Mission Statement

The School Counseling Program at Franklin Academy helps students focus on academic, personal/social, and vocational development so they can achieve success in school and within their respective communities.

Our Vision

To eliminate barriers that may impede the overall success of the student by providing services within the school and referrals to community agencies.

School Guidance Curriculum

- School-Wide Graduation Incentive Program
- Small Group and Individual Counseling focused on increased graduation numbers
- Personalized student learning based on interest and needs assessments and Career Counseling Assessment

Peer-Intervention Program

- Peer/Mentor Support Groups
- Peer Modeling
- Peer Academic Tutoring
- Peer Assisted Self-Management Program
- Peer Advocacy for Students in Recovery

To provide engaging activities and services to students in an effort to help students develop a positive perception of their educational experience.

"Tell me and I forget, teach me and I may remember, involve me and I learn."

-Benjamin Franklin

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Franklin Academy School Guidance & Counseling

Franklin ACADEMY

BUILDING BETTER PEOPLE, EVERY DAY

Middle School Counselor

Amy Sparkman

Updated June 2023

We are here to help your children grow in the area of academics, career development, and personal/social/emotional development. Together we can ensure that our students become the productive and well-adjusted adults of tomorrow. These goals will be accomplished through a variety of ways including classroom lessons, small group counseling groups and individual counseling.

Services available to all students:

- Large Group Intervention
- Small Group Intervention
- Crisis Counseling
- Classroom Guidance
- Community Resources
- Advocacy
- Conflict Resolution
- Development of Long-Term or Short-Term Goals
- Peer Intervention
- Social-Emotional Learning
- Bully Prevention
- Academic Support

Counselors are the heart of the school because they…

- Help create a safe school environment where children can learn.
- Work with students on attendance issues.
- Coordinate referrals to outside agencies.
- Helping design interventions to enhance student success.
- Develop community partnerships to enhance student career awareness.
- Help teachers create a positive learning environment.
- Help students learn anger management, conflict resolution, and mediation skills.
- Help parents, teachers, administrators in learning how to meet the needs of all students.

Equity in Student Achievement

At Franklin Academy, we believe that all students have a right to equal treatment and education. Every student is treated with dignity and respect, regardless of age, ethnicity, religion, culture, sexual orientation, abilities, or disabilities. We advocate for all students to ensure that they receive appropriate services in a safe, supportive environment, through:

- Positive School Culture
- On-Going Professional Development to promote student equity
- Advanced equity through Title IX
- Prioritizing College access
- Investing in Civil Rights resources

(ASCA, 2018)

Personal/Social:

Students are encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes and develop a desire to improve in chosen areas. Students are also directed to develop skills associated with peer and adult relationships leading to positive self-concept and self-confidence.

"The most effective counseling programs focus comprehensively on academic, social-emotional, and postsecondary domains in addition to being preventative and using data to better target student needs,"

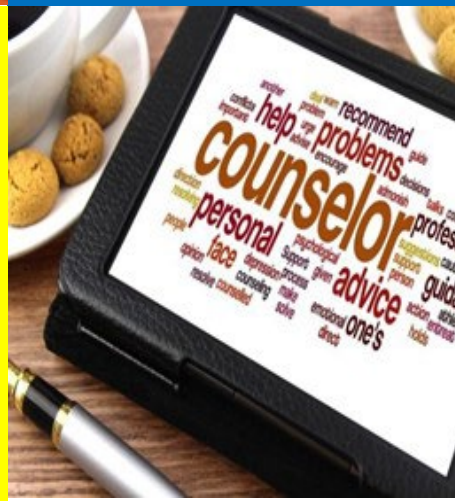
(Savitz-Romer & Nicola, 2021, p. 1)

Data Collection

Collecting and using data is essential in encouraging student success, both academically and socially/emotionally. With data collected from various sources, including classroom observations, student attendance and grades, disciplinary referrals, and benchmark assessments, we are able to assess our existing program effectiveness and monitor student progress. This allows us to make informed policy and systemic program changes as needed, keep all stakeholders informed, and support our students effectively (Young & Kaffenberger, 2019).

Health & Wellness:

Students are taught to understand the value of developing habits and behavior that promote a healthy lifestyle. Students increase their awareness of preventative care, the importance of healthy lifestyles, and the benefits of making daily decisions that lead to personal safety and good health.



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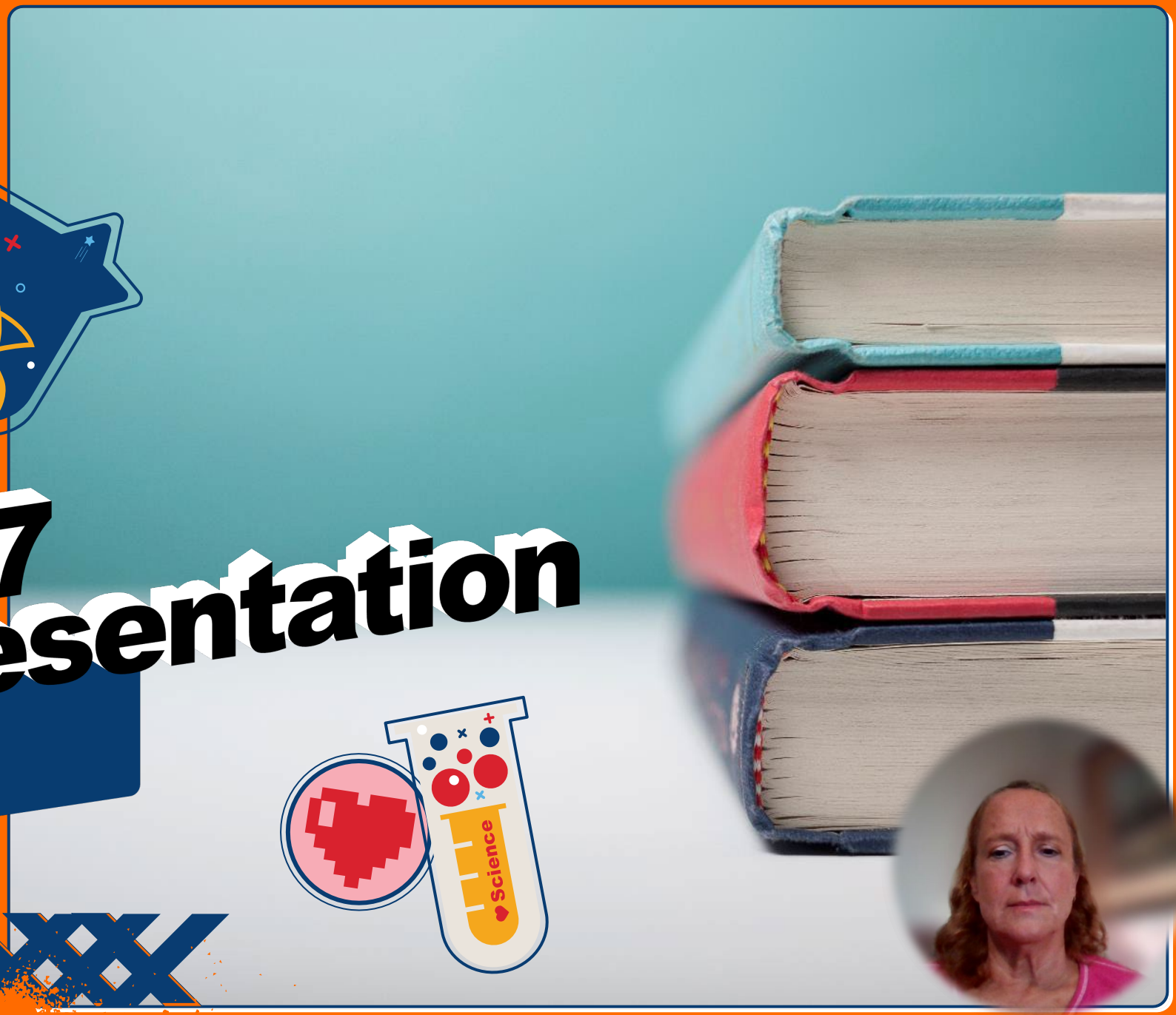
Module 7 Data Presentation

COSC661

Amy Sparkman



Explanation of Survey

- Purpose:
  - Determine academic, career, and social/emotional needs.
  - Develop and provide programs to meet those needs.

- Given to 6th-8th grade students in Google Form

Survey

Needs Assessment Assignment

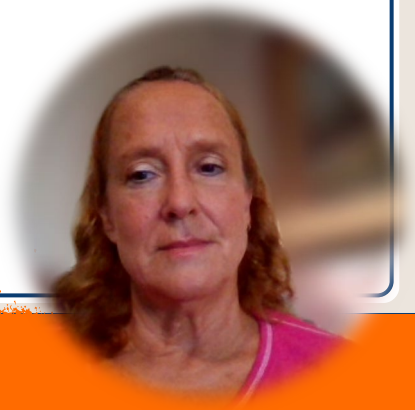
Our school counseling department wants to make sure that we provide programs that meet your needs. Please be completely honest when answering the following questions. This survey is totally anonymous and there is no information that can identify you. The purpose of this survey is for us to learn what types of programs or activities interest you.

