

RIO VISTA ELEMENTARY

C O M P R E H E N S I V E
S C H O O L
C O U N S E L I N G
P R O G R A M

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Demographics

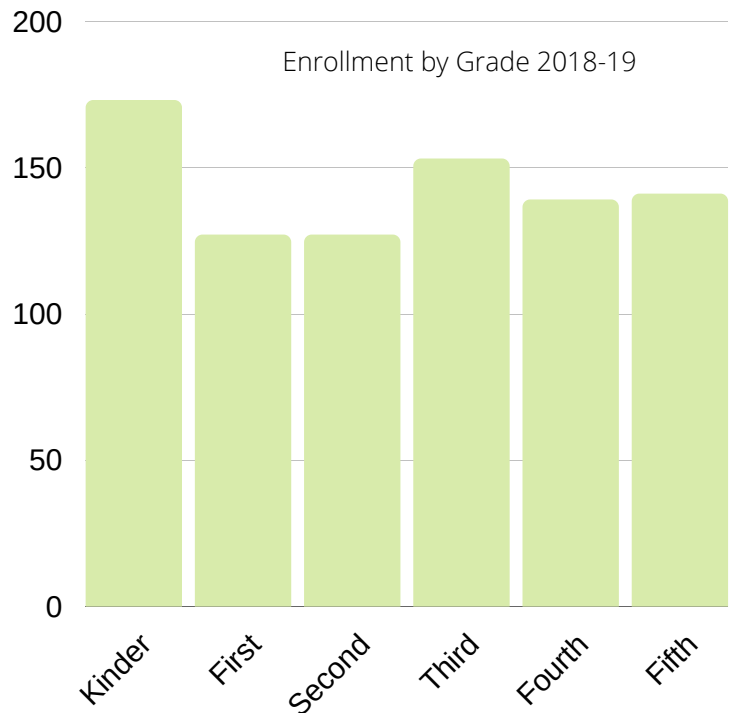
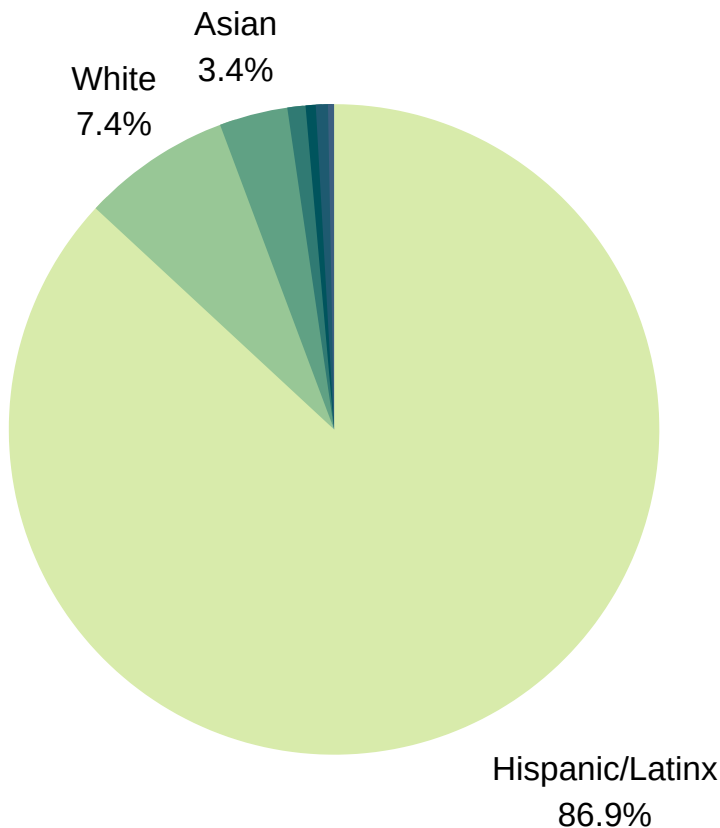
Our school is a proud community of 860 students ranging from kindergarten to 5th grade. Our students come from diverse backgrounds that breakdown in the following:

Student Groups

- Disadvantaged SES 86.4%
- Homeless 32%
- English Learners 51.2%
- Student with Disabilities 10.9%
- Foster Youth 1%

