

# Hatching Results Professional Learning

May 17, 2023



# Purpose

- Provide background and key information on Hatching Results professional learning partnership with school counselors and site/district administrators
- Share progress to date on implementation of Hatching Results professional learning

## Hatching Results PL Timeline for CVUSD- Year 1 & 2



# Agenda

## Background

### Hatching Results/ASCA Overview

- Visions and Intended Outcomes
- MTMDSS
- Connection with UDL

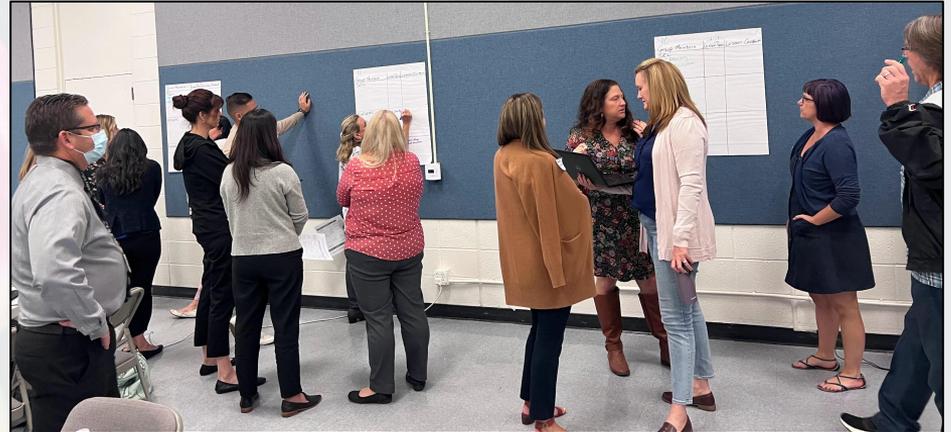
### Tier 1 - Lesson Designs

- What was learned
- What was done/What we are doing
- Data/results

### Tier 2 - Lesson Designs for Tier 2 Groups

- What was learned
- What was done/What we are doing
- Data/results

## Next Steps



# Background

- Beginning of the 2020-2021 school year, CVUSD school counselors requested this professional learning in support of a data-driven, comprehensive approach to school counseling TK-12. (LCAP Goal #2)
- On March 15, 2022, CVUSD entered into a three-year contract for services with Hatching Results.
- One-time funding for this professional learning, \$135,000 from the 2021-22 to 2023-24 school year, is provided through the Expanded Learning Opportunity Grant, Educator Effectiveness Block Grant, and Title II Professional Learning funds.



# About Hatching Results

PL #1

March 18,  
2022

## OUR VISION

### What we hope to see in the future:

School counselors are **leaders, systemic change agents, collaborators,** and **advocates** who are empowered to design, implement, evaluate, and improve **comprehensive, data-driven** school counseling programs that address the diverse needs of all students, **increase access** and opportunities, and decrease equity gaps, resulting in schools that produce successful, contributing, and resilient members of society.

Why are we here?

## Intended Outcomes of Our Partnership



- Cultivate **relationships** within and across school sites
- Meet this moment and learn alongside each other to **align and improve K-12 school counseling systems** across sites to better promote equity and access
- Grow our **capacity to lead continuous** school counseling program **improvement** for the benefit of students in CVUSD
- Understand the current reality of our **data** and allow it to **shift our practice** to better meet the needs of K-12 CVUSD students

# Counseling Team Belief Statement

PL #1

March 18,  
2022

**Respect - Empower - Advocate - Connection - Balance**

CVUSD School Counselors believe that every student deserves equitable access to education within a comprehensive school counseling program that addresses students' social emotional, academic, and post-secondary needs in a safe, respectful, and supportive environment.

Through alignment with the ASCA National Model, school counselors work to ensure that students are equipped and empowered to utilize the strategies, skills, and resources taught within a proactive, data-driven counseling program.

As advocates for all students, school counselors strive to connect students with school stakeholders and facilitate genuine connections to help them thrive within the school community.