Thank you for helping us learn how we can best meet your needs!

Please read each statement and mark the most appropriate response. It's usually best to follow your first reaction/feeling about each statement.

Answer each question with:

1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

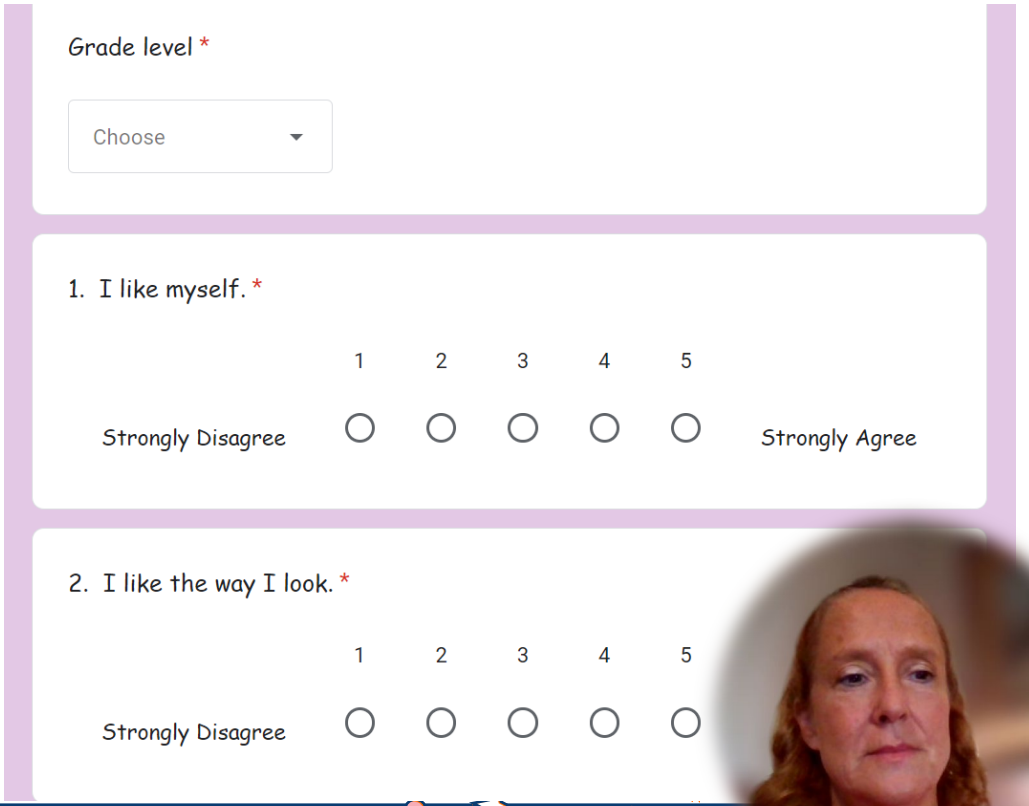


Survey Questions:

- First, students were asked what grade they are currently in.
- Then, they answered ten questions using a Likert scale, rating each from 1 (Strongly Disagree) to 5 (Strongly Agree).
- “Likert scales provide a convenient way to measure unobservable constructs,” (Jebb et al., 2021, p. 1).

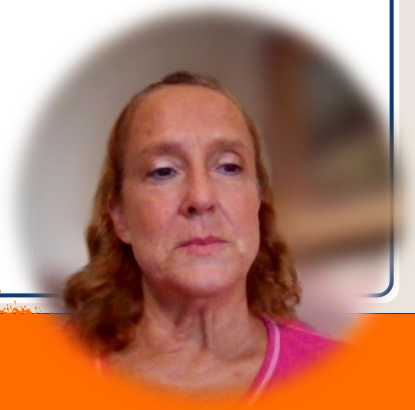
Questions asked were:

1. I like myself – Social/Emotional
2. I like the way I look. – Social/Emotional
3. I get along with everyone – Social/Emotional
4. I believe that I am smart. – Academic
5. I do well in school. – Academic
6. I do the homework that is assigned on time. – Academic
7. I know what I want to do when I graduate from high school. – Career
8. My teachers treat me with respect. – Academic
9. My teachers expect the best from me. – Academic
10. I have good self-control. – Social/Emotional

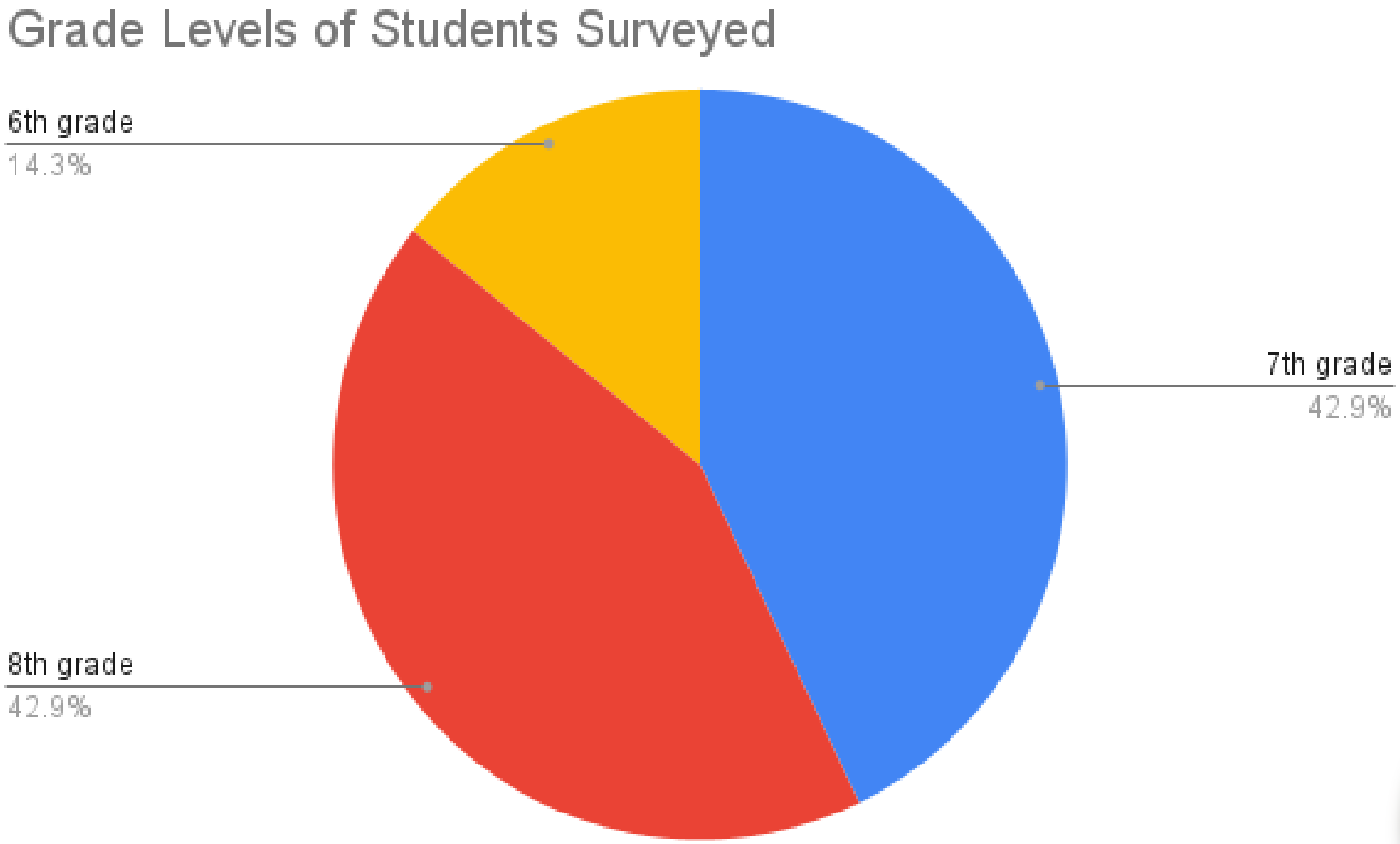


Survey results

- The results of each question were placed into individual pie charts:
  - Red = Strongly Agree
  - Blue = Agree
  - Yellow = Neutral
  - Green = Disagree
  - Orange = Strongly Disagree

