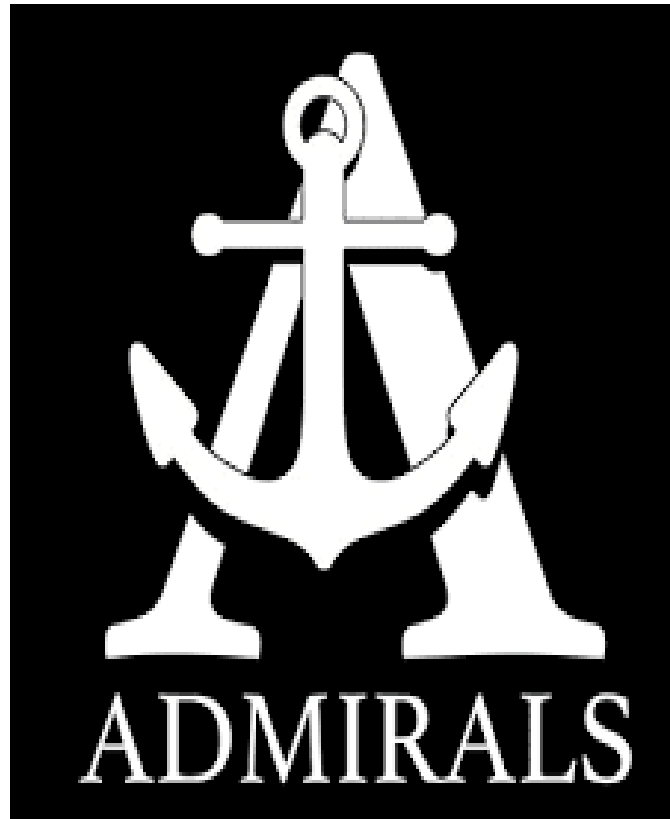


Comprehensive Counseling Plan



**Admiral Moorer Middle School
2024-2025**

MISSION STATEMENT

The mission of the *Admiral Moorer Middle School* Comprehensive School Guidance and Counseling program is to provide a structured program of services to ensure that all students (Grades K-12), regardless of their individual differences, acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. Our comprehensive program addresses the educational, career, and personal/social competencies necessary for all students to function and contribute in a changing society.

The Eufaula City Schools' Guidance and Counseling Department's Comprehensive Developmental Guidance and Counseling Program is based upon the following beliefs:

- All children are unique and can benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
- Every student has the right to participate in activities that promote self-direction and self development.
- Every student has the right to make choices and accept responsibility for choices made.
- Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

The Eufaula City Schools' Comprehensive Guidance and Counseling Program is an integral part of the overall educational program and serves as a critical link to the instructional program and the community.

- is data-driven to meet the specific needs of the students' goals and developmental student competencies,
- involves planning and coordination with other representatives of the school and community with a purposeful and sequential program of activities,
- utilizes many combined resources of the community,
- is evaluated on specific goals and agreed upon student competencies,
- actively involves students and others.

PROGRAM BENEFITS

Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Utilizes data for school improvement
- Uses data for implementation of the *Educator Effectiveness* evaluation system
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of the *Educator Effectiveness* evaluation system

Benefits for Communities

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success

- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

DELIVERY SYSTEM

The Eufaula City Schools District Comprehensive Guidance and Counseling Program provides services in accordance with the four delivery components. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) is utilized in assisting students to achieve their competencies. This approach ensures that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development.

Guidance Curriculum

The guidance curriculum component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains (academic development, career development, and personal/social growth) of human development. The curriculum lessons focus on decision-making, goal setting, peer relationships, self-awareness, career awareness, the world of work, labor market information and educational and career planning. The counselor's responsibilities include the organization and implementation of classroom guidance lessons and group guidance. The counselors are involved with student orientation and parent orientation. They conduct small and large groups dealing with study skills, problem-solving, test taking skills, peer relationships, questioning skills, bullying, resume writing, goal setting and many other topics.

Classroom Guidance Activities: Counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.

Group Activities: Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response or long-term counseling.