PL #1  
March 18,  
2022

# Guidance Counselors



# School Counselors!



- **Reactive** services (spends most of their time in Tiers 2 and 3, based on referrals)
- Serve **some** students
- Focus mostly on **one domain**
- Utilize a **clinical** model focused on student **deficits**
- **Ancillary** support
- **Loosely** defined role/quasi-administrator
- Focus mostly on counseling services provided
- Works in **isolation** or only with other counselors
- Guards the **status quo**
- **Gatekeepers** of rigorous courses
- **Little or no** accountability for student success
- Helps mostly **college-track students** plan for college
- Depends on **system's resources** for helping students and families

- **Proactive**, preventative services (spends a great deal of time in Tier 1 and uses data primarily to drive Tier 2 services)
- Serve **ALL** students
- Focus on all three domains (academic, college/career social/emotional) to **impact student success**
- Utilize an **educational** model, focused on **student strengths**
- Integral member of the **school leadership team**
- **Clearly** defined role
- Focus on **outcomes** from services provided
- Collaborates with **all stakeholders** in the school community
- Acts as a **change agent** for educational equity for all students
- **Advocates** for all students to have access to rigorous courses
- **Full accountability** for student success
- Advises ALL students on **multiple postsecondary pathways**
- **Brokers services** from community agencies, as well as the school system's resources

THIS IS  
WHERE THE  
MAGIC  
HAPPENS!

PL #2

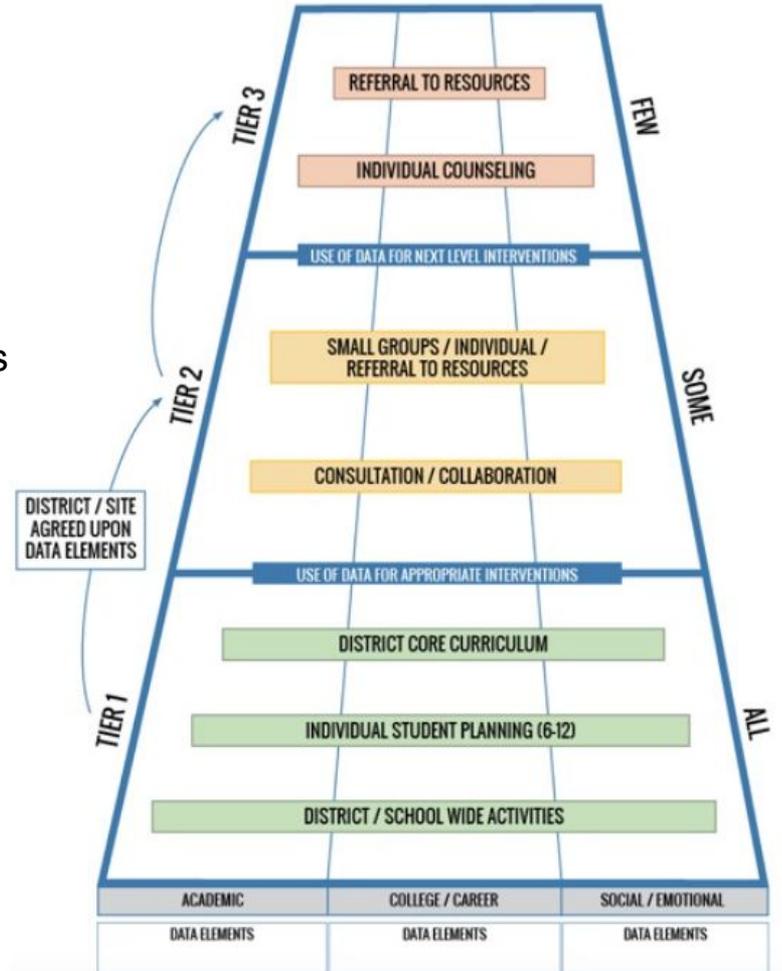
May 23,  
2022

## Multi-Tiered, Multi-Domain System of Supports (MTMDSS)

# Aligned to the ASCA National Model & Promotes Equity

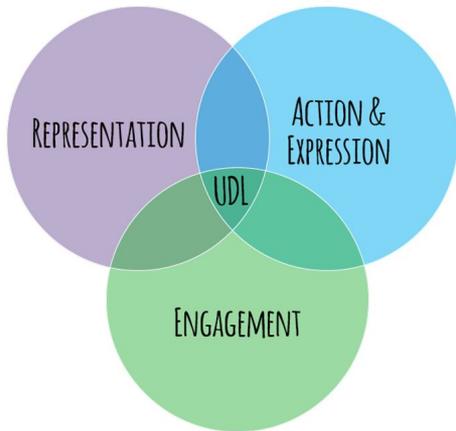
**Systematic**, rather than random, delivery of services helps ensure that students are **equitably served**:

- Effective systems enable ALL students to receive instruction, individual student planning, and schoolwide programs and activities
- Students receive supports according to demonstrated (data-driven) level of need, by virtue of special population, and by referral
- Enables school counselors to assess the services being delivered and to whom