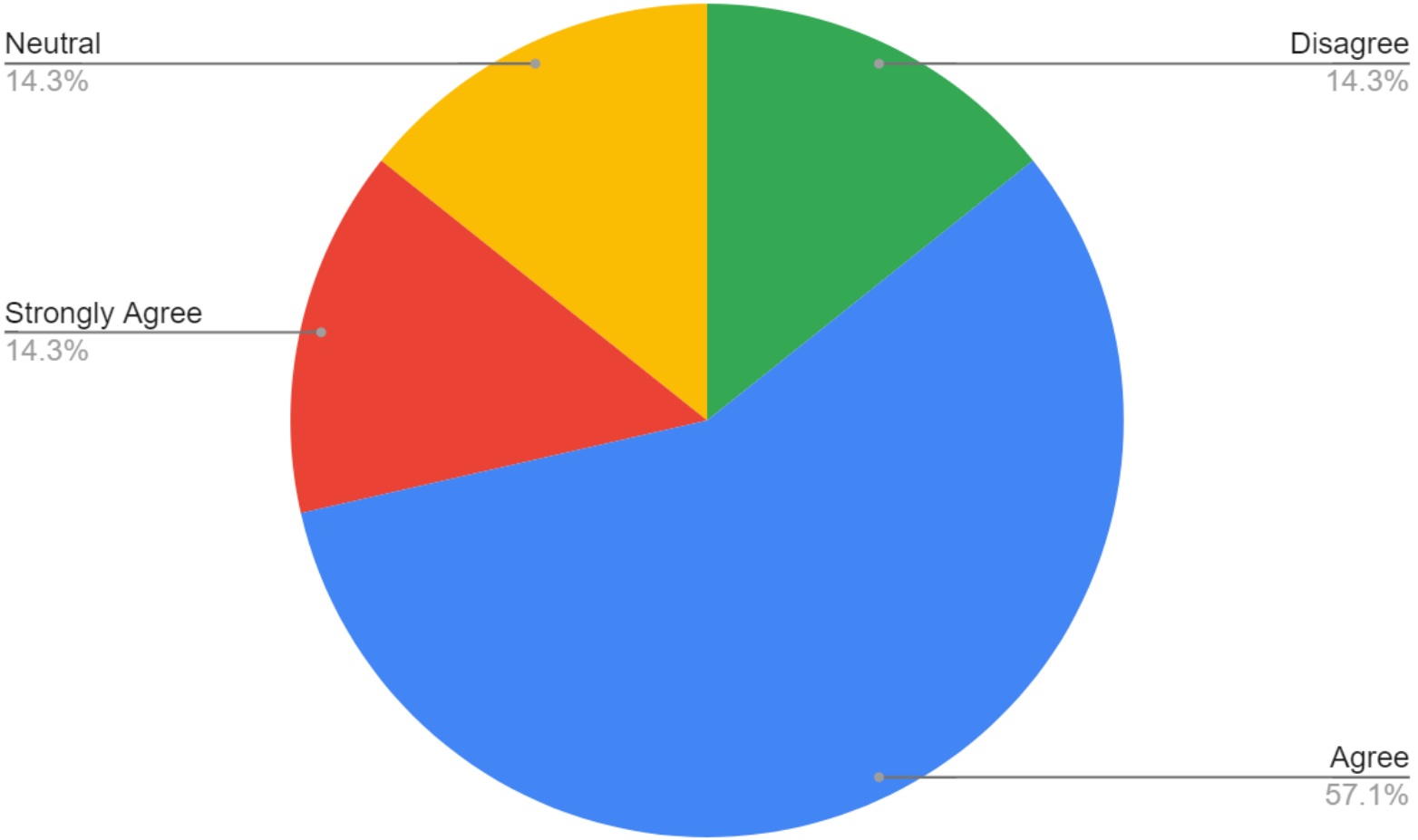


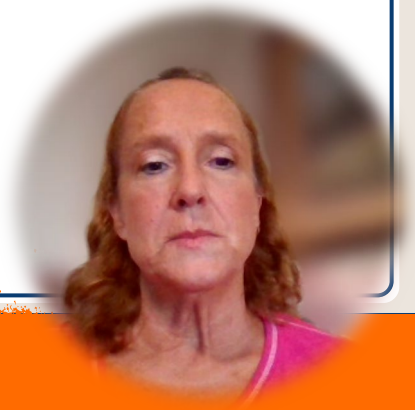
Survey results



Survey results

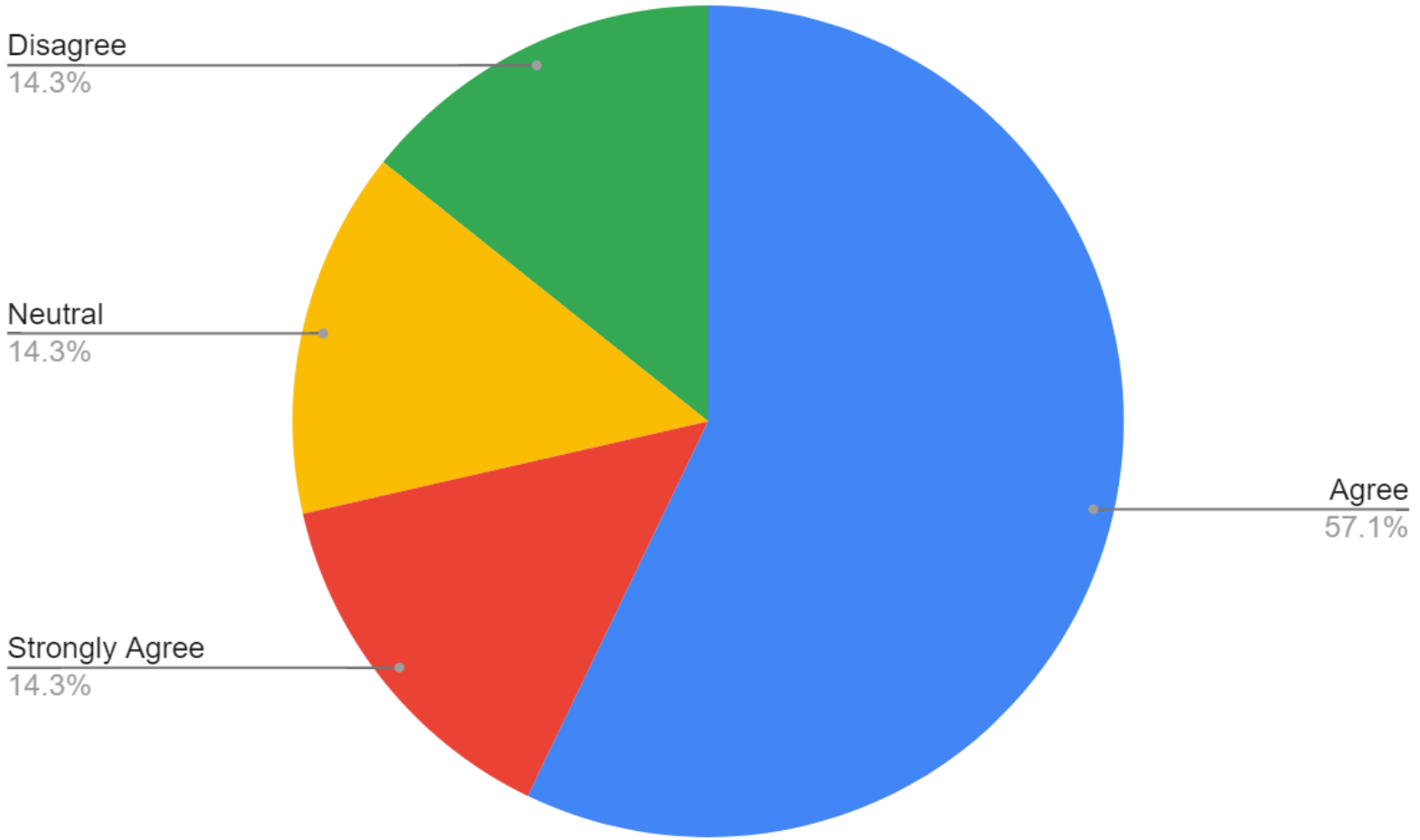
1. I like myself.

