

Beliefs

At Tampa High School, we believe that *all* students should have access to a high-quality education, as well as support systems that are accessible, fair, effective, and uphold social justice.

Each student has the ability to become something great.

Vision

The school counseling department's vision is to ensure all students and families are aware of the services offered to them within the school system and in the community. It is our hope that we are helping build and ensure a safe school climate that cultivates empathy, acceptance, and responsibility.

Mission

School counselors will help prepare and empower students through collaborative relationships to facilitate emotional, social, and academic development and well-being.

Students will understand the importance of postsecondary opportunities and discover what path is right for them.

SCHOOL COUNSELING AT

Tampa High School



Strategies for Promoting Equity in Student Achievement and College Access

- Learn the specific needs of each student through consultation and collaboration and ensure these needs are being met

This includes advocating for students who needs IEPs, 504 plans, English as a second language, additional supports, etc.

M 3. Positive attitude toward work and learning

- Offer seminars available to students and parents and families discussing financial aid, scholarships, grants, athletics, etc.

B-SMS 6. Ability to identify and overcome barriers (ASCA, 2021)

- Have routine check ins with each student to welcome feedback and address any arising issues

B-SS 3. Positive relationships with adults to support success (ASCA, 2021)

2024-2025

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."

~ Malcom X

What is ASCA?

The American School Counselor Association (ASCA) is the governing body of school based counseling. Throughout this resource, you will see how each listed strategy and programming intervention is based on ASCA Mindsets and Behaviors proven to increase student success.

By using the ASCA standards, we are aiming to help each student learn, grow, and meet their full potential!



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Advocacy Statement

School counselors are educated and trained in serving students and their families. Having a comprehensive school counseling program (CSCP) is of the utmost importance, as professionals are there to ensure the health, safety, and academic success of students. Professionals are knowledgeable in advocating for students with exceptionalities, planning for college and career readiness, and aiding in student achievement through access to services (Havlik et al., 2018). We act as the bridge between students, families, teachers, administration, and community members.

Activities of a professional school counselor include:

- ~ Providing counseling to students (ASCA, 2019)
- ~ Protecting student records (ASCA, 2019)
- ~ Collaborating with school administration, principal, and teachers (ASCA, 2019)
- ~ Analyzing disaggregated school counseling and schoolwide data (ASCA, 2019)

Strategies to Increase Promotion and Graduation Rates

- Special attention on positive behavior changes and accomplishments rather than disciplinary action; improving school climate (Robertson et al, 2016)

M 4. Self-confidence in ability to succeed (ASCA, 2021)

- Offering recovery options for missed credits due to non-passing grades, absences, etc. (Robertson et al, 2016)

B-SMS 1. Responsibility for self and actions (ASCA, 2021)

- Scheduled meetings with students and/or parents to formulate a graduation action plan (Robertson et al, 2016)

B-LS 4. Self-motivation and self-direction for learning (ASCA, 2021)

Philosophy and Methods for Data Collection

A mixed method- the use of both quantitative and qualitative data- will be utilized to collect data.

Utilizing quantitative data- such as attendance records, discipline referrals, and achievement- allows for the presenting needs of students to be met. This allows school counselors to advocate for the education gaps and disparities in specific student populations.

Qualitative data ensures the voices of students, faculty, parents, staff, and the community are heard. This may come from surveys and needs assessments.

Data will be reported with stakeholders in the monthly newsletter that gets sent to parents, administration, and our other recipients via email.

Career, Social-Emotional, & Academic & Peer Intervention Programming

Academic

- **Small group academic advising (Parzych, 2023)**
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (ASCA, 2021)
- **Individual academic advising (Parzych, 2023)**
B-LS 4. Self-motivation and self-direction for learning (ASCA, 2021)
- **Gifted and talented program (Parzych, 2023)**
B-LS 8. Engagement in challenging coursework (ASCA, 2021)

Social & Emotional

- **Prevention and education programs for students and/or parents (Muhyatun, 2023)**
B-SMS 7. Effective coping skills (ASCA, 2021)
- **Individual and group counseling (Muhyatun, 2023)**
B-SMS 6. Ability to identify and overcome barriers (ASCA, 2021)
- **Referring students and families to outside mental health and community resources**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Career

- **Organizing a college and career fair for student and parents to attend (ASCA, 2019)**
M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success (ASCA, 2021)
- **Parent instruction/seminars on the postsecondary options available, potential future pathways, and relevant community resources**
B-SMS 10. Ability to manage transitions and adapt to change (ASCA, 2021)
- **Classroom lessons on what postsecondary options are, why it's important, what is required, and support on how to achieve student goals**
B-LS 1. Critical thinking skills to make informed decisions (ASCA, 2021)

Interventions Promoting College and Career Readiness

- Providing individual 1:1 counseling session(s) that review test scores, grades, strengths, interests, future goals, etc.