Interdisciplinary Curriculum Development: Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

Parent Workshops and Instruction: Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school guidance curriculum activities within this component may include:

- Self-Concept
- Communication Skills
- Peer Relationships
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Employment Skills
- Diversity
- Anger Management
- Bullying
- Suicide Prevention
- Erin's Law

Individual Student Planning

The individual student planning component consists of activities that focus on assisting each student with developing, analyzing, and evaluating educational, career, and personal goals/plans. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

Individual or Small-Group Appraisal: Counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

Individual or Small-Group Advisement: Counselors help students acquire self appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Placement and Follow-Up: Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- Career Awareness and Exploration
- Career/Technical Education Programs
- Teacher Advisor Programs
- Career Shadowing
- Postsecondary Application Process
- Four-Year Educational Plan
- Honors and Awards Program
- Financial Aid/Scholarship Advising
- Role Playing
- Student Portfolios

The counselors play a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

Additionally, some Eufaula counselors coordinate, facilitate, and/or conduct the following activities:

- Individual advisement
- Educational placement of students
- Program planning (parents and students)
- Interpreting test results
- New student registration
- Educational and career plans (including a four-year plan)
- Career interest inventories
- Transcript reviews
- Creates Master Schedules for schools
- issues schedules and make necessary adjustments
- maintain student records
- provide requested student information to appropriate agencies on a continuous basis
- assist with college selection and admission
- financial aid workshops
- career fairs
- career portfolios
- personal and social issues that affect school performance and future plans

The counselor assists in the identification of at-risk and special needs students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data. The counselor is often responsible for the coordination and administration of assessments. Counselors should assist with the interpretation of assessments given at their school. These tests include but are not limited to:

- ACAP
- i-Ready

Responsive Services

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

Consultation: School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding

strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

Personal Counseling: Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

Peer Facilitation: Counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association.

Referrals: Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services
- Grief Counseling
- Deployment

Eufaula City school counselors strive to include activities that meet the immediate needs and concerns of individual students whether those concerns involve individual or group counseling, information dissemination, crisis intervention, peer mediation, consultation or referral.

When cases are identified that require outside, emergency, long-term, and/or intensive treatment, the counselors work closely with the school nurses, the system social worker, school resource officers, the juvenile court system, local hospice, local mental health providers, and the Barbour County Department of Human Resources..

System Support

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

Professional Development: Counselors are regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional journals.

In-Service: Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

Public Relations: Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

Community Outreach: Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

Consultation with Staff: Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

Curriculum Development Support: Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

Advisory Committees: Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

Program Management and Operations: Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities,

policies and procedures, and research and resource development are elements of management activities.

Research and Evaluation: Some examples of counselor research and evaluation include *Eufaula City Teacher Evaluation Program* or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.

Fair-Share Responsibilities: Fair-share responsibilities may include such tasks as bus duty, class/club sponsorship, and taking tickets at sports events. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

In the Eufaula City School System, the system support component activities are two-fold. The first includes those activities that establish, maintain and enhance the preceding three program components. Activities in this component include program development, program evaluation and assessment, parent education, materials development, testing and community relations. The second aspect of the system support component includes activities that support other programs in the school. Those activities include, but are not limited to:

- EL/ESL Member
- Building Test Coordinators
- Continuing Improvement Plan (ACIP) Committee Member
- School 504 School Designee/Member
- IEP Team Member
- Response to Instruction Team (RTI) Member
- Positive Behavior Support (PBS) Team Member

At some schools, counselors schedule students, assist with lunchroom and bus duty, assist administrators and teachers with identifying student needs, serve on school and curriculum committees, etc. The counselors conduct classroom guidance assessments and utilize that data to analyze its impact. They collaborate with teachers in determining the factors that are impeding the success of students and conduct follow-up assessments of the students. The counselors play a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

When funding is made available, the counselors continue professional growth by attending seminars, workshops, in-services, and completing classes to maintain certification with the State

Department of Education, the National Board of Certified Counselors, and The National Board of Certified School Counselors. Many of the Eufaula City Schools counselors hold membership in the Alabama Counseling Association and the American School Counselor Association.

