



Annual Administrative Conference

School Counselor Myriam Seoane

School Year 2023-2024

After completing the school data summary, I have identified the following data priorities:

Attendance - Reduce total number of students within the chronic and severe chronic absenteeism bands by 30%

Discipline – reducing number of office referrals

Discipline – reducing out of school suspension days

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals

1	By May 20, 2024, third, fourth, and fifth grade students who were chronically absent in the 2022-2023 school year and the 2021-2022 school year will decrease cumulative absences by 5% from 432 to 410.
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year 2022-2023 <i>Based on two use-of-time 5-day calculators from previous school year (attached)</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
60%	21%	16%	3%
Use-of-Time Plan for Current School Year 2023-2024 <i>Indicate your planned time allocations for this school year</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
70%	14%	15%	1%

Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio	One School Counselor	Per	_____	Students
Caseload defined by:	<input type="checkbox"/>	Alpha Assigned:	Last names beginning with: _____ to _____	
	<input type="checkbox"/>	Grade Level:	Students in grades: _____	
	<input checked="" type="checkbox"/>	All Students in Building		
	<input type="checkbox"/>	Other: _____		

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	October 30, 2023
Spring Meeting Date:	5/22/2024
Proposed Members: (names and stakeholder position)	Nikol Boyd Christopher Massie Margaret Gunter Lowry Melton Travis Wright Liz Schuetz Lisa Williams

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost
9-6-2023	Office of Student Supports Mini Conference	0.00
10/11/2023	District Wide Counselor Meeting	0.00
11-1-11/3-2023	GSCA Conference	1,000

		(total cost)
2/20/2024	District Wide Counselor Meeting	0.00
3/12/2024	District Wide Counselor Meeting	0.00

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role
Zone Lead	Quarterly	Coordinate Zone Meetings with Zone 5 counselors
Counseling Leadership Group	Quarterly	Collaborate with district leaders on counselor roles and alignments to ASCA National Model

Budget Materials and Supplies

Materials and supplies needed: NA

Annual budget: \$ No annual budget allocated

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from 7:00 AM to 3:00 PM

My hours will be from 7:00 AM to 3:00 PM (if flexible scheduling is used)

The career center will be open from NA to _____

Other Staff and Volunteers

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	NA
Attendance Assistant/Clerk	NA
Data Manager/Registrar	Julie Paz
College and Career Center Assistant	NA
Other Staff	NA
Volunteers	NA

Signatures of school counselor and administrator must be within the first two months of school.

School Counselor Signature	<i>Myria Leon</i>
Administrative Signature	<i>[Signature]</i>
Date Conference Held & Template Signed	10-17-23
First Day of School	August 7, 2023

Closing-the-Gap Action Plan/Results Report

School Name	Esther Jackson	
Annual Student Outcome Goal	By May 20, 2024, third, fourth, and fifth grade students who were chronically absent in the 2022-2023 school year and the 2021-2022 school year will decrease cumulative absences by 5% from 432 to 410.	
ASCA Student Standards (Limit of two standards)		
<ol style="list-style-type: none"> 1. B-SS 3 Positive relationships with adults to support success. 2. B-SMS 6. Ability to identify and overcome barriers. 		
Mindsets & Behaviors Pre-/Post-Assessment Statements		
<ol style="list-style-type: none"> 1. My teacher misses me when I am absent. 2. I have a trusted adult at school that I can talk to. 3. I know how to speak up for myself to get to school. 4. Coming to school makes you feel more connected in your classroom. 		
Interventions That Support Achieving the Annual Student Outcome Goal		
Describe Direct Student Services (minimum of two)		Describe Indirect Student Services (minimum of two)
<ol style="list-style-type: none"> 1. attendance check in check out 2. attendance small groups 3. individual counseling as needed 		<ol style="list-style-type: none"> 1. MTSS meetings 2. teacher consultations 3. parent communication regarding importance of attendance
Systemic Focus		
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.		
<p>Teachers: School is not a priority for some of our parents.</p> <p>Parents: Elementary school is not that important, missing a few days a month does not impact my child. I should be able to spend time with my child whenever I want.</p> <p>Students: I am tired and want to stay home. I want to go to school and my parents tell me no.</p> <p>Administrators: Parents developed some bad attendance habits during the pandemic and they still think that the school is giving leniency regarding attendance.</p>		
List 1–2 strategies that could influence systemic change related to this goal.		
<p>Communicating with parents about participating remotely.</p> <p>Regular communication about attendance policies</p>		