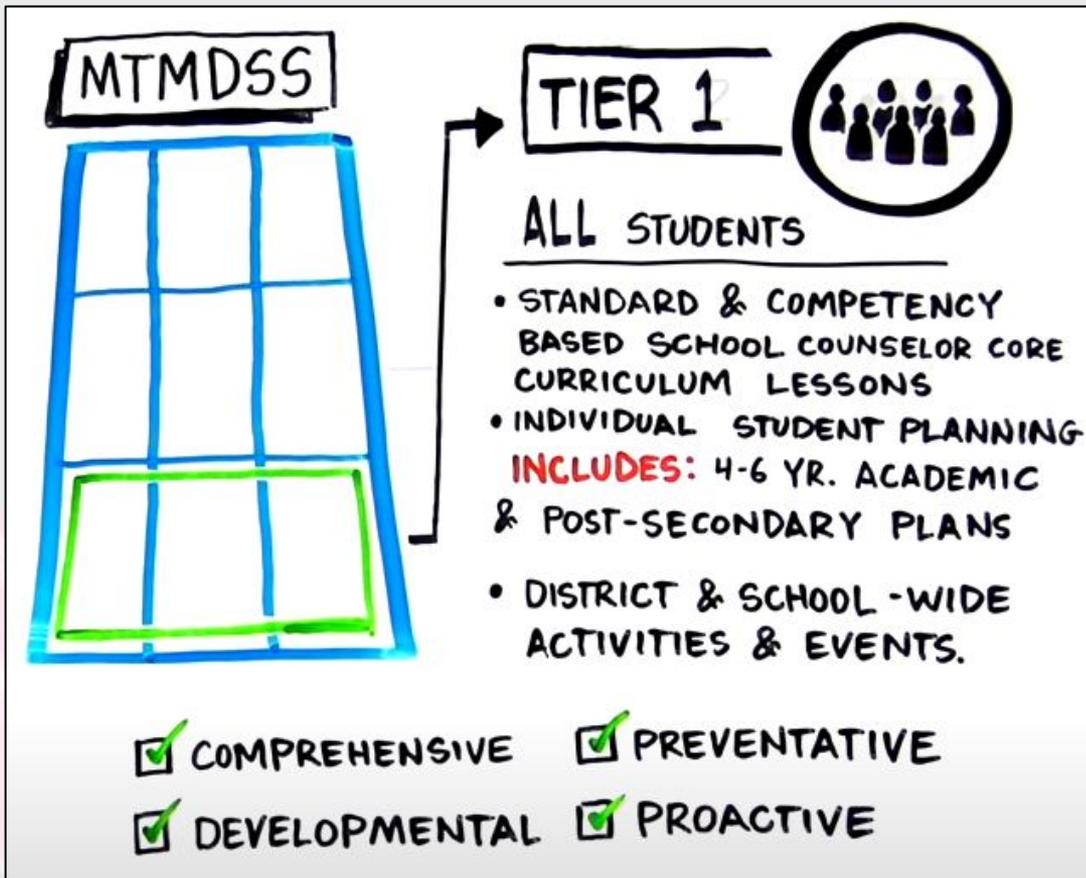


# Tier 1

This year, school counselors focused on creating well-developed lessons which are the beginning of our franchised curriculum.



UDL PRINCIPLES





# “Franchising” School Counseling Curriculum to Promote Equity

PL #2

May 23,  
2022

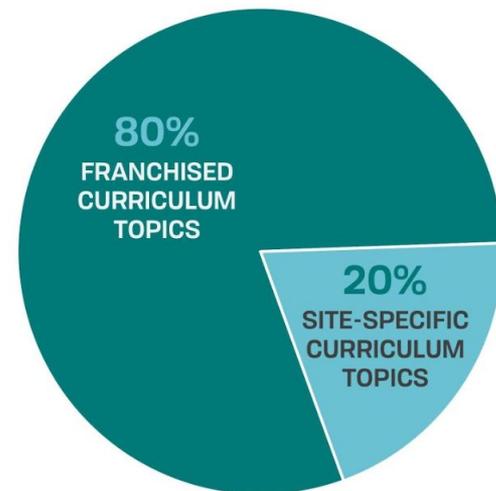
- **80% is consistent across the district**

- **Developmental** in nature
- **Preventative** in design
- **Comprehensive** in scope
- Supports **equity and access** across districts

