

“Ain’t No Stoppin Us Now”



by: McFadden & Whitehead

From Reactive to Proactive: One Middle School's Journey

Do you feel like your program can be too reactive? So did we! In this session, participants will learn how a team of school counselors went from reactive to reshaping and redefining their program to serve MORE students through the use of data and strong administrative support. By identifying goals and developing action plans to address our school needs, we will share how we continue to define our roles and have a positive impact on school climate - increasing the number of school counselors in the process!



Thomas Jefferson Middle School Counselors

From Reactive to Proactive: One Middle School's Journey



Joanna Aceves
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The Way It Used To Be...

2002 - 2006: 1 school counselor for approximately 1200+ students,

2007 - 2009: 2 school counselors for approximately 850-900+ students

2009 - 2010: 1 ½ school counselors for approximately 850-900+ students (cuts)

2011 - 2013: 1 school counselor for approximately 700-800 students

2014 - 2017: 1 school counselor for approximately 570-650 students

2017 - 2018: 1 school counselor & 1 SAP/Tier 3 counselor 4 hours p/week
for approximately 650 students

*Current year: 2 school counselors!! For approximately 680 students

My typical day was spent on...

*putting out fires (whack-a-mole game),
constant “crisis mode”, working late hours, no
time for planning meaningful/intentional lessons,
etc. - ‘No time to look at any data’...



cont.

What did our “school counseling pyramid” look like?

- ‘Upside down’

Students receiving “school counseling” services? (lessons, groups)

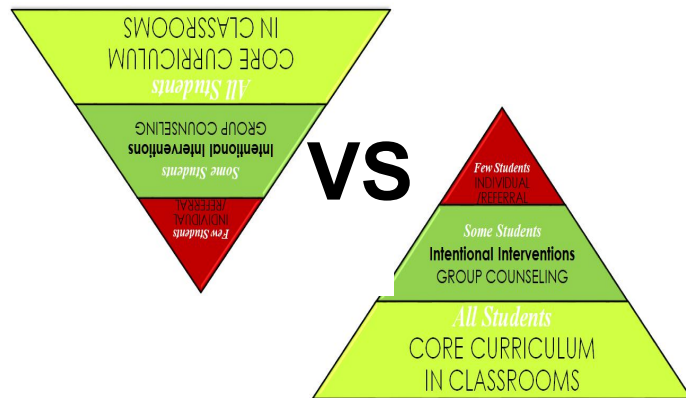
- Very few as the focus was on high risk incidents

How did you use any data to drive your decisions?

- ‘Data? When? No time...’

What was admin support like?

- Performing disciplinary actions or assigning discipline consequences
- ‘How’ to use the school counselor - maximize my skills
- Inconsistency in Admn - steady principal but different AP’s... difficult establishing consistent school helping services



Step 1--Examine Your School's Data

why the need to change EXISTING program??

- Not seeing much difference; not all students' needs were being met
- Dire need of a more **Proactive Program** and 'putting to use tools & strategies'
- Feeling frustrated, discouraged, and no longer enjoying going to work...

How we found our school's discipline data--what did we learn?

Collaborating with our Principal and Assistant Principal, the first thing we did was examine our school discipline data through reports generated by Synergy (District System).

- Suspension Rates over time
- Suspension by grade level
- Discipline summary by description



What Did the Data at TJMS Say?

- **Suspension rates over time (on reported incidents)**

2016-17	2015-16	2014-15
7.9%	21.1%	21.4%

- **22 students** were suspended during **first semester** (2017-2018)

- **Suspensions by grade level**

- 7th--10
- 8th--9
- 6th--3

- **Discipline summary by description**

6th Grade	7th Grade	8th Grade
<ol style="list-style-type: none">1. Class misconduct2. Defiance3. Disruption of learning environment	<ol style="list-style-type: none">1. Willful use of force2. Class misconduct3. Defiance	<ol style="list-style-type: none">1. Classroom disruption2. Willful use of force3. Class misconduct

California Healthy Kids Survey (CHKS)

What is the CHKS?