Annual Calendar Template

School: Esther Jackson Elementary

Academic Year: 2023-2024

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Delivering			Program Planning and School Support <i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i>
Month	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership and advocacy activities)</i>	Program Planning and School Support <i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i>
Ongoing Services	Core Curriculum Lessons, Small Groups, Individual Student Planning, Individual Counseling, Lunch Bunch Groups	Student Success Skills Champion PBIS Support RTI Support Monitor & Support Attendance In House Mental Health Initiative Support 504 Chair Student Council Co Chair AVID Support Be the Voice Bullying Campaign Future Friday Career Slides Attendance Campaign Calm Down Notebooks (2-5) Calm Down Kits (PK-1) Monthly Attendance Celebrations	504 Chair Maintain Counseling Website Publish Monthly Calendar Publish Monthly Newsletter for Parents Onsite Mental Health Provider Coordinator Review School Data Student Success Skills Champion Birthday Recognition for Students
August	Student Council Selection Process Core Curriculum K- <i>Who is the School Counselor?</i> 1st – <i>Who is the School Counselor?</i> 2nd – <i>Who is the School Counselor?</i> 3rd – <i>Who is the School Counselor?</i> 4th – <i>Who is the School Counselor?</i> 5th – <i>Who is the School Counselor?</i> K- 7 <i>Habits of Highly Effective Kindergarten Students</i>	MTSS Meetings Parent Conferences	Student Success Skills Training to Staff

	<p><i>1st – Responsibility</i> <i>2nd – Responsibility</i> <i>3rd – Organization</i> <i>4th – Organization</i> <i>5th – 7 Habits of Highly Successful 5th Grade Students</i></p>		
<p>September</p>	<p>Lunch Bunch Groups Student Council Selection Process and Meetings Individual Student Planning as scheduled Core Curriculum K-5 – Coping Skills Lesson K- Bullying 1st – Bullying 2nd – Bullying 3rd – Bullying 4th – Bullying 5th – Bullying Student Council Leadership Lesson Attendance Small Groups Resilience Small Groups</p>	<p>MTSS Meetings Parent Conferences</p>	
<p>October</p>	<p>Student Council Meetings Core Curriculum K- Bullying 1st – Bullying 2nd – Bullying 3rd – Bullying 4th – Bullying 5th – Bullying Student Council Leadership Lesson Attendance Small Groups Self Control Small Group Resilience Small Group</p>	<p>MTSS Meetings Parent Conferences</p>	<p>Bullying Campaign Red Ribbon Week Counselor Advisory Council Meeting</p>

<p>November</p> <p>K- Bullying 1st – Bullying 2nd – Bullying 3rd – Bullying 4th – Bullying 5th – Bullying <i>Student Council Leadership Lesson</i></p> <p><i>Attendance Small Groups</i> <i>Self Control Small Group</i> <i>Resilience Small Group</i></p>	<p>MTSS Meetings Parent Conferences</p>	
<p>December</p> <p>Core Curriculum: Classroom <i>K- Tattling/Reporting</i> <i>1st – Tattling/Reporting</i> <i>2nd – Teasing</i> <i>3rd – Teasing</i> <i>4th – Rumors and Gossip</i> <i>5th – Middle School Transition Lesson – How to Open Lockers</i></p> <p><i>Student Council Leadership Lesson</i> <i>Attendance Small Groups</i></p>	<p>MTSS Meetings Parent Conferences</p>	
<p>January</p> <p>Student Council Meetings</p> <p>Core Curriculum: Classroom <i>K- Careers</i> <i>1st – Georgia First Grade Career Cluster Lessons</i> <i>2nd – Georgia Second Grade Career Cluster Lessons</i> <i>3rd – Georgia Third Grade Career Cluster Lessons</i> <i>4th – Georgia Fourth Grade Career Cluster Lessons</i></p>	<p>MTSS Meetings Parent Conferences</p>	

	<p>5th – Georgia Fifth Grade Career Cluster Lessons</p> <p><i>Core Curriculum: Classroom</i> <i>K-5 – Mindsets</i></p> <p><i>K- Think First Stay Safe</i> <i>1st – Think First Stay Safe</i> <i>2nd – Think First Stay Safe</i> <i>3rd – Think First Stay Safe</i> <i>4th – Think First Stay Safe</i> <i>5th – Think First Stay Safe</i></p> <p>Think First, Stay Safe –Required Personal Safety Curriculum <i>Student Council Leadership Lesson</i></p> <p><i>Attendance Small Groups</i> <i>Growth Mindset Small Group</i></p>		
<p>February</p>	<p>Lunch Bunch Groups Student Council Meetings Individual Student Planning as scheduled Core Curriculum: Classroom Core Curriculum: Classroom <i>K- Kindness</i> <i>1st – Kindness</i> <i>2nd – Kindness</i> <i>3rd – Kindness</i> <i>4th – Kindness</i> <i>5th – Kindness</i></p> <p><i>Student Council Leadership Lesson</i> <i>Attendance Small Groups</i></p>	<p>MTSS Meetings Parent Conferences</p>	