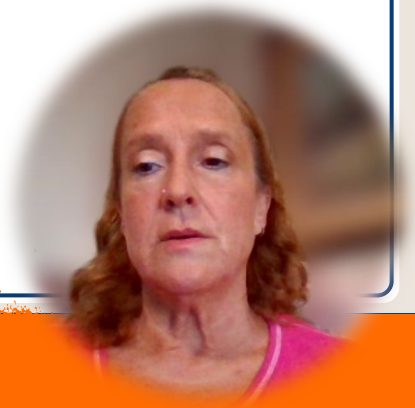




Survey results

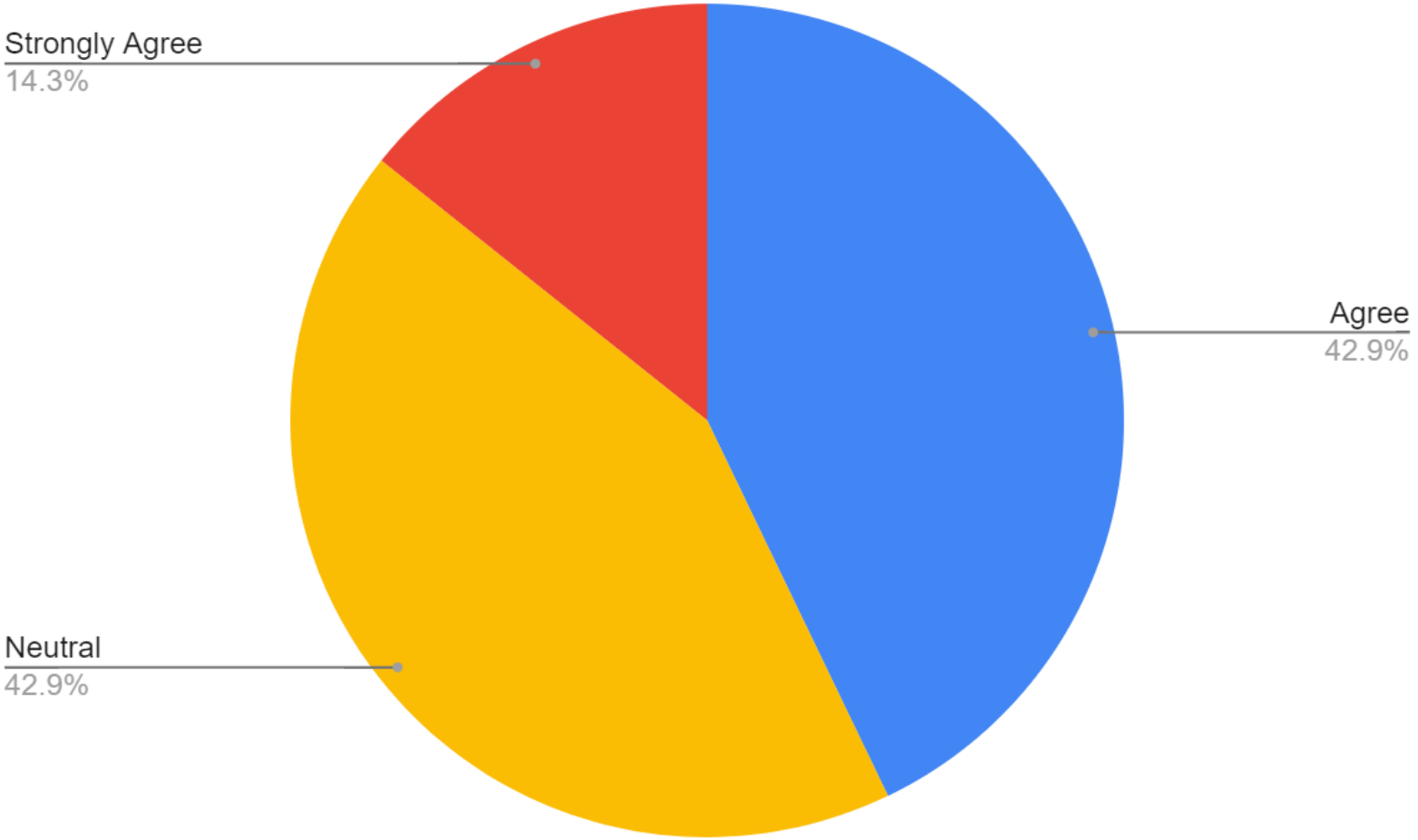
2. I like the way I look.





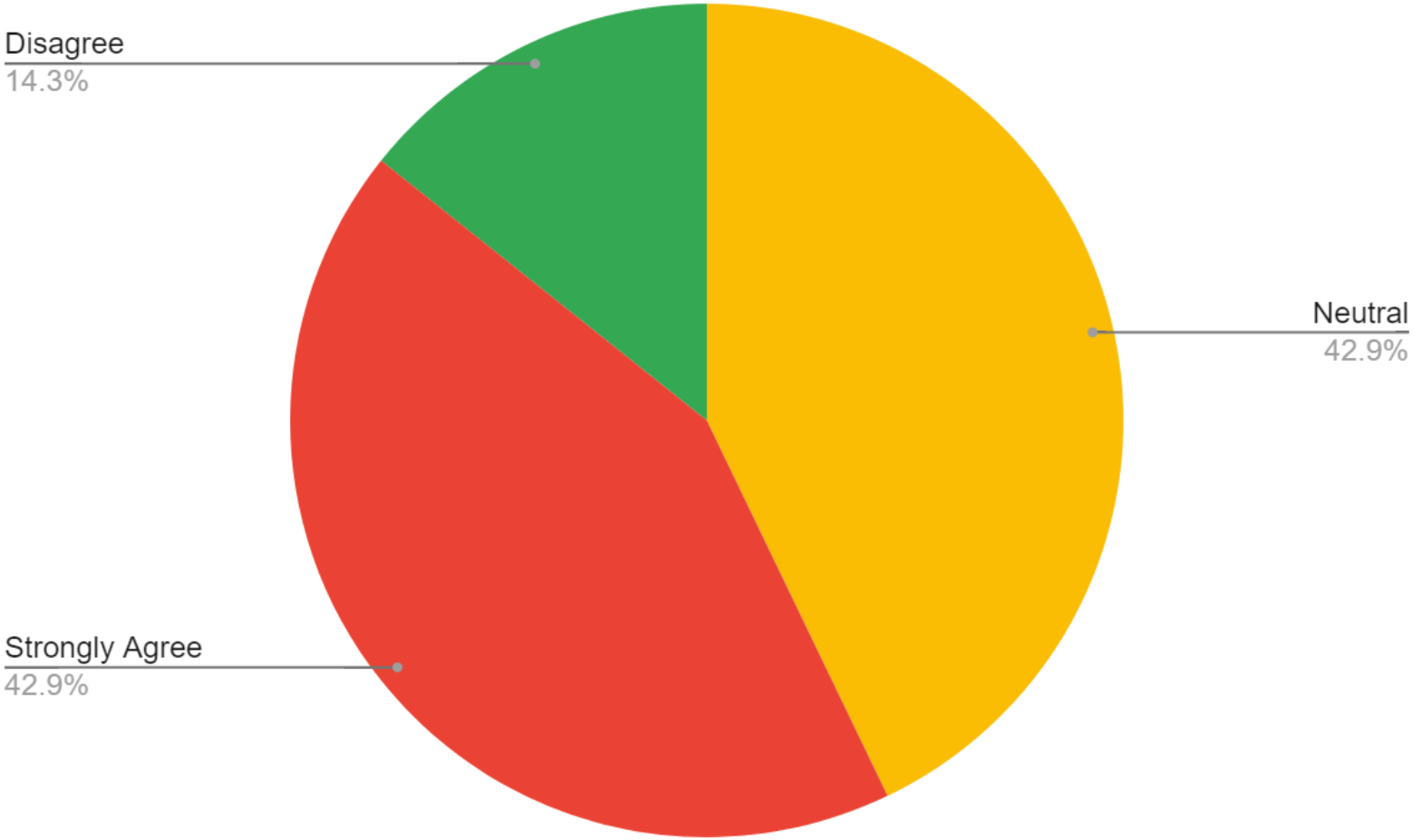
Survey results

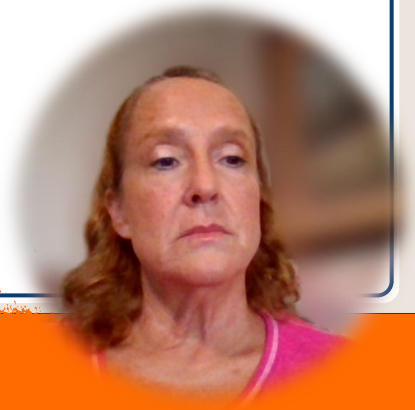
3. I get along with everyone.