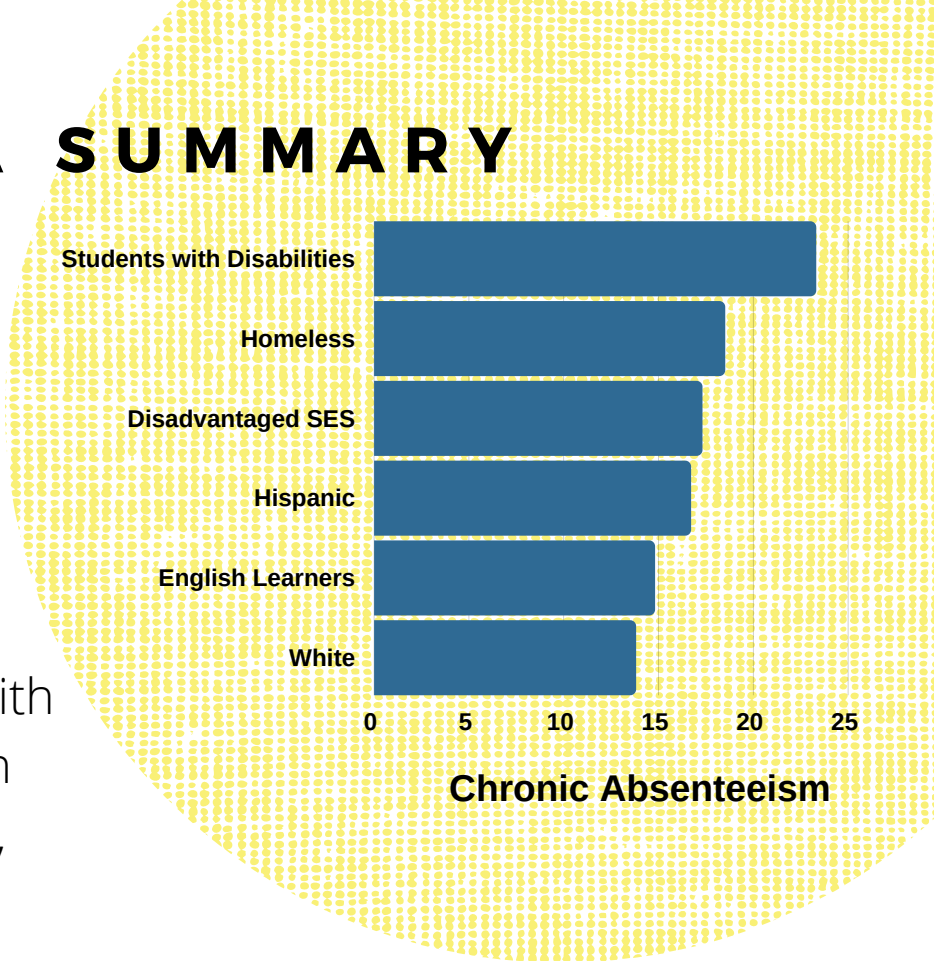
Race/Ethnicity

- African American 0.9%
- Pacific Islander 0.6%
- White 7.4%
- Hispanic 86.9%
- Filipino 0.5%
- American Indian 0.3%
- Asian 3.4%

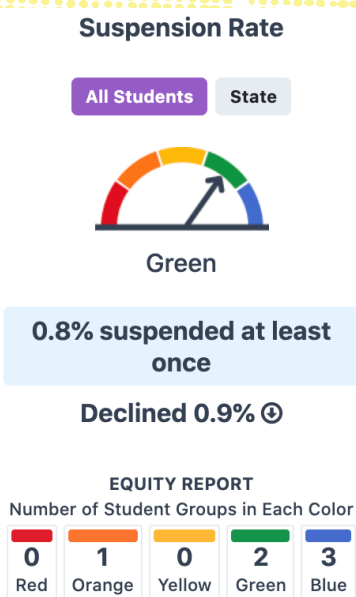


SCHOOL DATA SUMMARY

The biggest challenge our school faces is chronic absenteeism, with 16.8% of students chronically absent. This is a 3.7% increase from 2018. The students who are absent the most are those with disabilities, homeless, English language learners, Hispanics, and those who are of a disadvantaged SES.



Our students are below average in academic achievement. With 51.2% of the student population as English learners, the gap in achievement in English Language Arts is apparent (24.2 points below standard). Similarly, achievement in mathematics is also well behind (42.3 points below standard; 6.2 point decline from 2018).



Our school takes pride in our scores in discipline. Our entire student body is well above the state average, with only 0.8% of our students facing suspension.

Subject	Percent of Students Meeting or Exceeding State Standards		Two-Year Data			
	Rio Vista ES		PYLUSD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
ELA/Literacy	42%	41%	68%	68%	50%	51%
Mathematics	35%	31%	59%	59%	38%	40%

NEEDS ASSESSMENT

For Parents

The counseling department wants to know how your child's school experience is going. Please help us gather the information we need to help us better serve your child and family, by filling out this quick survey. We want to make it clear that your answers will remain confidential and are only being used to help better serve your child and our school community. Thank you for your time and help!

Select your child's grade level

- kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade

Check all that apply to your child

- Special Education
- 504 plan

Please select the ethnicity of your child

- African-American
- East Asian
- South Asian
- Filipino
- Hispanic
- Native American
- Caucasian
- Pacific Islander
- Other

Select the gender your child identifies with

- Female
- Male
- Non-binary
- Prefer not to say

Select the TOP 3 academic topics that your child may need information and support

- Organization
- Time Management
- Study skills
- Identifying long and short-term goals
- Staying on task

My child needs extra help with homework

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child has difficulty remembering what homework has been assigned

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child is comfortable asking the teacher for help

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child has the supplies they need for school

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child is aware of college and career options

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child understands the educational value of career interest

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child knows who their school counselor is

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child reports having friends at school

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

Select the TOP 3 social-emotional topics that your student may need information or support

- Anger management
- Conflict resolution
- Making and maintaining friendships
- Stress management
- Coping with emotionally difficult situations
- Working as a team player

My child reports conflict with another student at school

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

My child knows who their school counselor is

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

I'm able to arrange transportation to and from school for my child

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

Does your child need bus transportation to and from school?

- Yes
- No

I have the information needed to contact my child's teacher

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

The school provides helpful information about support my child can receive outside of the school setting.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know

I have other concerns not addressed in this survey regarding my child's needs at school:

VISION

A vision to support all students with a united front of well educated staff, administration, and educators equipped with evidence-based practices. Through collaboration between families and the community, we'll work to support the development of the students' whole self. As students walk through our halls and into their future, they'll enter the next phase of their educational journey as ethical decision makers and community change advocates.

MISSION

The mission statement of our school is to support students development of a positive attitude towards work and learning in a safe and nurturing environment. Through collaboration and cooperation between students and educators, we'll promote inclusion and celebrate diversity. With high standards of quality education we'll support students in meeting academic goals and provide opportunities for career awareness.

PROGRAM GOALS & OBJECTIVES

GOAL 1: ATTENDANCE

Students will decrease chronic absenteeism by 3.7% from 16.8% to 13.1%.

- Objective 1: School counselors will deliver a needs assessment to gain a better understanding of factors contributing to chronic absenteeism
- Objective 2: School counselors will provide parent/guardian education and support groups regarding the importance of attendance and transportation resources
- Objective 3: School counselors will encourage attendance among students through targeted interventions and school-wide attendance incentive programs

Goal 1 aligns with our vision and mission to support the development of the students' whole self. To impact student development they must be present at school to receive support and benefit from our CSCP.

GOAL 2: ACADEMIC ACHIEVEMENT

Students will increase proficiency in math and English Language Arts by 6.2 points from 42.3 points below standard for math and 24.2 points below standard for English Language Arts to 36.1 (math) and 18 (ELA).

- Objective 1: School counselors will provide universal academic support to students, including tutoring, study skills, and organizational support.
- Objective 2: School counselors will collaborate with teachers to provide academic support in English and Spanish
- Objective 3: School counselors will use data to identify students in need of additional academic support and work with them to create student-centered academic plans

Goal 2 aligns with our vision and mission to support students in meeting their academic goals and prepare them to succeed in their educational journey.

GOAL 3: BEHAVIOR

Students will decrease the suspension rate by 0.1% from 0.8% to 0.7%.