<p>March</p>	<p>Core Curriculum: Classroom <i>K- Resilience</i> <i>1st – Resilience</i> <i>2nd – Resilience</i> <i>3rd – Resilience</i> <i>4th – Resilience</i> <i>5th – Stress/Anxiety</i> <i>3-5 Test Prep Lesson</i> <i>Student Council Leadership Lesson</i> <i>Attendance Small Groups</i> <i>Test Buster Small Groups</i></p>	<p>Career Day</p>	
<p>April</p>	<p>Student Council Meetings Core Curriculum: Classroom <i>K- Conflict</i> <i>1st – Conflict</i> <i>2nd – Conflict</i> <i>3rd – Conflict</i> <i>4th – Conflict</i> <i>5th – Conflict</i> <i>Student Council Leadership Lesson</i> <i>Test Buster Small Groups</i></p>	<p>MTSS Meetings Parent Conferences</p>	<p>Testing Support</p>
<p>May</p>	<p><i>Lunch Bunch Groups</i> <i>Student Council Meetings</i> <i>3-5 Test Prep Lesson</i> <i>K- Friendship</i></p>	<p>MTSS Meetings Parent Conferences</p>	<p>Transition meetings with Middle School counselors. Counselor Advisory Council Meeting</p>

	<p>1st – Friendship 2nd – Friendship 3rd – Friendship 4th – Friendship 5th – Friendship Student Council Leadership Lesson Attendance Small Groups</p>		
June			Data Dig



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides 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, while the annual calendar presents the schedule of all classroom and groups activities.

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

School Name	Date Created	Most Recent Revision Date
Esther Jackson	8-2023	

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	Resilience Lesson	K		
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	Bullying Lesson	K, 1, 2,3, 4, 5	x	
M 3. Positive attitude toward work and learning	7 Habits of Highly Successful 5 th Graders	5	x	
M 4. Self-confidence in ability to succeed	7 Habits of Successful Students Test Prep Lesson	K 3, 5	x	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Test Prep Lesson	4	x	
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success	Career Day	k-4	x	
Behavior Standards				
Learning Strategies	Activity/Focus or Purpose	Participants	Class/LG	SG
B-LS 1. Critical-thinking skills to make informed decisions	K Tattling Lesson Bullying Lesson Rumors/Gossip Lesson	K 4 4	x	
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills	Organization Lesson	3-4	x	
B-LS 4. Self-motivation and self-direction to learning	Growth Mindset Lesson	4, 5	x	

B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High-quality standards for tasks and activities				
B-LS 7. Long- and short-term academic, career and social/emotional goals				
B-LS 8. Engagement in challenging coursework				
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	Conflict Lesson	5	x	
B-LS 10. Participation in enrichment and extracurricular activities				
Self-Management Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SMS 1. Responsibility for self and actions	Responsibility Lesson	1-2	x	
B-SMS 2. Self-discipline and self-control	Tattling Lesson	1		
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals	Growth Mindset Lesson	1, 2, 3, 4, 5	x	
B-SMS 6. Ability to identify and overcome barriers	Growth Mindset Lesson Attendance Check In	K,1, 2, 3 3-5	x	x
B-SMS 7. Effective coping skills	Coping Skills Lesson	K-5	x	
B-SMS 8. Balance of school, home and community activities				
B-SMS 9. Personal safety skills	Think First Stay Safe	K-5	x	
B-SMS 10. Ability to manage transitions and adapt to change	Middle School Lesson	5	x	
Social Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them	Bullying Lesson, Friendship Lesson	K, 1, 2, 3, 5 K, 1, 2, 3, 4, 5	x	
B-SS 3. Positive relationships with adults that support success	Into to Counselor Lesson Attendance Check In	K-5 3-5	x	x
B-SS 4. Empathy	Bullying Lesson, Kindness Lesson	K, 1, 2 K,1,2, 3	s	
B-SS 5. Ethical decision-making and social responsibility	Teasing Lesson	2,3, 5		

B-SS 6. Effective collaboration and cooperation skills	Conflict Lesson	1, 2, 3, 4		
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Student Council Intro Lesson	Selected Students in Grades 3-5		x
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Bullying Lesson Kindness Lesson	1,2,4 4		
B-SS 9. Social maturity and behaviors appropriate to the situation and environment	Conflict Lesson Bullying Lesson	K 3, 5	x	
B-SS 10. Cultural awareness, sensitivity and responsiveness				