Admiral Moorer Middle School Scope and Sequence Chart for Academic Development Domain, Career Development Domain and Personal/Social Domain for Grades 6-8

ACADEMIC DEVELOPMENT DOMAIN

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency A:A.1 Improve Academic Self-Concept

	Indicators
A:A1.5	Identify attitudes and behaviors leading to successful learning

Competency A:A.2 Acquire Skills for Improving Learning

	Indicators
A:A2.1	apply time-management and task-management skills
A:A2.4	apply knowledge and learning styles to positively influence school performance

Competency A:A.3 Achieve School Success

	Indicators
A:A3.3	develop a broad range of interests and abilities

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Competency A:B.1 Improve Learning

	Indicators
A:B1.4	seek information and support from faculty, staff, family and peers
A:B1.5	organize and apply academic information from a variety of sources
A:B1.6	use knowledge of learning styles to positively influence school performance

Competency A:B.2 Plan to Achieve Goals

	Indicators
A:B2.1	establish challenging academic goals in elementary, middle/junior high and high school
A:B2.2	use assessment results in educational planning
A:B2.3	develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4	apply knowledge of aptitudes and interests to goal setting
A:B2.5	use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.7	identify postsecondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Competency A:C.1 Relate School to Life Experiences

	Indicators
A:C1.2	seek co-curricular and community experiences to enhance the school experience
A:C1.4	demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5	understand that school success is the preparation to make the transition from student to community member

CAREER DEVELOPMENT DOMAIN

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency C:A.1 Develop Career Awareness

	Indicators
C:A1.1	develop skills to locate, evaluate and interpret career information
C:A1.7	understand the importance of planning
C:A1.8	pursue and develop competency in areas of interest

Competency C:A.2 Develop Employment Readiness

	Indicators
C:A2.1	acquire employability skills such as working on a team and problem-solving and organizational skills

C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
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Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competency C:B.2 Identify Career Goals

	Indicators
C:B1.1	apply decision-making skills to career planning, course selection and career transition
C:B1.3	demonstrate knowledge of the career-planning process
C:B1.5	use research and information resources to obtain career information
C:B1.6	learn to use the Internet to access career-planning information
C:B1.8	understand how changing economic and societal needs influence employment trends and future training
C:B2.3	use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
C:B2.4	select course work that is related to career interests
C:B2.5	maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Competency C:C.1 Acquire Knowledge to Achieve Career Goals

	Indicators
C:C1.3	identify personal preferences and interests influencing career choice and success
C:C1.4	understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5	describe the effect of work on lifestyle

Competency C:C.2 Apply Skills to Achieve Career Goals

	Indicators
C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT DOMAIN

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Competency PS:B.1 Self Knowledge Application

	Indicators
PS:B1.9	identify long- and short-term goals
PS:B1.10	identify alternative ways of achieving goals
PS:B1.12	develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

Competency PS:C1 Acquire Personal Safety Skills

	Indicators
PS:C1.11	learn coping skills for managing life events

AMMS Counseling Plan

August

Complete student schedules/address scheduling concerns
Attend monthly counselor meeting
Faculty orientation for DHR & Mandatory Reporting
Conduct individual/group counseling
Attend parent conferences
Begin planning Admiral Advisory lessons (REACH)
Classroom guidance
Work with Wallace to begin Talent Search process with 6th graders
504 (distribute current plans to teachers)
Attend Testing Coordinators meeting
Plan and Administer Progress Monitoring Tool (MAP) 6th-8th grades
Advisory Council Meeting Planning/Attending

September

Attend monthly counselor meeting
Work with Wallace College to set up workshops
Conduct individual/group counseling
Attend parent conferences
Complete Educator Effectiveness Self-Assessment

Update Schoology Guidance page with introductory information
Plan and begin Admiral Advisory (REACH) lessons
Classroom guidance
Conduct 504 meetings (yearly reviews and 3 year re-evaluations)
Consult with Arch Counselors as needed
Attend RTI meetings
Consult with ECS Career Coach on 8th grade 4 year planning
Advisory Council Meeting Planning/Attending
Consult with Arch Counselors as needed