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes (ASCA, 2021)

- Engaging in researched based personality assessments, interest profilers, career inventories, etc.

B-LS 1. Critical thinking skills to make informed decisions (ASCA, 2021)

- Partnering, consulting, and collaborating with representatives from colleges, businesses, and community organizations

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (ASCA, 2021)

Strategies to Promote and Coordinate Peer Intervention Programs

- **Intentional group work and group projects in classroom environments to increase student responsibility**

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias (ASCA, 2021)

- **Providing classroom instruction and modeling on the importance of empathy and the practice of celebrating diversity (Wynn, 2023)**

B-SS 4. Empathy (ASCA, 2021)
B-SS 10. Cultural awareness, sensitivity and responsiveness (ASCA, 2021)

- **Offer subject-specific support groups run by counselors (loss of a parent, divorce group, etc.)**

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them (ASCA, 2021)

"Alone we can do so little; Together we can do so much."

~ Helen Keller





Strategies to Facilitate School and Postsecondary Transitions

Key: B-SMS 10. Ability to manage transitions and adapt to change (ASCA, 2021)

- Free Application for Federal Student Aid (FASFA) completion check-ins (Cifuentes, 2018)

Throughout the duration of the school year, school counselors will repeatedly check in with students to see if they have completed the FASFA form by the required date. FASFA completion is one of the biggest indicators of post-secondary plans (Cifuentes, 2018).

M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success (ASCA, 2021)

- College kickoff and signing day (Cifuentes, 2018)

On May 1st, seniors wear shirts of their intended college/postsecondary plan. This day is intended to celebrate seniors in the hard work they have put in to get to this point! Seniors will get the opportunity to take photos, share their plans, and specify their intended major or career choice.

M 3. Positive attitude toward work and learning (ASCA, 2021)

- Help students understand what colleges/career paths they may potential acceptance (Cifuentes, 2018)

By meeting with students and engaging in academic advising and appraisal, students will learn where they have chances of acceptance. It is intended that students learn about all the options available (in state, out of state, technical school, military opportunities, etc.)

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes (ASCA, 2021)

Direct and Indirect Student Services

What are direct services?

Direct student services are services provided by the counselor directly to students. This could happen face-to-face or on a virtual platform.

Examples

- Individual counseling: 1:1 session(s) with student and school counselor
- Group counseling: sessions that include the school counselor and a selected group of students
 - * *school counselors are not there to replace clinical mental health therapists and only provide short term counseling **
- Classroom & individual instruction: when the school counselor teaches a prepared curriculum
- Appraisal: when a student meets with the counselor to review interests, skills, abilities, achievement (data)
- Advisement: when the counselor helps the student plan their academic future by making recommendations based on data

What are indirect services?

Indirect student services are services provided by the counselor on behalf of the student. These often involve interactions with other relevant parties/people.

- Consultation: working with relevant parties (supervisor, administration, school social worker, subject matter experts, etc.) to receive information, advice, or recommendations
 - * *School counselors can ask for and provide consultation **
- Collaboration: when the school counselor works with other relevant parties (parents, school district, teachers, administration, community, etc.) work together to accomplish a goal on behalf of the student
- Referrals: when a student's need reach beyond the scope of the school counselor, referrals to outside agencies (mental health counseling, family resources, food banks, etc.) are made

Direct and Indirect Student Services FAQ

How are they similar?

Both direct and indirect services are aimed to increase student success. More specifically, we aim to improve student academic, career, and social-emotional well-being.

How are they different?

Direct student services take place with students present. Indirect services do not involve the student directly. Rather, they are done on behalf of the student.

Is one better than the other?

No! Both types of services can be extremely beneficial for students. We approach each student as a unique person with a story, and we aim to find the best solution

What topics are often covered in counseling and instruction?

- Study habits, organization, time management, skills for academic success
- Emotional regulation, friendship
- Grief and loss
- Self- awareness and self-confidence
- Post-secondary planning and importance
- Adapting to change and coping skills

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