth and success
- Gain multiple opportunities to develop skills in the three counseling domains: academic, social/emotional, and career

Staff

- Foster collaborative and positive relationships with administrators, school counselors, students, parents, and colleagues
- Collaborate with teachers to support student needs

Administration

- Receive support from school counselors as a critical leader in the educational process
- Collect data to strengthen school climate and student performance/achievement
- Encourage participation in professional development opportunities

Parents and Guardians

- Attend educational and informational sessions
- Communicate with teachers, school counselors, and administrators
- Obtain access to available school and community resources

Community

- Partner with school stakeholders
- Offer helpful resources

APPENDIX C

School Counseling - USING DATA

To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement and counseling program improvement. This includes data collection as well as data evaluation.

Elementary school counselors monitor student progress toward achieving the ASCA National Standards. Counselors deliver strategies to support every student's academic, career, and personal social development. Progress is assessed by analyzing student achievement data and achievement-related data, monitoring through student self-reports, grades, teacher comments, and assessment data.

Collections include, but are not limited to:

Demographic Data: Ethnicity, language, socioeconomics, free/reduced lunch eligibility, special education placements

Academic Data: Test scores, patterns in grades

Climate Data: Discipline referrals, attendance rates, participation in afterschool and extracurricular activities

The elementary school counseling program uses a data-driven philosophy to affect change within the school system. Elementary school counselors are knowledgeable in the collection, analysis, and interpretation of data. School counselors monitor student progress through collection of various types of data:

Process Data: School counselors may present the number of students seen individually, in a group setting, or in the classroom.

Perception Data: Gathered from student and/or parent surveys

Results Data: Answers the question "so what?" and provides evidence that student competency is affected by knowledge attainment, attendance, behavior, and academic achievement

School Improvement Data: Presents an overall picture of student needs, accomplishments, and progress. Analyzing the results of an effective school counseling program is an important step in the accountability process. All stakeholders will have a deeper understanding of the contributions of the elementary school counseling program as a result. It is essential to our school's mission for counselors to demonstrate a willingness to be accountable for impacting critical data.

Through the use of data, RMS school counselors answer the question, "*How are students different because of what we do?*"

RMS school counselors use data to determine how our school counseling department positively impacts student academic achievement, personal/social and career development. The school counseling department's student growth objectives (SGO's) are based on SMART goals (specific, measurable, attainable, rigorous, time driven) suggested by the American School Counselor Association (ASCA).

Ways in which our school counseling department collects data:

- Genesis grade reports
- Genesis attendance reports
- Harassment Intimidation & Bullying (HIB) incidents
- Adjustments academically, socially, extra-curricular
- Discipline referrals
- Teacher Input
- Risk Assessments
- I&RS/504 Meetings
- Department of Child Protection and Permanency reports
- Naviance searches for college and career readiness