Survey results

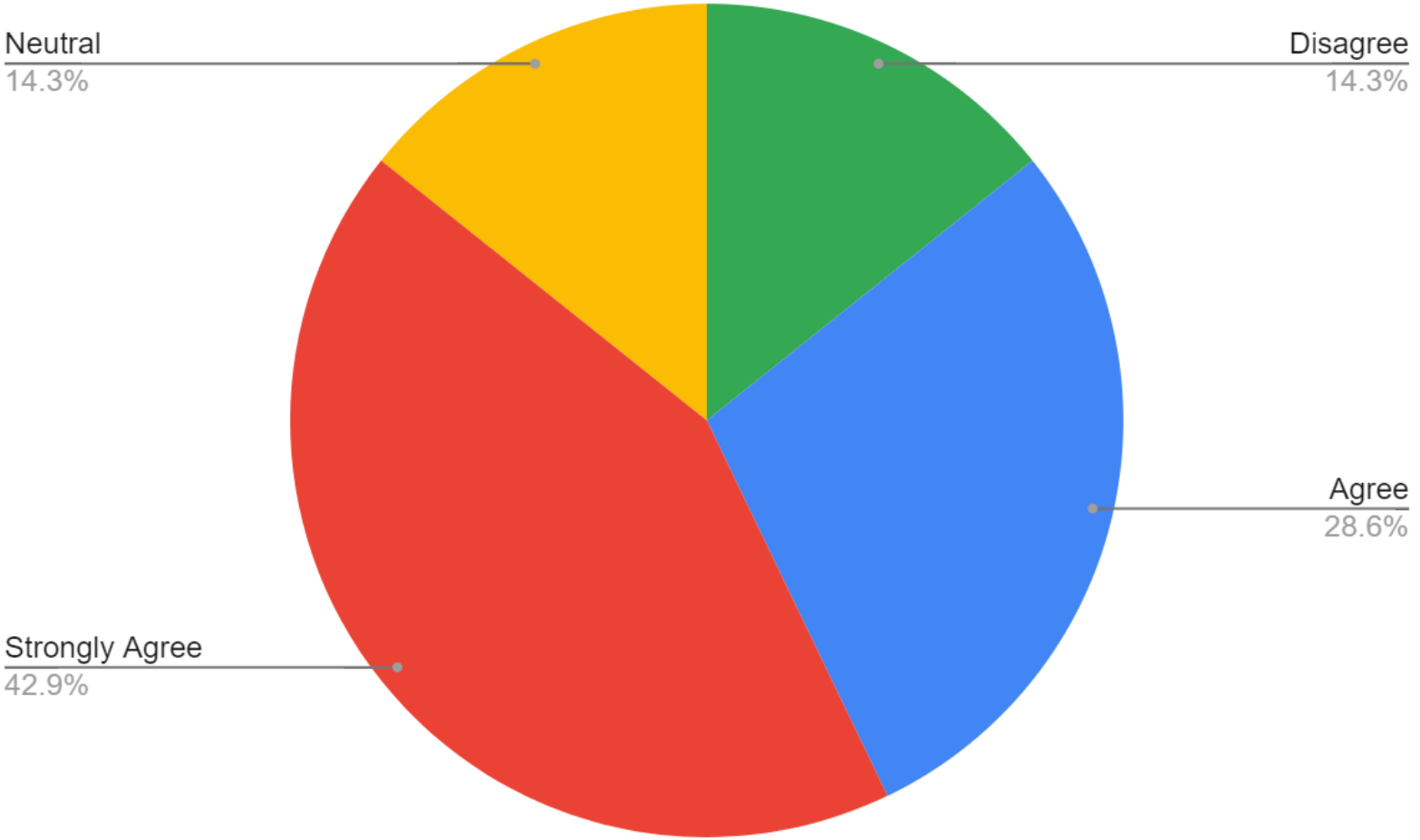
4. I believe that I am smart.

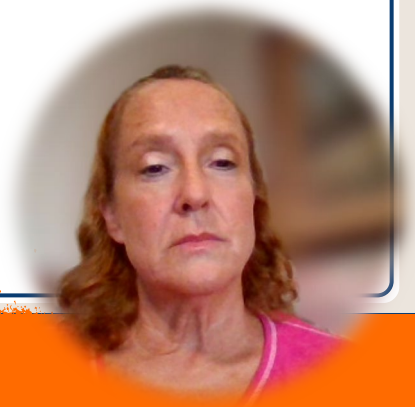




Survey results

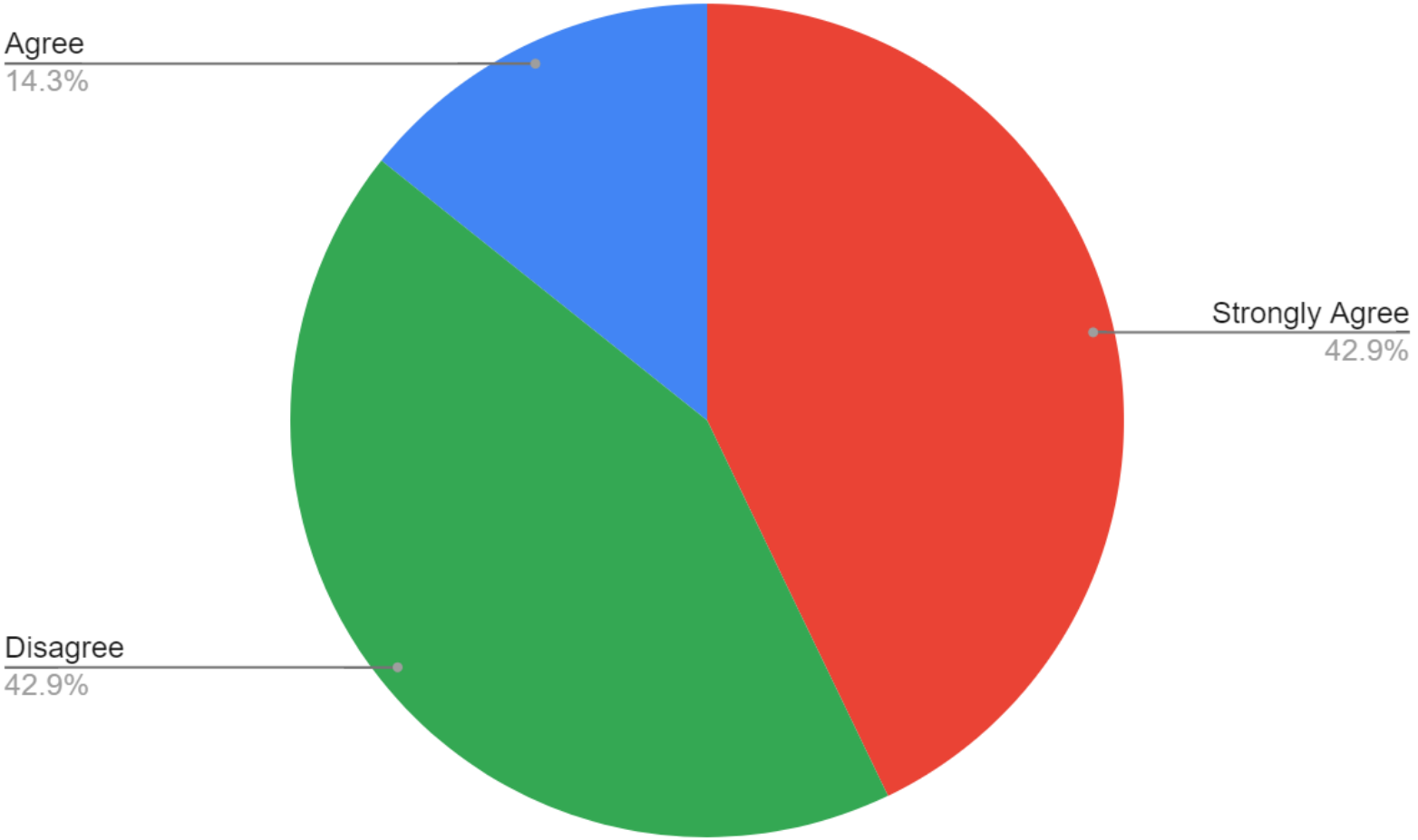
5. I do well in school.