- Objective 1: School counselors will continue to implement PBIS rewards system on campus
- Objective 2: School counselors will implement programs to promote the development of positive communication skills, conflict resolution, and social skills
- Objective 3: School counselors will implement Restorative Practices to address student discipline

Goal 3 aligns with our vision and mission to support student development and promote an inclusive, safe, and nurturing environment for all students.



Template for Developing a School Counseling Program Goal in SMART-Goal Format

By ,
End Date *Targeted Group*

will
Increase/decrease something related to achievement, attendance or behavior

by percent from to
Measure of change *Baseline data* *Target data*

Data Source:

Identify outcome data (achievement, attendance or behavior) supporting need for this goal:

Over the past school year absenteeism has raised 3.7%, putting the school in the red zone on California Dashboard for absenteeism.

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal:

Students who have disabilities, English learners, socioeconomically disadvantaged, Hispanic, homeless and white students are those who fall into the group of students with chronic absenteeism.

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal:

Lack in reach and accessibility to information about the importance of attendance.

Identify school programs/activities currently employed to address this goal:

Information and videos on Attendance Matters from Attendance Works website. This information is posted on the school's website.

Identify possible school counselor interventions/strategies to address this goal:

Needs assessments and data collection. Parent small groups for family supports promoting the importance of attendance for their student's success. Incentive program for students to encourage attendance.



Template for Developing a School Counseling Program Goal in SMART-Goal Format

By ,
End Date Targeted Group

will
Increase/decrease something related to achievement, attendance or behavior

by percent from to
Measure of change Baseline data Target data

Data Source:

Identify outcome data (achievement, attendance or behavior) supporting need for this goal:
Over the past year academic achievement has lowered by 6.2 points setting the school at 42.3 points below the standard, as per CA Dashboard.

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal:
Specifically, students with disabilities, English learners, Hispanics, socioeconomically disadvantaged, and homeless students appear to be the students who are struggling greatly in this area.

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal:
The data collected does not account for all students. Not all students were tested or received a score. Access to a computer or the internet may pose a problem for some students. Public libraries provide access on a first-come, first-serve basis. Instruction may not be provided in Spanish for those who are still English learners.

Identify school programs/activities currently employed to address this goal:
All students have access to instructional materials.

Identify possible school counselor interventions/strategies to address this goal:
Offer small group tutoring session before/after school or during lunchtime. Provide instruction in English and Spanish.



Template for Developing a School Counseling Program Goal in SMART-Goal Format

By ,
End Date , *Targeted Group*

will
Increase/decrease something related to achievement, attendance or behavior

by percent from to
Measure of change from *Baseline data* to *Target data*

Data Source:

Identify outcome data (achievement, attendance or behavior) supporting need for this goal:
Over the past school year suspension rates declined by 0.1%. This places the school in the green zone as per CA Dashboard.

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal:
The white student population has a suspension rate of 3.1% suspensions at least once.

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal:
The program in place seems to be effective.

Identify school programs/activities currently employed to address this goal:
PBIS rewards program for student behavior

Identify possible school counselor interventions/strategies to address this goal:
Continue with PBIS rewards program

SCHOOL-WIDE ACTION PLAN

Our Classroom and Group Mindsets and Behaviors Action Plan ties each of the ASCA Mindsets and Behaviors to one of several interventions designed to meet the needs of students at Rio Vista Elementary. Our action plan includes a range of strategies from self-esteem workshops to tutoring and homework help. These activities are designed for implementation in either a school-wide setting, individual classroom setting, or small group settings.

To help meet the academic needs of students, we've curated a number of lessons aimed at supporting the growth and development of pro-learning behaviors such as critical thinking, organizational skills, study skills, time management, and collaboration. To encourage pro-social behaviors, we implement the use of Restorative Practices in classrooms, organize a school-wide Career Day, and hold workshops dedicated to promoting diversity and social justice learning. Our hope is that through these programs, we'll foster a safe and welcoming environment where students will feel confident in their academic abilities and motivated to be successful.



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Mindsets & Behaviors addressed through classroom and group activities. While some activities address multiple ASCA Mindsets & Behaviors, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all ASCA Mindsets & Behaviors addressed through that activity.

School Name:

Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	School-wide event promoting wellness and physical well-being. Potentially a school fair or an assembly	All students	x	
M 2. Self-confidence in ability to succeed	Self-esteem workshop	Small groups. Student who have been identified through needs assessments		x
M 3. Sense of belonging in the school environment	School spirit week. Students vote on activities to implement throughout the week. Kindness week, students participate in acts of kindness to their peers.	All students	x	
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success	School event/fair where guest speakers from local colleges come and educate students about what college is, career paths that require degrees, their experience in college	All students	x	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	School wide career day to promote awareness and help students see adults in those careers, mentorship opportunities	All students	x	
M 6. Positive attitude toward work and learning	School wide career day to promote awareness and help students see adults in those careers, mentorship opportunities	All Students	x	
Behavior Learning Strategies	Activity	Participants	Class/LG	SG

B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Tutoring opportunities/homework help at lunch or after school	Students in need of additional support		x
B-LS 2. Demonstrate creativity	Opportunities to participate in extracurricular activities: after school art, writing, music, dance, theatre clubs.	All students	x	
B-LS 3. Use time-management, organizational and study skills	Lesson on organizational and study skills. Provide tips and have students practice creating a daily agenda, organize papers, etc.	All students	x	
B-LS 4. Apply self-motivation and self-direction to learning	Assembly on transition to middle school, expectations and what to expect	5th grade students	x	
B-LS 5. Apply media and technology skills	Lesson on how to use technology (logging onto tablets/computers) and how to use media (google classroom, create powerpoints, create documents)	All students	x	
B-LS 6. Set high standards of quality	Lesson on creating a checklist to ensure expectations are met before turning in assignments (always putting name, date, title, following assignment format)	All students	x	
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Lesson on setting SMART goals	All students	x	
B-LS 8. Actively engage in challenging coursework	Opportunity for students to join academic clubs (math club, debate, robotics, chess, writing)	1st-5th grade students	x	
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Collaborate with teachers to implement a 5th grade research project on a	5th grade students	x	