- **20% based on local needs**

- **School data** (i.e. discipline referrals, student surveys)
- **Current trends** (i.e. increase in cyberbullying, dangerous fads)
- **School initiatives** (i.e. related to culture and climate)

## 80/20 CORE CURRICULUM



# PL #2

May 23, 2022

4/5 Jan, Katie, Nate  
Doug

Group Members	Lesson Topic	Lesson Content
SEL Conflict Resolution Emo. Regulation Relationship Building Bullying Prevention (TACER) Web/Internet Ethics	Kat's Choices Listening/ Asking Questions/ Connection Bright City/ Supply	Book: The Friend Ship Cross the Line Whisked Heart Chrysanthemum
ACADEMIC Organization etc. functioning Transcript example Study skills Intrinsic Motivation Test-taking skills Properly copying	Scheduling Calendar/Planner	How to use it: (Tringe/First)
COLLEGE & CAREER Career Paths Majors/Tracks College Days Teacher Careers	Interest Inventory CA Career Zone	Interest Inventory Money Management Education Planning

But what does this mean? refers to

Does this mean? refers to

grad. requirem. reminder

How many up in?

## 8 Middle School Success Lessons

Karla, Kim, Melissa Kelly, Shannon

Group Members	Lesson Topic	Lesson Content
SEL Second STEP		ALL
ACADEMIC Promotion Requirements Goal Setting (SEL strategies)	Requirements Contract SMART GOALS Growth Mindset	Kim/Preessa Shannon/Kelly
COLLEGE & CAREER H.S. Planning Career Pathways (A-G, H.S. Grad Requirements) (Include SEL strategies)	A-G # H.S./Cvcs Grad requirements 9th Grade Self-advocacy Resilience Connectedness	Shannon/Kelly Kim/melissa

Group Members:	Lesson Topic	Lesson Content
SEL	positive self-esteem College stressors: rejection, resiliency independence: advocacy Screen-time: social media Responsible decision making: consequences Healthy habits: eat/sleep	Responsible Decision Making Stress management Coping strategies Identifying warning signs, supports, triggers
ACADEMIC	Time management Organization procrastination - senioritis!	Deadlines Directions Requirements
COLLEGE & CAREER	Proper reading skills Resume, professionalism Goal Setting: realistic Financial literacy	Transition to Adulthood Budgets - expenses - "reality check" Professional Skills

grad. requirem. reminder

How many up in?

Counseling Lesson	22-23 SY	23-24 SY	Grade	Outcome Data
Emotional Regulation - Emotions Detective	Fall/Tri 2	Fall/Tri 2	TK/Kinder	AR: Attendance Rates/AR: Discipline Referrals
Emotional Regulation - Traffic Light Zones	Fall/Tri 2	Fall/Tri 2	1st Grade	AR: Attendance Rates/AR: Discipline Referrals
Emotional Regulation - Zones of Regulation	Fall/Tri 2	Fall/Tri 2	2nd Grade	AR: Attendance Rates/AR: Discipline Referrals/AR: Homework Completion
Emotional Regulation - How Big Is My Problem?	Fall/Tri 2	Fall/Tri 2	3rd Grade	AR: Attendance Rates/AR: Discipline Referrals/A: Grades
Emotional Regulation - Coping Skills	Fall/Tri 2	Fall/Tri 2	4th Grade	AR: Attendance Rates/AR: Discipline Referrals/A: Grades
Emotional Regulation - Self-Regulation	Fall/Tri 2	Fall/Tri 2	5th Grade	AR: Attendance Rates/AR: Discipline Referrals/A: Grades
Executive Functioning/Introduction to Middle School	Fall	Fall	6th Grade	AR: Attendance Rates/AR: Discipline Referrals/AR: Homework Completion
Strengthsfinder/Career Pathway Exploration	Fall	Fall	7th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: Grades
High School Planning	Spring	Spring	8th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: Grades
CVUSD High School 101	Fall	Fall	9th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: Grades
Making Plans	Fall	Fall	10th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: On-Track Rates
College & Career - Post-Secondary Planning	Week 5 of SY	Week 5 of SY	11th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: GPA
SMART Goals for Post-Secondary Planning	Fall, post reg.	Fall, post reg.	12th Grade	AR: Student Involvement/AR: Scholarships/A: Graduation Rates/A: College12

**PL #2**  
May 23, 2022

**PL #3**  
November 1, 2022

**PL #4**  
January 2023

**PL #5**  
March 17, 2023

**PL #6**  
May 8, 2023

# Lesson Development

- Lesson Plan templates
- Mindsets & Behaviors
- Outcome statement
- Engagement strategies
- Pre/Post assessment

Attitude: They will **BELIEVE** something?