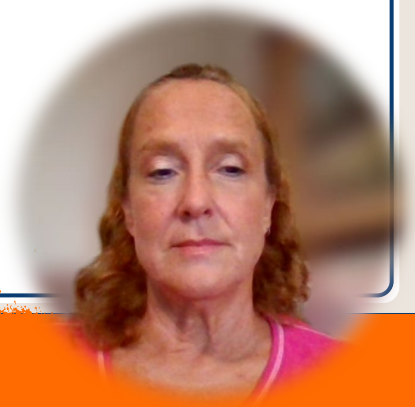




Survey results

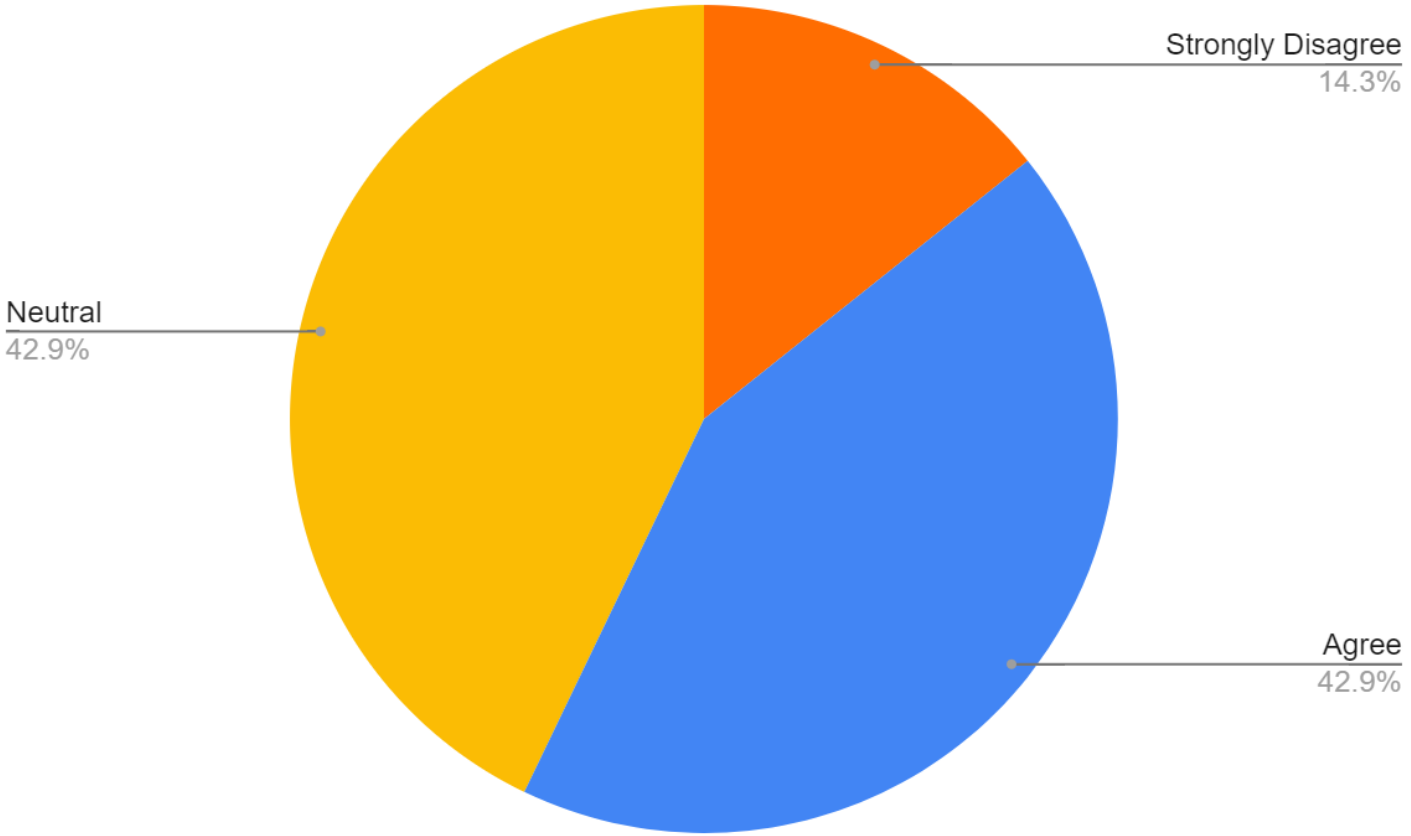
6. I do the homework that is assigned on time.