	topic/cause they are passionate about. Have students present why their topic is important based on their research			
B-LS 10. Participate in enrichment and extracurricular activities	Club fair - students can sign up for after school activities (art, STEM, sports) clubs will be divided to be grade appropriate	All students	x	
Behavior Self-Management Skills	Activity	Participants	Class/LG	SG
B-SMS 1. Demonstrate ability to assume responsibility	Schoolwork checklist lesson. Teaching students to check their own schoolwork before turning it in	All students	x	
B-SMS 2. Demonstrate self-discipline and self-control	Lesson on study skills schedule. Teaching students how to create a schedule for completing schoolwork	All students	x	
B-SMS 3. Demonstrate ability to work independently	Schoolwork checklist lesson. Teaching students to check their own schoolwork before turning it in	All students	x	
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	Schoolwork checklist lesson. Teaching students to check their own schoolwork before turning it in. Teachers check students' checklists weekly. Students can earn a reward for completing checklist for each assignment.	All students	x	
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	Lesson is breaking larger tasks into smaller steps.	All students	x	
B-SMS 6. Demonstrate ability to overcome barriers to learning	Lesson in strategies for managing organization and study skills	All students	x	
B-SMS 7. Demonstrate effective coping skills when faced with a problem	Lesson is breaking larger tasks into smaller steps.	All students	x	
B-SMS 8. Demonstrate the ability to balance school, home and community activities	Lesson on study skills schedule. Teaching students how to create a schedule for completing school work	All students	x	

B-SMS 9. Demonstrate personal safety skills	Workshop/assembly discussing potential unsafe situations and the power of saying "No"	All students	x	
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	End of the year lesson preparing students to transition to next grade level.	All students. Lesson will vary depending on grade level	x	
Behavior Social Skills	Activity	Participants	Class/LG	SG
B-SS 1. Use effective oral and written communication skills and listening skills	Restorative practices to begin the school in classes. Students may use oral or verbal communication to ask and share	All students participate in their respective classrooms	x	
B-SS 2. Create positive and supportive relationships with other students	Restorative practices to begin the school in classes. Students may use oral or verbal communication to ask and share	All students participate in their respective classrooms	x	
B-SS 3. Create relationships with adults that support success	School-wide career day to promote awareness and help students see adults in those careers, mentorship opportunities	All students	x	
B-SS 4. Demonstrate empathy	Restorative practices to begin the school in classes. Students may use oral or verbal communication to ask and share	All students participate in their respective classrooms	x	
B-SS 5. Demonstrate ethical decision-making and social responsibility	Workshop/Assembly discussing social justice, diversity in our school, or community issues	All students, assembly may vary depending on grade level	x	
B-SS 6. Use effective collaboration and cooperation skills	Study Skills lesson - learning to work with partners to study effectively	All students	x	
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Study Skills lesson - learning to work with partners to study effectively	All students	x	
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	Workshop/Assembly discussing social justice, diversity in our school, or community issues	All students, assembly may vary depending on grade level	x	
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Workshop/Assembly discussing social justice, diversity in our school, or community issues	All students, assembly may vary depending on grade level	x	

Closing the Gap Action Plan

Our ASCA Closing the Gap Action Plan focuses on academic achievement in both mathematics and English language arts for the English Language Learner (ELL) student population. Our action plan aims to increase proficiency in both subjects, so students reach a level closer to the state standard. ELL students are 50.2 points below standard in mathematics compared to the whole student population of 42.3 points below standard. In English language arts, ELL students are 35.3 points below standard compared the rest of the student population at 24.2 points below standard. The current action plan intends to close the academic achievement gap between ELL students and the rest of the student population.

We will provide direct services to ELL students such as small group supports, workshops, and tutoring groups. We will also provide indirect services such as parent workshops, universal screening, and train staff to better support ELL students. We have designed a small group counseling plan for ELL students who need additional support. The topic of our plan is "Get Organized for School" and includes six mini-lessons curated to meet the needs of students and help them develop the skills they need to improve their overall academic achievement. These lessons include, creating a schoolwork checklist, learning to organize school papers, learning to identify large tasks and break them down into smaller steps, teaching study skills, creating a daily study schedule, and doing regular "clean outs" of school papers and materials.

Providing a foundation for organizational and study skills is an essential component for student success. We are hoping these tools will contribute to an equitable learning environment for ELL students and work to assist them in closing the academic achievement

Closing-the-Gap Action Plan/Results Report

School Name	Rio Vista Elementary	
Annual Student Outcome Goal	Increase proficiency in English Language Arts and Math in the English Language Learner student population	
Mindsets & Behaviors (Limit of three)		
<ol style="list-style-type: none"> 1. M.5. Belief in using abilities to their fullest to achieve high quality results and outcomes 2. B-LS3. Use time management, organization and study skills 3. B-SMS6. Demonstrate abilities to overcome barriers to learning 		
Mindsets & Behaviors Survey Items		
<ol style="list-style-type: none"> 1. My child needs extra help with homework 2. My child needs extra help keeping their school work organized 3. My child is comfortable asking the teacher for help 4. My child has the supplies they need for school 		
Interventions		
Direct Student Services	Indirect Student Services	
<ol style="list-style-type: none"> 1. Lessons teaching school organization and self-management 2. Self-esteem workshop 3. Provide small group tutoring/academic support groups 	<ol style="list-style-type: none"> 1. Parent/teacher referrals for students who need additional academic support 2. Parent workshop and support groups 3. Universal screening 4. Staff training on how to support ELL students 	
Data Collection Plan	Results Data	
Participation Data Plan	Participation Results Data	
<i>Anticipated</i> <i>ELL students that fall below state achievement standards in math and English language arts</i>	<i>Actual</i>	
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results	
<i>Pre-Intervention Data Average:</i> <ol style="list-style-type: none"> 1. 50.2 points below standard for math 2. 35.3 points below standard for ELA 3. 4. 	<i>Post-Intervention Data Average:</i> <ol style="list-style-type: none"> 1. 2. 3. 4. 	
Outcome Data Plan	Outcome Data Results	
<i>Baseline Data:</i> 50.2 points below standard for math 35.3 points below standard for ELA	<i>Final Data:</i> <i>Percent Change:</i>	
Implications		
<i>Analyze your data. How will data inform future practice?</i>		
Our data will inform future practice by guiding direct and indirect support services for ELL students and demonstrating the need for advocacy among this student population. Data will show the effectiveness of our interventions.		