October

Attend monthly counselor meeting
Plan and coordinate Pride Assembly
Plan and coordinate Red Ribbon Week activities
Conduct individual/group counseling
Attend parent conferences
Plan Admiral Advisory (REACH) lessons
Classroom guidance
Talent Search Activities
Conduct 504 meetings (yearly reviews and 3 year re-evaluations)
Process end of nine weeks grades and report cards
Consult with Arch Counselors as needed
Compile School State Testing Accommodations in building
Conduct and Attend RTI meetings
Advisory Council Meeting Planning/Attending

November

Attend monthly counselor meeting
Conduct individual/group counseling
Attend parent conferences
Plan Admiral Advisory lessons (REACH)
Classroom guidance
Talent Search Activities
Conduct 504 meetings (yearly reviews and 3 year re-evaluations)
Consult with Arch Counselors as needed
Conduct and Attend RTI meetings
Advisory Council Meeting Planning/Attending
Administer PSAT to 7th graders
4 year planning with 8th graders
Input School State Testing Accommodations in DRC portal

December

Attend monthly counselor meeting
Conduct individual/group counseling
Attend parent conferences
Talent Search Activities
Plan Admiral Advisory lessons (REACH)
Classroom guidance
Conduct 504 meetings (yearly reviews and 3 year re-evaluations)
Attend 504 conference
Consult with Arch Counselors as needed
4 year planning with 8th graders
Advisory Council Meeting Planning/Attending
Plan/Administer ACAP Practice Test

January

Attend monthly counselor meeting
Plan and coordinate Pride Assembly
Conduct individual/group counseling
Attend parent conferences
Talent Search Activities
Plan Admiral Advisory lessons (REACH)
Classroom guidance
Conduct 504 meetings (yearly Reviews/ 3 year re-evaluations)
Process end of nine weeks grades and report cards
Consult with Arch Counselors as needed
4 year planning and registration with 8th grade
Attend RTI meetings
Advisory Council Meeting Planning/Attending

February

Attend monthly counselor meeting
Conduct individual/group counseling
Attend parent conferences
Talent Search Activities
Plan Admiral Advisory lessons (REACH)
Classroom guidance
Conduct 504 meetings (yearly review/ 3 year re-evaluations)
Consult with Arch Counselors as needed
4 year planning and registration with 8th grade
Conduct and Attend RTI meetings
Advisory Council Meeting Planning/Attending

March

Attend monthly counselor meeting
Plan and coordinate Pride Assembly
Plan/Train for ELL ACCESS Testing
Conduct individual/group counseling
Attend parent conferences
Talent Search Activities
Plan Admiral Advisory lessons (REACH)
Classroom guidance
504 meetings (yearly reviews/ 3 year re-evaluations)
Process end of nine weeks grades and report cards
Consult with Arch Counselors as needed
4 year planning and registration with 8th grade
Conduct and Attend RTI meetings
Advisory Council Meeting Planning/Attending

April

Attend monthly counselor meeting
Testing Site Coordinator for State Testing
Conduct individual/group counseling
Attend parent conferences
Talent Search Activities
Plan Admiral Advisory lessons (REACH)
Classroom guidance
504 meetings (yearly reviews/ 3 year re-evaluations)
Consult with Arch Counselors as needed
4 year planning and registration with 8th grade
6th and 7th grade registration begins
Advisory Council Meeting Planning/Attending

May

Attend monthly counselor meeting
Plan and coordinate Honors Assemblies
Conduct individual/group counseling
Attend parent conferences
Talent Search Activities
Review 504 plans (due dates for next year) (send 8th graders to high school)
Plan Admiral Advisory lessons (REACH)
Classroom guidance
Process end of year grades and report cards
Consult with Arch Counselors as needed
6th and 7th Grade registration
Conduct/Attend End of Year RTI meetings

Advisory Council Meeting Planning/Attending
Plan and Administer Progress Monitoring Tool (MAP) 6th-8th grades