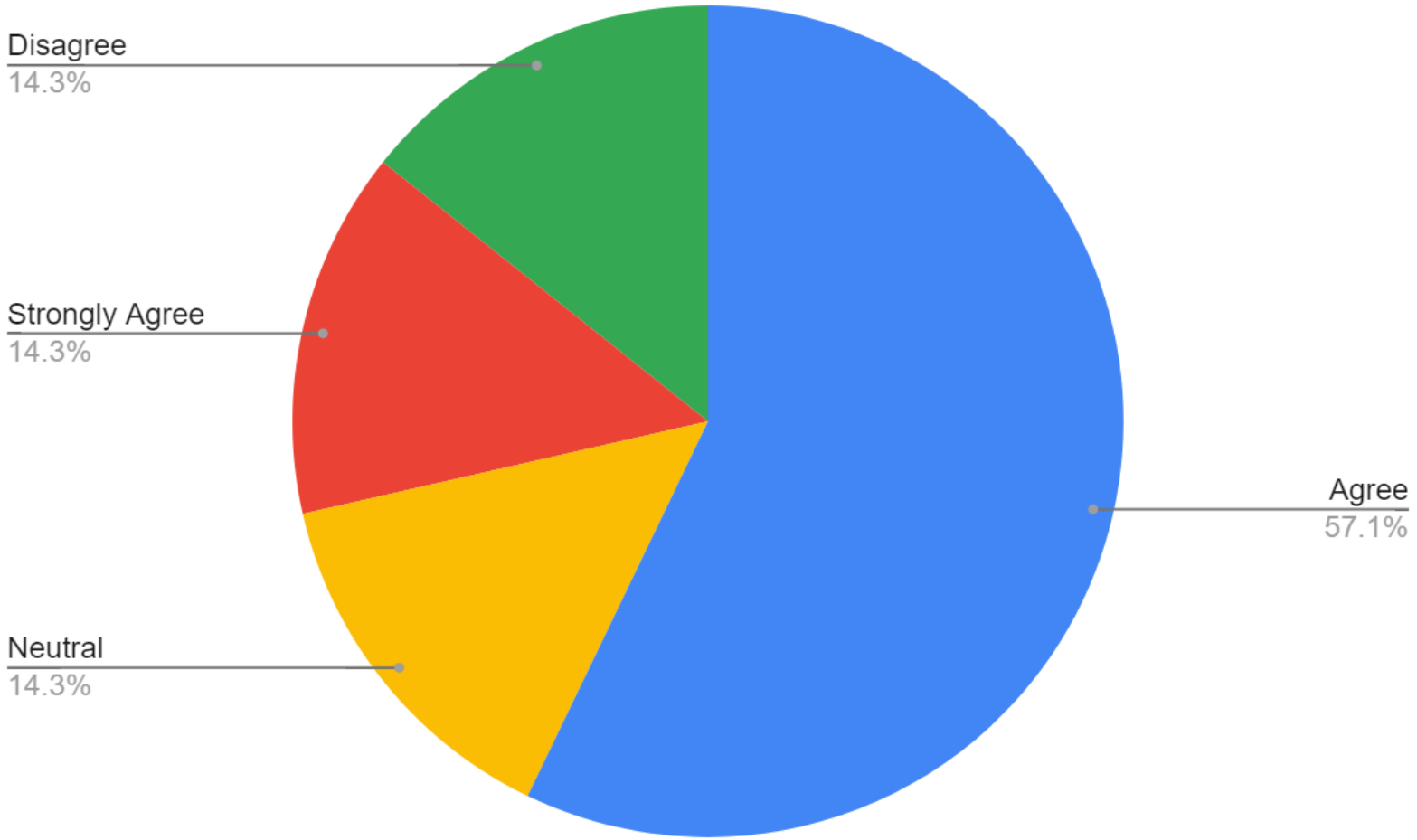
Survey results

7. I know what I want to do when I graduate from high school.



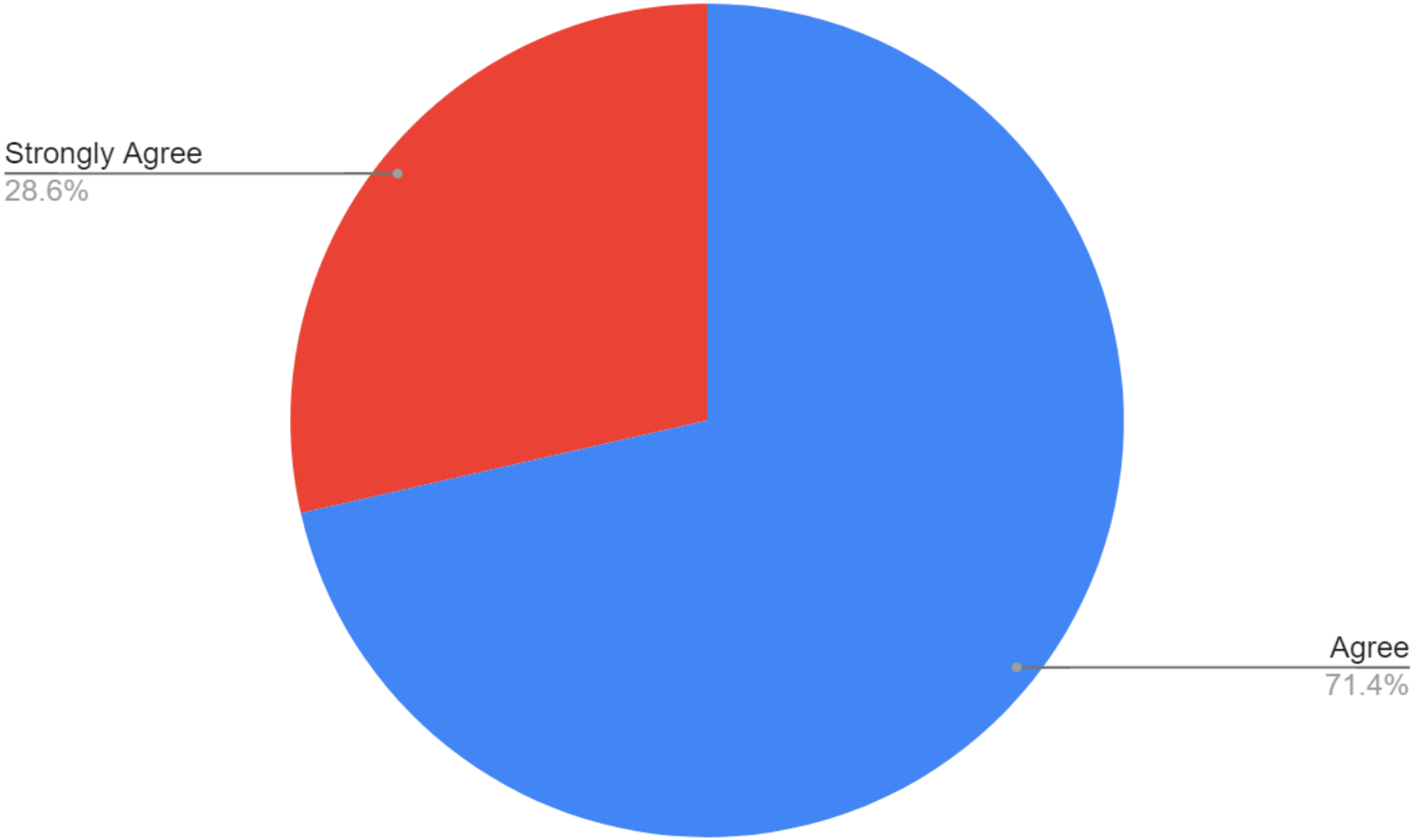
Survey results

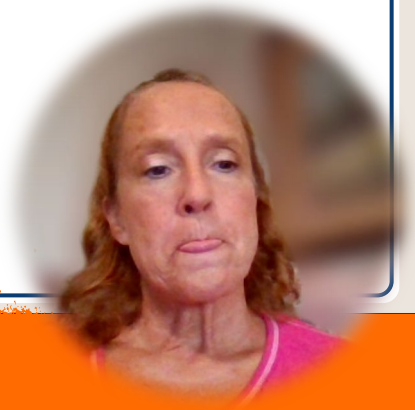
8. My teachers treat me with respect.



Survey results

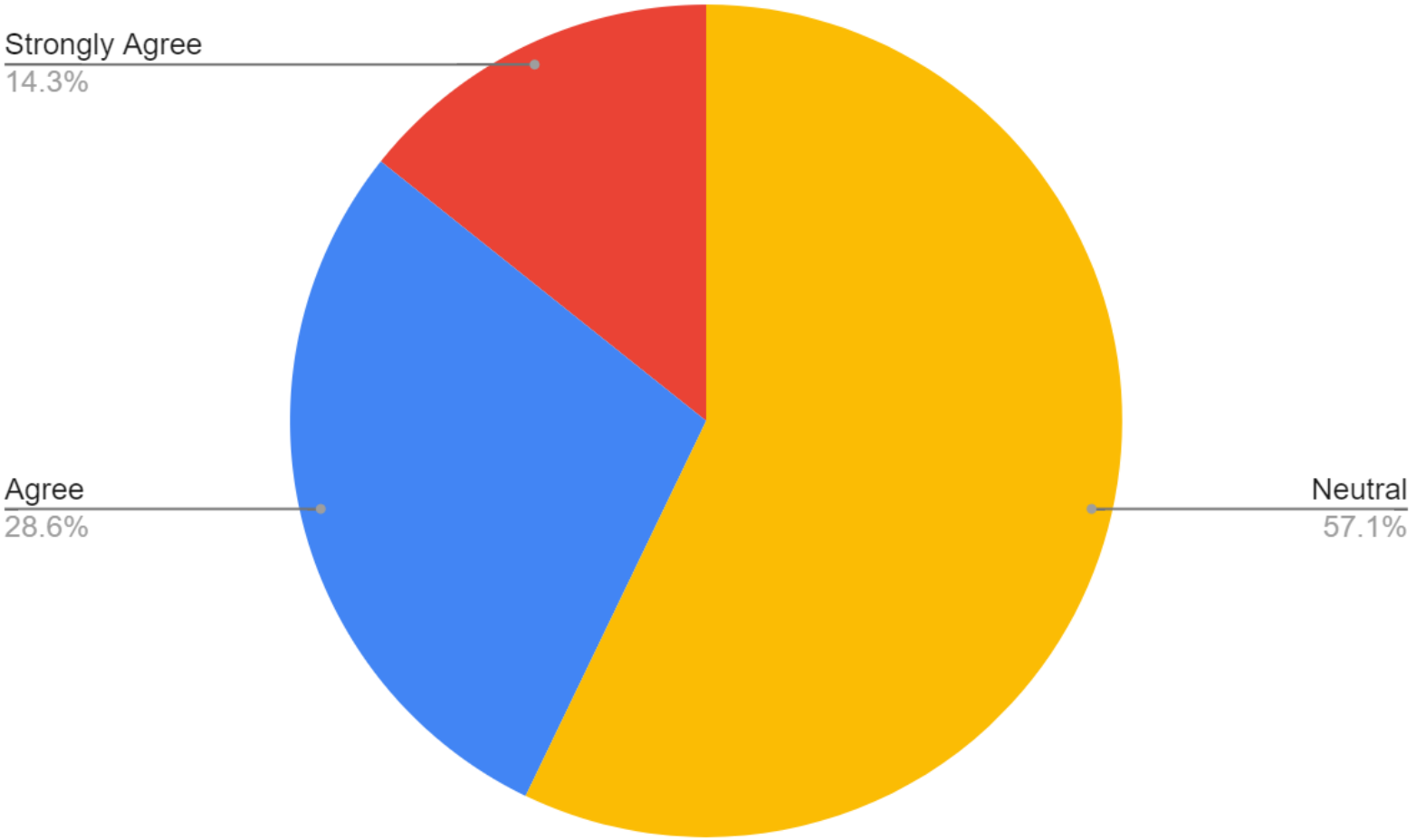
9. My teachers expect the best from me.

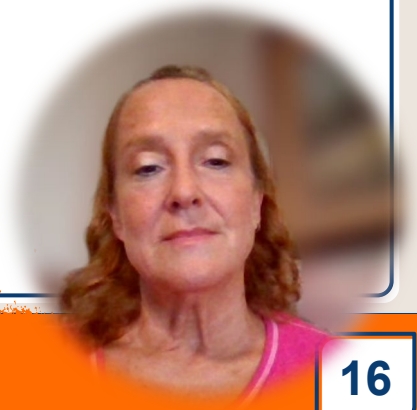




Survey results

10. I have good self-control.



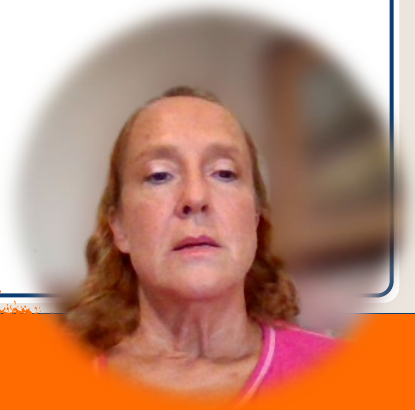


Interpretation of results - Academic

- While most of the students surveyed believe that they do well in school, there were still several students that were not very confident academically. Also, while most students say that they do their homework in a timely manner, most of them did admit that homework is not high on their priority list.

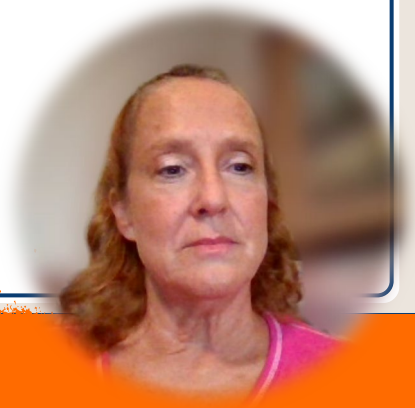
Interpretation of results - Academic

- Most all of the students believe that their teachers respect them and have high expectations from them.
- In a study by Strahan & Poteat, they found that, “an awareness and appreciation of teachers’ support…contribute(s) to a climate of emotional safety in which (students) could reflect on their experiences,” (2020, p. 13).



Interpretation of results - Career

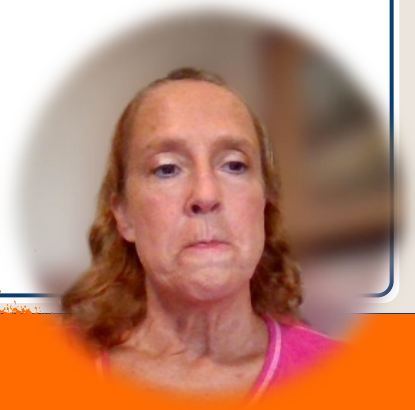
- While some students stated that they know what they want to do when they graduate from high school, the majority of them stated that they did not have a plan for post-graduation.