Skills: They will **DO/APPLY** something?

Knowledge: They will **LEARN** something

Lesson Plan	
School Counselor:	
Lesson Plan Title:	
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lesson <input type="checkbox"/> Small-Group Session
Target Audience:	
<input type="checkbox"/> Best Practice (summary used and believed to be best) <input type="checkbox"/> Action Research (involves investigation and research informed by theory of research practice) <input type="checkbox"/> Evidence-Based (highest level of evidence, results)	
ASCA Student Standards Targeted:	
Identify 1-2 student standards relevant for this program group and goal (list practice - select one)	
MSBA (Mindsets & Behaviors Statement)	
Teach Content: Practice Content: Summarize/Close:	
Participation Data Plan:	
Anticipated number of students:	
Planned length of lesson(s):	
ASCA Student Standards Data Plan:	
Research: Research/Intervention group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standard(s) and student learning outcomes.	
Pre-/Post-Assessment items are:	
Outcome Data Plan: (choose one and describe specific data point to compare)	
Evidence: Achievement: School counselor will compare reading levels of students before and after delivery of lesson. Attendance: School counselor will compare number of absences before and after this year. Discipline: School counselor will compare total number of disciplinary reports for pre-assessment cohort first quarter with second quarter.	
<input type="checkbox"/> Achievement (describe): <input type="checkbox"/> Attendance (describe): <input type="checkbox"/> Discipline (describe):	
Follow-Up Plans:	
Explain your plan for students who missed the lesson. Explain your plan for students who did not demonstrate student standards (MSBA/Student learning objectives).	

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

### ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following mindsets, skills or behaviors is essential for academic, career and community success.

Category 1: Mindset Standards		
School counselors monitor the following mindsets for all students.		
M1.1. Belief in development of ability self, including a healthy balance of mental, socioemotional and physical well-being	M1.2. Sense of purpose, respect, support and inclusion in self and others in the school environment	M1.3. Positive attitude toward work and learning
M1.4. Self-efficacy in ability to succeed	M1.5. Ability to engage in learning	M1.6. Ability to engage in learning
M1.7. Ability to engage in learning	M1.8. Understanding that postsecondary education and the long-term are necessary for long-term success	
Category 2: Behavior Standards		
School counselors provide ongoing monitoring, feedback, support and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B1.1. Critical thinking skills to make informed decisions	B1.2. Self-direction and self-control	B1.3. No-line, respectful and supportive relationships with students who are similar and different from them
B1.3. Creative approach to learning tasks and problem solving	B1.5. Independent work	B1.4. Analyze situations with adults to support learning
B1.4. Self-management and self-direction for learning	B1.6. Organize and prioritize for long-term success	B1.5. Analyze situations with adults to support learning
B1.5. Media and technology skills to enhance learning	B1.7. Persistence to achieve long-term goals	B1.6. Effective collaboration and cooperation skills
B1.6. High-quality standards for tasks and activities	B1.8. Ability to identify and overcome barriers	B1.7. Effective collaboration and cooperation skills
B1.7. Long and short-term academic, career and social-emotional goals	B1.9. Effective coping skills	B1.8. Learning and teamwork skills to work effectively in diverse groups
B1.8. Engagement in challenging coursework	B1.10. Balance of school, home and community activities	B1.9. Ability to self and others and ability to meet self when necessary
B1.9. Decision-making informed by gathering information, getting other perspectives and recognizing personal bias	B1.11. Personal safety skills	B1.10. Social maturity and behaviors appropriate to the situation and environment
B1.10. Participation in enrichment and extracurricular activities	B1.12. Ability to manage transitions and adapt to change	B1.11. Cultural awareness, sensitivity and responsiveness

**PL #3**  
November 1, 2022

**PL #4**  
January 2023

### Student Engagement Strategies For Core Curriculum School Counseling Lessons

Created by Danielle Duarte  
Director of Professional Development, Natchez Branch  
Adolescent Family Life Support State University  
Past President, California Association of School Counselors