- Anonymous survey given to 5th/7th/9th/11th graders in California
- **Measures student perceptions on:**
 - School engagement
 - School safety
 - Alcohol and other drug use

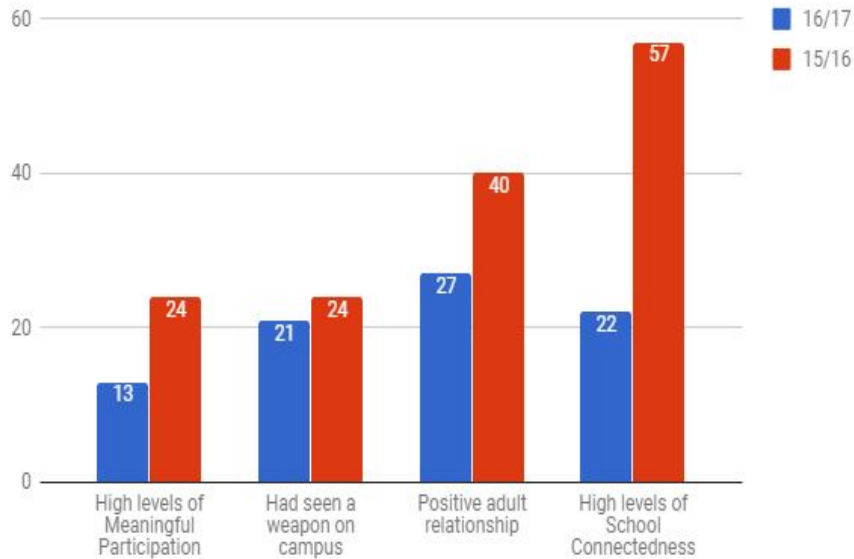
Used for:

- LCAP implementation
- School safety plans
- School counseling prevention and intervention
- School-wide and targeted programs

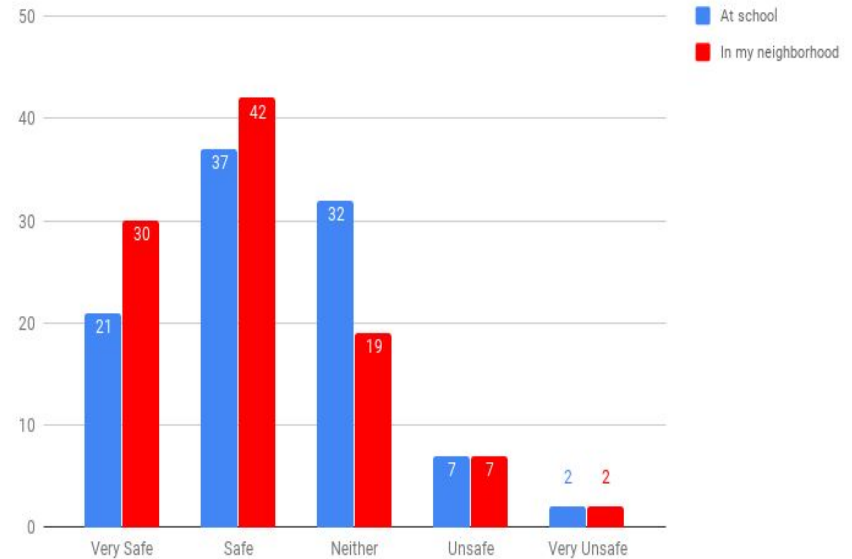


What Did the Data at TJMS Say?

2-Year Comparison



% of students who feel safe at school/home



Step 2--Set a SMART Goal for your School Counseling Program

What is a SMART Goal?

As a team-- WE used our data from CHKS to create 1-2 goals for the year...

Jefferson School Counseling SMART Goals

SMART Goal #1: decrease in 7th grade discipline rates by 10% from semester 1 to semester 2 (LCAP indicator #6)

SMART Goal #2: increase the 22% of 7th graders who reported high levels of school connectedness based on the CHKS (2016-2017) by 35% or more (LCAP indicator #7, #8)



Step 3--Get Admin Support

Presented our idea to ADMIN

- Shared CHKS data (previous year) with ADMIN
- Asked ADMIN for data regarding discipline for 1st semester of current year (2017-2018)
- Together we compared data, discussed concerns and established goals
- Discussed the high demand for 2nd Counselor to help bring about change
 - What would 'change' look like
 - What more would be offered
 - Service to how many more...
 - Attendance = \$\$ (less suspensions = more students in school)
- Admin was excited to hear our ideas, yet concerned about the results
- Invited us to share at Staff Meeting