Interpretation of results – Social/Emotional

- Most of the students surveyed seem to have a good self-image. Most of them say that they like themselves and most of them also seem to get along with others. Additionally, most students feel that they practice good self-control.

"Self-concept decreases during the transition from Elementary school to Middle school, and these differences increase as students move on to higher grade levels," (Onetti et al., 2019, p.8).



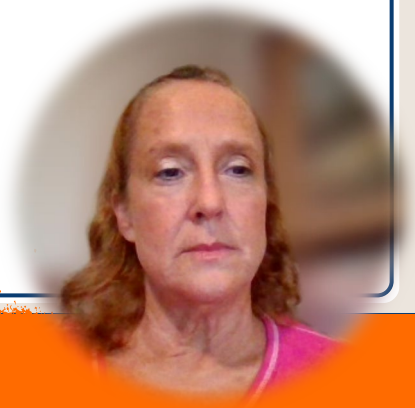
Interventions for addressing the need

Indirect student services

1. Collaboration with teachers, administration, parents.
2. Consultation and training with teachers, administration, and parents.
3. Referrals to outside sources in the community, as needed.

Direct student services

1. Classroom guidance lessons
2. Small Group Counseling
3. Individual Counseling (as needed)



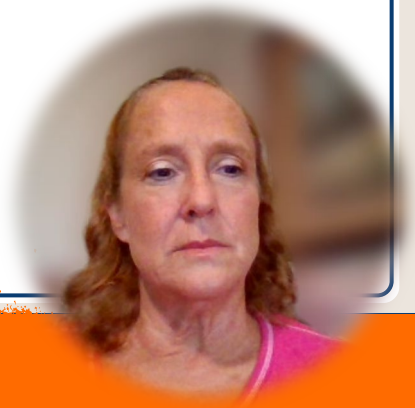
Systemic Focus

Inclusion: a process that helps overcome barriers limiting the presence, participation and achievement of learners.

Equity: ensuring that there is a concern with fairness, such that the education of all learners is seen as having equal importance.

Our goal is to, "see individual differences not as problems to be fixed, but as opportunities for democratizing and enriching learning," (UNESCO, 2017).

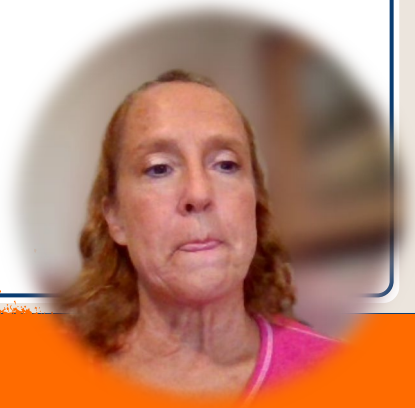
It is essential that we implement programs that include equity and inclusion for ALL students.



Systemic Focus

- **Potential barriers:**
  - Not all students have access to computers and/or internet at home.
  - High student-to-counselor ratio.
  - Language barriers.
  - Discriminatory attitudes and beliefs

- **Strategies to overcome barriers:**
  - Provide computers for all students for use in the classroom and internet access for home use, if needed.
  - Hire more school counselors to ensure a low student-to-counselor ratio.
  - Hire bilingual teachers and administrators that can help translate (Spanish, Creole, etc.)
  - Provide inclusion training for all staff and students to raise awareness.

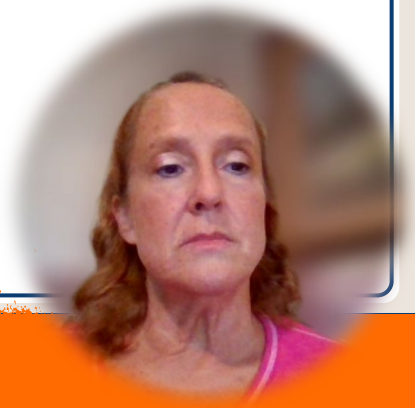


Implementation plan and assessment for effectiveness

Regular assessment of various types of data to evaluate for effectiveness

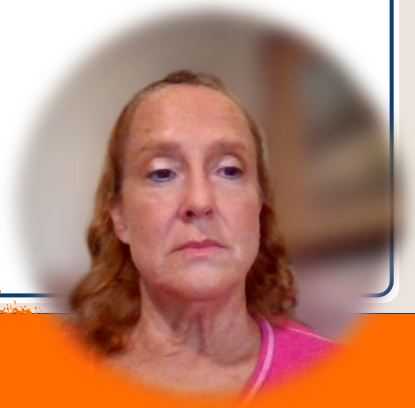
Including:

- Quarterly informational meetings and surveys
- Pre/Post Tests
- Needs Assessments (directed at students, teachers, and parents)
- Quarterly Behavior/Infraction Logs,
- Student Cumulative Grades
- Student Attendance Logs
- Student F.A.S.T. Scores



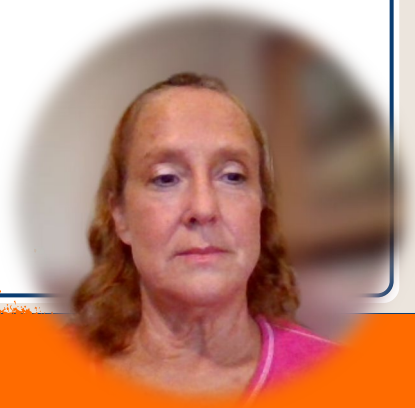
ASCA Mindsets and Behaviors
(2019, p. 3)

- **M.1** – Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **B-LS.7** – Identify long- and short-term academic, career and social/emotional goals
- **B-SMS.7** – Demonstrate effective coping skills when faced with a problem
- **B-SS.9** – Demonstrate social maturity and behaviors appropriate to the situation and environment.



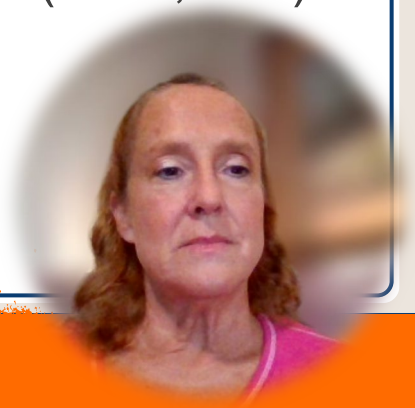
Announce

1. Teachers/ administration
   - Information will be shared using DATA Report Form ((Young & Kaffenberger, 2019, p. 121), posted on the school website and presented in faculty meetings.
2. Parents/ community members
   - Information will be presented at quarterly PTO meetings, the school website, and emailed directly to all parents.
3. Students
   - Information will be presented at quarterly student assemblies.



Program Proposal

- Based on data from:
  - Needs Assessment Surveys, Pre/Post Tests, and Outcome Data
- We Propose:
  - Peer/Mentor Support Program
  - School-wide 30 minute “Advisory Period” for daily SEL lessons
  - Small-group counseling program for students with a GPA below 60 (failing), with an emphasis of teaching study skills, test-taking skills, and academic tutoring
  - iCEV online workshop on Career Exploration offered as an elective for 8th graders (iCEV, n.d.).
  - Continuing Education for teachers: “Improving Students' Relationships with Teachers to Provide Essential Supports for Learning” offered by the APA Office of Continuing Education



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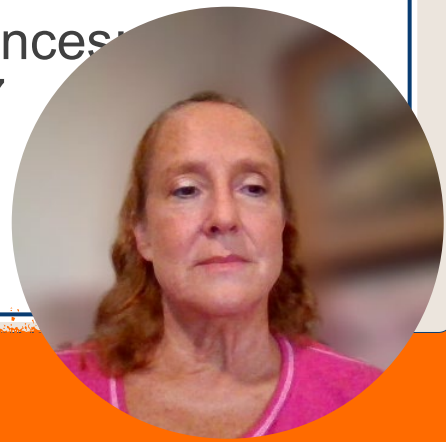

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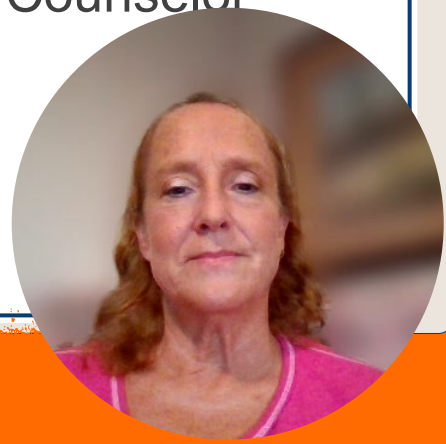
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