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents schedule of all classroom and groups activities.

School Name: Rio Vista Elementary

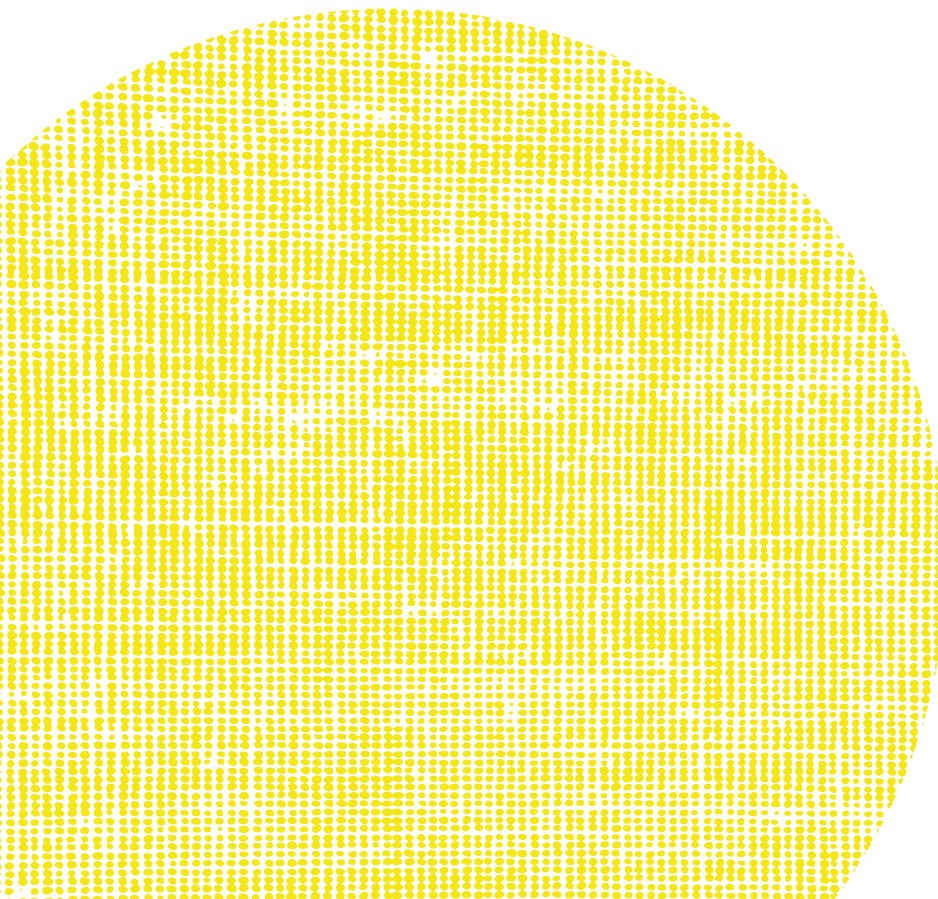
Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	School-wide event promoting wellness and physical well-being. Potentially a school fair or an assembly	All students	x	
M 2. Self-confidence in ability to succeed	Self-esteem workshop	Small groups. Student who have been identified through needs assessments		x
M 3. Sense of belonging in the school environment	School spirit week. Students vote on activities to implement throughout the week. Kindness week, students participate in acts of kindness to their peers.	All students	x	
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success	School event/fair where guest speakers from local colleges come and educate students about what college is, career paths that require degrees, their experience in college	All students	x	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	School wide career day to promote awareness and help students see adults in those careers, mentorship opportunities	All students	x	
M 6. Positive attitude toward work and learning	School wide career day to promote awareness and help students see adults in those careers, mentorship opportunities	All Students	x	

Behavior Learning Strategies	Activity	Participants	Class/LG	SG
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Tutoring opportunities/homework help at lunch or after school	Students in need of additional support		x
B-LS 2. Demonstrate creativity	Opportunities to participate in extracurricular activities: after school art, writing, music, dance, theatre clubs.	All students	x	
B-LS 3. Use time-management, organizational and study skills	Lesson on organizational and study skills. Provide tips and have students practice creating a daily agenda, organize papers, etc.	All students	x	
B-LS 4. Apply self-motivation and self-direction to learning	Assembly on transition to middle school, expectations and what to expect	5th grade students	x	
B-LS 5. Apply media and technology skills	Lesson on how to use technology (logging onto tablets/computers) and how to use media (google classroom, create powerpoints, create documents)	All students	x	
B-LS 6. Set high standards of quality	Lesson on creating a checklist to ensure expectations are met before turning in assignments (always putting name, date, title, following assignment format)	All students	x	
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Lesson on setting SMART goals	All students	x	
B-LS 8. Actively engage in challenging coursework	Opportunity for students to join academic clubs (math club, debate, robotics, chess, writing)	1st-5th grade students	x	

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Collaborate with teachers to implement a 5th grade research project on a topic/cause they are passionate about. Have students present why their topic is important based on their research	5th grade students	x	
B-LS 10. Participate in enrichment and extracurricular activities	Club fair - students can sign up for after school activities (art, STEM, sports) clubs will be divided to be grade appropriate	All students	x	
Behavior Self-Management Skills	Activity	Participants	Class/LG	SG
B-SMS 1. Demonstrate ability to assume responsibility	Schoolwork checklist lesson. Teaching students to check their own schoolwork before turning it in	All students	x	
B-SMS 2. Demonstrate self-discipline and self-control	Lesson on study skills schedule. Teaching students how to create a schedule for completing schoolwork	All students	x	
B-SMS 3. Demonstrate ability to work independently	Schoolwork checklist lesson. Teaching students to check their own schoolwork before turning it in	All students	x	
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	Schoolwork checklist lesson. Teaching students to check their own schoolwork before turning it in. Teachers check students' checklists weekly. Students can earn a reward for completing checklist for each assignment.	All students	x	
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	Lesson is breaking larger tasks into smaller steps.	All students	x	