Jefferson MS Implementation Plan-- Spring Semester

	<u>Site Need</u>	<u>Action Step</u>	<u>Timeline</u>	<u>Aligns with LCAP Indicator</u>	<u>Aligns with DSUSD Goal</u>
1	Develop a comprehensive SC program	Develop a tiered system of school counseling prevention/intervention to support all students	Ongoing	<ul style="list-style-type: none"> • #3 parent engagement • #3 academic • #5 chronic absence • #7/8 CCR 	All
2	Decrease 7th grade discipline rates	Deliver a classroom lesson in all 7th grade classes about bullying/safety	Feb-March	#6 Suspension rate and local climate survey	#3
3	Decrease 7th grade suspension rates	Conduct small-group intervention for students with highest discipline rates	On-going	#4 Academic	#3
4	Increase student connectedness in all grades	Develop lunchtime activities for all grade levels	March-June	#6 Suspension rate and local climate survey	#3
5	Increase academic success in all grades	Create "Grade Check" program to support individual students with self-advocacy and study skills	March-June	#7-8 College/Career	#2



Tier 2 Intervention Groups



Example of School-wide Services

Due to results from CHKS, Panorama Survey & our SMART Goals to

Increase school connectedness & decrease discipline issues...

Our Focus  **Making Lunch Supervision more Proactive, Fun & Efficient!.**

Lunch time activities such as:

- music/games with students & ASB/Renaissance clubs
- Opening the Counseling Center 2-3 times per week- student hangout...
- Inviting outside agencies/services during lunchtime - offer students information...

The more positive, engaging opportunities students have to get involved during lunch time, the less time they will have to misbehave. This has a positive impact on student behavior - less disciplinary issues during lunch time!

LUNCHTIME FUN ON VALENTINE'S DAY!



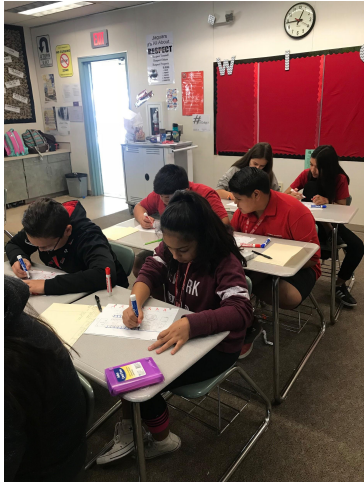
Targeted Core Curriculum Lessons, based on CHKS results...

Share pre/post test data from the “stop bullying” 7th grade lesson

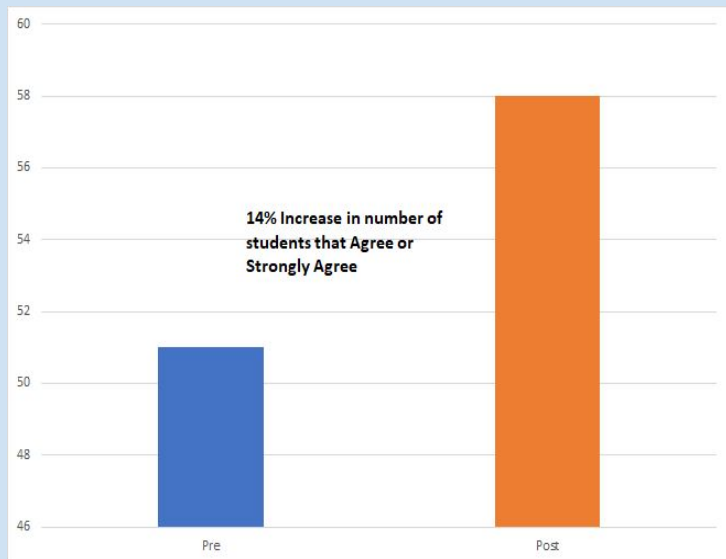
- **Questions on Survey (sample included)**
- **Map Activity - ‘Bullying HotSpots’ (copy included)**

Where Does it Happen?

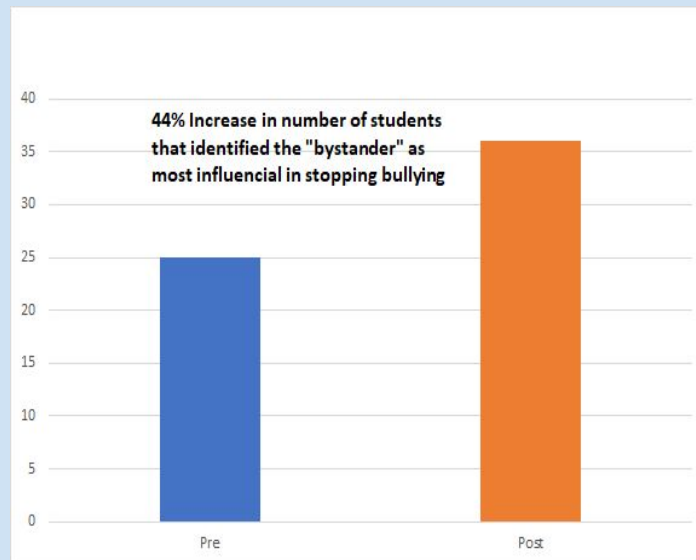
color for “bully-free zones”
color for “bullying hotspots”



I believe I can help
make TJMS a safer
place



Who has the biggest
influence to stop
bullying?



Key Findings at the end of 2nd Semester...

32% decrease in total 7th grade suspensions between semester 1 (25) and semester 2 (17) in **2017-2018**

SMART Goal #1 MET and EXCEEDED!

Decrease in

1. Number of students with MULTIPLE suspensions
1st sem = 4 (1=4; 3=2)
2nd sem = 2 (2 each)
2. Number of students with ONE suspension (15 vs 11)

February “**Intervention Month**” saw the lowest number of suspensions (2)

Documentation to support Self-Advocacy... (few examples)

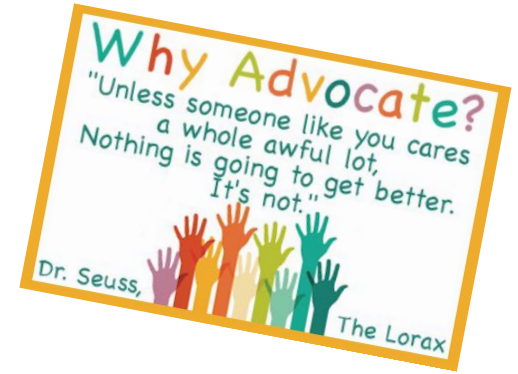
'Data'- proof of what you are doing and why/how it makes a difference...

- Individual Referrals (Tier 3 referrals)
- Conflict Mediations
- CPS Reports
- Suicide Risk Assessments / 5150
- YAT (Youth Accountability Team)
- INsight (drug/alcohol)

- Keep track of all Groups facilitated in a semester/year (Tier 2)
 - Grief
 - Anger Management
 - 'Changing Families'
 - Self Esteem
 - Above The Influence
 - Ophelia Project
 - Social Skills
 - Academic Support
 - Conflict Resolution
 - D.A's Leadership Program
 - BRAAF

- Core Curriculum Lessons in Classrooms (Tier 1)
 - Type of lesson
 - Grade level

- SST Meetings - 504 Plans - IEP's



Self-Advocacy

After reviewing all the data, it was clear that our school's needs were demanding and challenging! Bringing about any change, was not going to be easy....

The PLAN ...

- highest level - speak in front of the board
- Discussed with my Principal
- Principal voiced her concerns as well, advocating for a 2nd Counselor

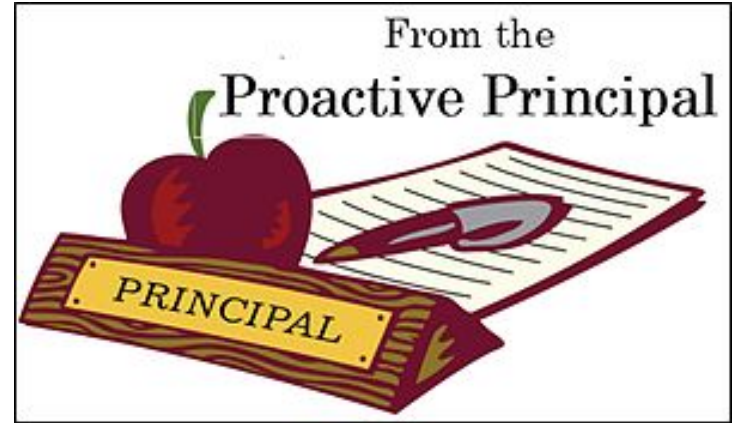
*Our Principal was so excited about supporting our work and I was ready with a case to present to our board. However, my Principal had a different plan...