B-SMS 6. Demonstrate ability to overcome barriers to learning	Lesson in strategies for managing organization and study skills	All students	x	
B-SMS 7. Demonstrate effective coping skills when faced with a problem	Lesson is breaking larger tasks into smaller steps.	All students	x	
B-SMS 8. Demonstrate the ability to balance school, home and community activities	Lesson on study skills schedule. Teaching students how to create a schedule for completing school work	All students	x	
B-SMS 9. Demonstrate personal safety skills	Workshop/assembly discussing potential unsafe situations and the power of saying "No"	All students	x	
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	End of the year lesson preparing students to transition to next grade level.	All students. Lesson will vary depending on grade level	x	
Behavior Social Skills	Activity	Participants	Class/LG	SG
B-SS 1. Use effective oral and written communication skills and listening skills	Restorative practices to begin the school in classes. Students may use oral or verbal communication to ask and share	All students participate in their respective classrooms	x	
B-SS 2. Create positive and supportive relationships with other students	Restorative practices to begin the school in classes. Students may use oral or verbal communication to ask and share	All students participate in their respective classrooms	x	
B-SS 3. Create relationships with adults that support success	School-wide career day to promote awareness and help students see adults in those careers, mentorship opportunities	All students	x	
B-SS 4. Demonstrate empathy	Restorative practices to begin the school in classes. Students may use oral or verbal communication to ask and share	All students participate in their respective classrooms	x	
B-SS 5. Demonstrate ethical decision-making and social responsibility	Workshop/Assembly discussing social justice, diversity in our school, or community issues	All students, assembly may vary depending on grade level	x	
B-SS 6. Use effective collaboration and cooperation skills	Study Skills lesson - learning to work with partners to study effectively	All students	x	

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Study Skills lesson - learning to work with partners to study effectively	All students	x	
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	Workshop/Assembly discussing social justice, diversity in our school, or community issues	All students, assembly may vary depending on grade level	x	
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Workshop/Assembly discussing social justice, diversity in our school, or community issues	All students, assembly may vary depending on grade level	x	



Lesson Plan

Lesson Plan for	Getting Organized for School!	(lesson title)
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School Counselor:	Anjali, Madison, and Amber		
Target Audience:	Fifth Grade English Language Learner students		
Mindsets & Behaviors: (limit of three)	BSMS1: Demonstrate ability to assume responsibility BSMS2: Demonstrate self-discipline and self-control M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes		
Lesson	1	Of	6

Learning Objective(s)/Competency	
Students will:	Learn organizational skills
Students will:	Demonstrate responsibility for school materials & assignments
Materials:	
White board, dry erase markers, each student's homework helper/folder	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based https://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization	
Procedure: Describe how you will:	
Introduce:	Opening circle: Ask kids to describe how they feel in one word. For the younger students they can draw a face (happy, sad, etc.)

	Next we will ask the students “what does the word organize mean?”
Communicate Lesson Objective:	Explain to students today's lesson will focus on learning to be organized
Teach Content:	<ul style="list-style-type: none"> • how to label their homework folder • desk/cubby arrangement • Taking forms home to your guardian/parent • Returning forms or homework to you teacher
Practice Content:	As a class, have students pull out their homework folder. Label homework folders together, clean out old papers no longer needed, and organize their desk area.
Summarize:	Organization is a key part of succeeding in school
Close:	Ask students again, “what does it mean to be organized?” Highlight any differences to the class
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	
Anticipated number of students:	10
Planned length of lesson(s):	1 hour
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session X Pre-/post-assessment attached (assessed verbally in opening and closing of the lesson. “What does it mean to be organized?”) 	
Outcome Data: (choose one)	
Achievement (describe): Monthly organization check-in with teacher. The teacher will look at students' homework folder/cubby/desk. Those who are organized will receive a stamp/sticker. Teachers	

will report their data

Attendance (describe)

Discipline (describe):

Learning Objective(s)/Competency

Students will:	Students will create a customized schoolwork checklist
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Students will:	Students will have an understanding of schoolwork expectations
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Materials:

Whiteboard, dry erase marker, worksheet for students to fill out their checklist, pencil

Evidence Base:

Best Practice

Action Research

Research-Informed

X Evidence-Based

<https://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization>

Procedure: Describe how you will:

Introduce:	<p>Opening circle: Ask kids to describe how they feel in one word. For the younger students they can draw a face (happy, sad, etc.)</p> <p>Next, we will ask the students to share some things that they know they have to do for every school work assignment. We will tell students, "Raise your hand if you've ever forgotten to do any of the things we listed."</p>
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Communicate Lesson Objective:	Explain to students we will be creating a checklist to remind them of all the expectations for their school work assignments.
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Teach Content:	Collaborate with teachers and students to create a list of tasks for the checklist specific to their grade and classroom. (EX: students' name on assignment, date,
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	title of assignment)
Practice Content:	Complete checklist as a class
Summarize:	Students now have a reference for completing schoolwork
Close:	We will ask students, "Raise your hand if you know how to use your checklist." If any students do not raise their hand, we will go over how to use the checklist again.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	10
Planned length of lesson(s):	1 hour
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session Post-test will be conducted using our closing question. ("Raise your hand if you know how to use your checklist") ▪ Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<p><input checked="" type="checkbox"/> Achievement (describe): Teacher check-in comparing school work assignments to checklist. Students will receive a stamp/sticker if they meet all the checklist expectations. Teacher can report data collected on which students are not meeting the checklist expectations.</p> <p><input type="checkbox"/> Attendance (describe)</p> <p><input type="checkbox"/> Discipline (describe):</p>	

Learning Objective(s)/Competency

Students will:	identify large tasks and assignments
Students will:	Breakdown larger tasks into smaller tasks
Materials:	
White board, dry erase markers, pencils, and upcoming class assignment	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based https://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization	
Procedure: Describe how you will:	
Introduce:	<p>Opening circle: Ask kids to describe how they feel in one word. For the younger students they can draw a face (happy, sad, etc.)</p> <p>Ask students to answer, "Do you feel overwhelmed by large assignments?"</p>
Communicate Lesson Objective:	Learn to break down assignments into smaller, manageable chunks of work
Teach Content:	break down an upcoming assignment on the whiteboard. Allow students to observe, ask questions.
Practice Content:	Together, break down a second upcoming large assignment. Allow students to suggest the chunks of work.
Summarize:	Students can now break down assignments into chunks and/or subdivide work
Close:	Ask students to answer, "Do you feel confident now to complete large assignments?"
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	
Anticipated number of students:	10
Planned length of	1 hour

lesson(s):	
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached <ul style="list-style-type: none"> The pre-test will be conducted in our opening question The post-test will be conducted in our closing question (“Do you feel confident to complete large assignments?”) 	
Outcome Data: (choose one)	
<p><input type="checkbox"/> Achievement (describe): Teacher check-in having students verbally demonstrate how to break down a large assignment. Teacher can report data collected on students who were successful and students who were not successful in breaking down a large assignment.</p> <p><input type="checkbox"/> Attendance (describe)</p> <p><input type="checkbox"/> Discipline (describe):</p>	