**Not about the number (ref to 1 counselor to 1200+ students or 680...)

A Big Success!!

Principal, Margo McCormick
Thomas Jefferson Middle School
(2016-Present)

- Why - Motive - Rationale, for 2nd counselor?
- How funds are justified
- Why use funds for a 2nd Counselor



PRIDE & PROGRESS – YOUR SCHOOL

LCAP GOAL 3: All students will develop and consistently demonstrate responsible, respectful, and ethical behavior

89.9% in overall discipline incidents - year to date (comparing last year and this year down 91.1% over this time in 2015 school year.)

Suspension rate currently at 11% of last year's overall suspension rate. (30 suspensions in 2017 school year - to date VS. 265 suspensions in 2016 school year - whole year)

- One safe and secure point of school entry
- Restorative Behavior Matrix Model (MTSS Team)
- Extra Security Support (additional agent)
- Hero Program (anti bullying)
- Community Resources (Social Emotional needs) DA, Strengthen Families...
- Back to School Night/ Report Card Conferences/ Parent University
- Additional Counselor (Tier 2-Tier 3)
- Full time Counselor

Overall Incidents/Referrals: Where We Were... and Where We Ended

2014	2015	2016	2017
1302	2058	1824	284

Suspensions: Where We Were... and Where We Ended

2014	2015	2016	2017
247	291	265	61

Lessons Learned and Next Steps

What worked...

Using data

Reaching MORE students

What didn't work...

Waiting for things to happen

Only working with a few kids

“Random Acts of Guidance”



Next Steps...

Continue Professional Development

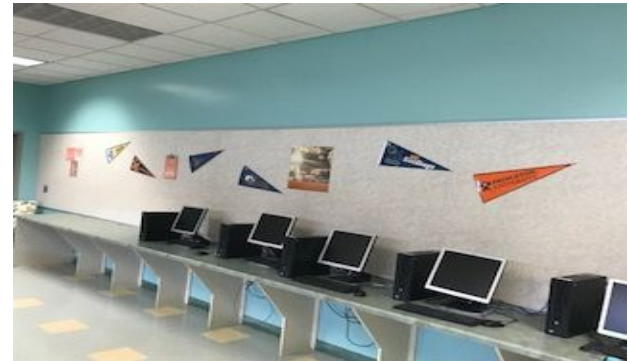
- Monthly PD with other middle school SCs,
- New School Counselor Academy (Joanna),
- Attend Conferences

Creating an Annual Calendar (in progress)

Expanding services - to include more Outside Agencies,
Parent Workshops...



New Counseling Center



2018-2019 Counseling & Career Center

“School counselors help students thrive academically, personally and socially”

- Rooms 401 and 402
- Education - Prevention - Intervention
- Privacy and Confidentiality
- Students will feel more comfortable seeking counseling services
- Parental Counseling & Support / Parenting Workshops
- Intervention Counseling Groups / Individual Counseling
- Social/Emotional Learning (SEL) (MTSS)
- Academic Support
- Lunchtime Academic Check-In's (grade checks/StudentVue)
- SST Meetings
- Crisis Response
- Continue our work with 'Outside Agencies' - ie. D.A Office, Ophelia Program, Above The Influence, Grief Center, Riv. Cty Mental Health, SAP...

MY WHY - THE DRIVE BEHIND MY PASSION

What?

We help students thrive academically, personally and socially, so they can seek to become 'a better version of themselves', and create a better future for themselves and others.

How?

By teaching students the knowledge, attitudes and skills necessary for academic, career and social/emotional development.

Why?

Because we wholeheartedly and passionately, believe that every student, within their own capacity, has the potential for growth.

We, here at TJMS, are a 'Team'

One of the '8 Characteristics of the Innovator's Mindset' by George Couros

'Networked' – Steven Johnson has a powerful quote on the importance of networks where he states, “**chance favours the connected mind.**” **Innovation does not happen in isolation**, as it is often ideas that are being shared amongst many that lead to new and better ideas being developed. The best educators have always created networks to **learn from others and create new and powerful ideas.** **'Isolation is the enemy of innovation'**. Networks are crucial if we are going to develop the “Innovator's Mindset”.

Therefore...