Learning Objective(s)/Competency	
Students will:	Learn study skills
Students will:	Learn collaboration skills
Materials:	
White board & dry erase marker	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based https://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization	
Procedure: Describe how you will:	

Introduce:	Opening circle: Ask kids to describe how they feel in one word. For the younger students they can draw a face (happy, sad, etc.) We will have the students answer, "Do you know how to practice what you are learning?"
Communicate Lesson Objective:	Identify study/practice strategies
Teach Content:	<ul style="list-style-type: none"> • Think of questions related to what you're learning • Recite or practice information aloud • Practice with a classmate or guardian/parent if after school
Practice Content:	Have the class practice writing or asking questions relating to a lesson from class. Practice reciting material aloud. Select a classmate to practice the material with.
Summarize:	Key study strategies outlined for students verbally
Close:	"Do you know how to practice what you're learning?" Reinforce the three main skills
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	10
Planned length of lesson(s):	1 hour
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached Pre-test will be conducted using our opening question Post-test will be conducted using our closing question 	
Outcome Data: (choose one)	
Achievement (describe): Review homework and test scores from pre- and post-lesson. Scores should have improved post-lesson.	

Attendance (describe)

Discipline (describe):

Learning Objective(s)/Competency

Students will: Create a daily study schedule

Students will: Practice time management

Materials:

White board, dry erase markers, study schedule template, pencils for students

Evidence Base:

- Best Practice
- Action Research
- Research-Informed
- X Evidence-Based

<https://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization>

Procedure: Describe how you will:

Introduce: Opening circle: Ask kids to describe how they feel in one word. For the younger students they can draw a face (happy, sad, etc.)
Next, we will ask students to answer, "How do you make time to do your homework?"

Communicate Lesson Objective: Create a daily plan for homework/studying

Teach Content: Demonstrate on the whiteboard how to create a daily plan. Use time frames for each task.
(Ex: 10 minutes for a snack break, 30 minutes for math homework, 20 mins for reading, etc.)

Practice Content: Students will fill out their personal daily plan template. Template will be grade appropriate.

Summarize:	Students will understand how to create and follow a daily homework/study plan.
Close:	We will have the students answer, "Raise your hand if you feel confident completing your daily homework plan everyday."

Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*

Participation Data:

Anticipated number of students:	10
Planned length of lesson(s):	1 hour

Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
Post-test will be conducted one week after the lesson asking students if their homework plan helped them complete assignments
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe): Compare homework completion rates for students pre and post-lesson. Post-lesson completion rates should show improvement

Attendance (describe)

Discipline (describe):

Learning Objective(s)/Competency

Students will:	learn to maintain organization
Students will:	Learn responsibility for schoolwork and materials

Materials:

Whiteboard, dry erase marker, props for demonstrations

Evidence Base:

- Best Practice
 Action Research
 Research-Informed
 Evidence-Based

<https://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization>

Procedure: Describe how you will:

Introduce:	<p>Opening circle: Ask kids to describe how they feel in one word. For the younger students they can draw a face (happy, sad, etc.)</p> <p>Ask students "How many of you have clean out your desk or backpack before?"</p> <p>"what things have to done while cleaning out?"</p> <p>Write ideas down on the whiteboard</p>
Communicate Lesson Objective:	<p>Communicate verbally to students the goal of the lesson will be to learn how to clean out their backpack, desk, and school folder(s).</p>
Teach Content:	<p>Demonstrate with props how to remove items sort through them and decided what to keep and what to toss.</p> <p>Demonstrate how to return the items to be kept back to their storage space neatly.</p>
Practice Content:	<p>Have students go through their school folders together as a class and remove old papers or trash that needs to be tossed. Have student return the remaining papers to their folder neatly.</p>
Summarize:	<p>Having regular "clean outs" is important to stay on top of being organized and also keeping track of important things.</p>
Close:	<p>"How does cleaning out your stuff make you feel?"</p> <p>Write ideas down on white board</p> <p>"How often do you think you should be cleaning out your things?"</p> <p>Write ideas down on whiteboard</p>

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

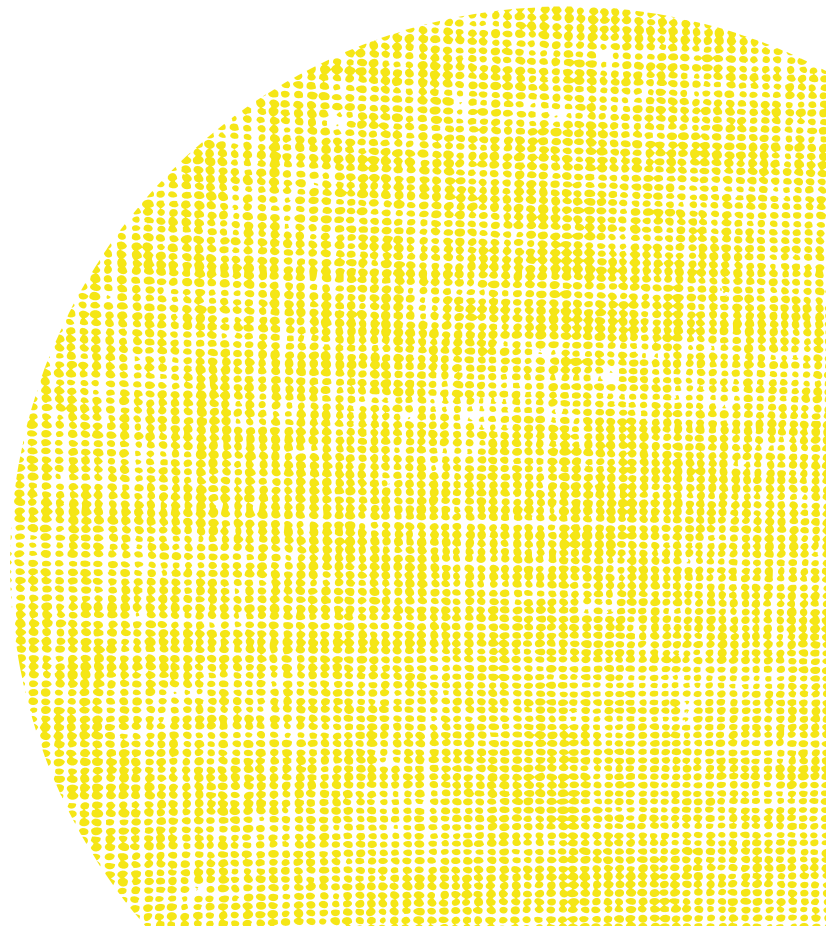
Anticipated number of students:	10
Planned length of lesson(s):	1 hour

Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
Post-test will be monthly check ins with the teacher to check progress of clean outs.
- Pre-/post-assessment attached

Outcome Data: (choose one)

- Achievement (describe): Students will be able to keep track of their belonging and important school papers. Monthly check-ins can be done by the teacher(s).
- Attendance (describe)
- Discipline (describe):



CLASSROOM GUIDANCE ACTION PLAN

The study skills workshop addressing strategic note taking is geared for a 5th grade class. With 5th graders getting ready to step into middle school it is important for them to develop note taking skills that will help them succeed in the next phase of their education. The lesson works around a worksheet that is a guide for the students to follow while taking notes during a lecture. The worksheet covers points of prior knowledge, main ideas and key concepts, relevant vocabulary words, and summarizing the overall lecture.

Students will activate prior knowledge in the opening of the lesson with writing down the lecture topic and jotting down brief facts and ideas surrounding the topic. Students will then learn to listen to key phrases said by the teacher to indicate when key concepts or main ideas will be introduced. The phrase might be along the lines of "This is a really crucial fact..." or "The four reasons for..." Through the course of the lecture students will come across new vocabulary that will be written down in the appropriate sections of the worksheet for a later reference. Once the main points are written down, students will take a moment to draw connections between these points. At the end of the lecture students will skim their notes and summarize the lecture.

It is suggested that this lesson be spread out over two lessons. Students will have the opportunity to work with a classmate and provide peer feedback to each other as well as practice note taking independently with teacher feedback at the end.

Lesson Plan

Lesson Plan for	Study Skills Workshop: Strategic Note Taking	(lesson title)
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School Counselor:	Madison Gavela, Amber Navarro, Anjali Sheth		
Target Audience:	5 th graders		
Mindsets & Behaviors: (limit of three)	M2. Self- confidence and the ability to succeed M6. A positive attitude towards work and learning BLS3. Use time management, organization, and study skills		
Lesson	1	Of	2

Learning Objective(s)/Competency	
Students will:	Understand the importance of note taking and how it will help them understand course content
Students will:	Learn to use strategic note-taking skills to help with information retention
Materials:	
Strategic note-taking worksheet, pencil, eraser, high-lighter, whiteboard and dry erase markers, and overhead project.	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based https://www.interventioncentral.org/node/967556	
Procedure: Describe how you will:	
Introduce:	Opening circle: Check-in- "how are you doing?" "What are somethings that you do to help you study?" Counselor can write shared ideas on the whiteboard.
Communicate Lesson Objective:	Counselor will explain the purpose of the lesson is to teach the students how to properly take notes, so that the notes will become a study tool.
Teach Content:	Counselor will project worksheet on whiteboard so students can follow along on their worksheet. Counselor will then do a brief review of a prior lesson to activate student's prior knowledge.

	Counselor will go through a lesson and guide the students through the worksheet. Demonstrating how to fill out key points, vocabulary words, and a summary.
Practice Content:	Students will follow along with teacher on their worksheet to practice note taking. Students will then be paired up with a classmate to go through notes and provide each other with peer feedback.
Summarize:	Students will work independently while teacher goes around to provide feedback on student's notes.
Close:	Counselor will ask "Does this feel helpful for studying?" "What was easy and/or hard about note taking?" "Are there questions about anything we just discussed?" Counselor can write down shared ideas on the whiteboard.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	30 students
Planned length of lesson(s):	Two 30-minute sessions
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached <p>Short answer reading comprehension question will be asked before and after the lesson.</p>	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe): The pre/post-test with students' overall grades in English Language Arts will be assessed before and after the lesson. It will be noted which students have shown an increase in grade or GPA as well as those who have shown no change after receiving the lesson.	
<input type="checkbox"/> Attendance (describe):	
<input type="checkbox"/> Discipline (describe):	

EVALUATION INSTRUMENT

The following survey is designed to provide a measure of student's current knowledge base and the effectiveness of the intervention. Through this survey we will gather data pertaining to students' ability to assume responsibility for the organization of their school work, practice self-discipline, and achieve high-quality results and outcomes of school work. Assessment data will highlight any improvements based on the direction of change in pre and post-test assessment answers.

I understand what it means to be organized

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- I don't know

A checklist can help remind me what I need to do for school

- True
- False

I know how to break down large assignments into smaller steps

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don't know

I know how to study for a test

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don't know

I know how to use my time wisely for my schoolwork

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don't know

EVALUATION INSTRUMENT

The evaluation instrument designed by the Rio Vista Counseling team aims to investigate the effectiveness of our CSCP's small group lessons. Small group lessons are specifically designed for implementation with groups of 6-8 students and are meant to support students in building the necessary tools for meeting state academic benchmarks. Using direct contact, the specific skills taught by our counseling team include creating assignment checklists, breaking large assignments down into more manageable parts, practicing wise time-management, and studying for tests.

Through a pre and post-test survey, all students who participated in the small group, counselor facilitated interventions will answer a curated selection of questions. Pre-survey questions will focus on the students' base knowledge. In the post-survey, their knowledge of utilizing organizational skills, practicing self-discipline, and working towards high-quality results in school work will be evaluated.

The data gathered will provide our counseling team with a snapshot of the intervention's effectiveness or ability to help students add to their toolbox of organizational and study skills. More specifically, the data gathered through these student assessments will help the counseling team measure students' mindsets and behaviors targeted by our lesson plans. These mindsets and behaviors are also directly tied to our ASCA Closing the Gap Action Plan.