<p><b>Think-Pair-Share</b></p> <ol style="list-style-type: none"> <li>1. Identify point of discussion.</li> <li>2. Allow students time to think individually.</li> <li>3. Have students face partner to share ideas.</li> <li>4. Pair/student contributes to whole group.</li> </ol> 	<p><b>"Sole" Mates</b></p> <ol style="list-style-type: none"> <li>1. Pose a question to students and allow time to think and/or write down their answers.</li> <li>2. Ask students to get up and find their "sole" mate - someone with similar shoes on - to discuss their answer.</li> </ol> 
<p><b>Thumbs Up, Thumbs Down</b></p> <ol style="list-style-type: none"> <li>1. School counselor asks a whole class question.</li> <li>2. Allow students think time.</li> <li>3. Randomly choose a student to respond to question.</li> <li>4. Tell students to agree or disagree with response using thumbs up or thumbs down gesture.</li> </ol> <p>Can also be used as school counselor poses a series of statements to the whole group and students respond thumbs up thumbs down, and school counselor calls on individual students to ask rationale.</p> 	<p><b>Pull Cards</b></p> <ol style="list-style-type: none"> <li>1. Give each student a 3x5 index card as they come into the classroom and ask them to write their name on the end.</li> <li>2. You can also ask them to write other information that aligns with the lesson topic (like how often they write in their planner every week before a lesson on organization) or answer questions (such as a pre-test question).</li> <li>3. Collect cards and use to randomly choose students to participate during the lesson.</li> </ol> 

Student Engagement Strategies for Core Curriculum School Counseling Lessons handbook modified by Danielle Duarte with permission from document created by Jackie Lewis, FUSD Teacher on Special Assignment

<p><b>Choral Reading</b></p> <ol style="list-style-type: none"> <li>1. Have a passage or phrase for all students to read together.</li> <li>2. Once ready, give signal for group to read together chorally.</li> </ol> <p>Appropriate for school counselors to use in whole group and/or small group.</p> 	<p><b>Lines of Communication</b></p> <ol style="list-style-type: none"> <li>1. Have students form two lines facing each other.</li> <li>2. Provide students with a talking prompt.</li> <li>3. Decide which side of the line begins the conversation.</li> <li>4. Give about 1-2 minutes for students to communicate.</li> <li>5. Have one end persons from one line go to end of the line and have students from same line slide down.</li> <li>6. Give same prompt or different talking point.</li> </ol> 
<p><b>Fist to Five</b></p> <ol style="list-style-type: none"> <li>1. Ask students to raise an scale of fist to five, with a fist meaning they don't know at all and a five meaning they could teach someone else, the answer to the following question, or whether or not they agree with a statement.</li> <li>2. Pose the question to the students.</li> <li>3. Observe the range (or lack of range) within the room and randomly call on students to explain their number.</li> </ol> 	<p><b>Give One, Get One</b></p> <ol style="list-style-type: none"> <li>1. Using a structured template, have students write a list of facts or ideas learned.</li> <li>2. Have students begin with a partner assigned by you.</li> <li>3. Instruct them to collect one new and different fact or idea.</li> <li>4. Then they are to give one new and different fact or idea.</li> <li>5. If neither has a new and different idea, tell them to brainstorm and try to create one.</li> <li>6. Have students go from person to person until they generate several ideas on the subject.</li> <li>7. Compile a group list of ideas generated.</li> </ol> 

Student Engagement Strategies for Core Curriculum School Counseling Lessons handbook modified by Danielle Duarte with permission from document created by Jackie Lewis, FUSD Teacher on Special Assignment

# Elementary Sample Lesson

Why do I need to learn about coping skills?

help you manage your emotions in a healthy way

An infographic titled "Coping Strategies to try" listing various techniques in pink boxes:

- Drink Water
- Talk to an Adult
- Listen to Music
- Think of a Calm Place
- Self-Talk
- Ask to Eat a Snack
- Tense and Release (Meatballs and Spaghetti)
- Take Deep Breaths
- Use Fidgets
- Draw or Make Art
- Ask to Take a Walk
- Write, like in a Journal
- Wall Pushups

Video Clip #1  
Mike's New Car



Video Clip #2  
Inside Out



Video Clip #3  
Fern Gully

## Emotional Regulation\*

The lesson on Coping Skills yielded a 15.65% increase in 4th & 5th grade students who agreed that they can use coping skills to calm themselves down when they have big feelings.



Elementary Counseling  
2022-2023  
Aspen, Maple, & Westlake Hills Elementaries



Elementary Counselor - Katie Berry

Counseling Interns - Ray Munoz and Jayden Rose

Assemblies & Lessons	Community Circles	STAND PROUD Activities	Small Group Sessions
165	15	44	15

Core Curriculum Classroom Lessons Students Received	Grade Level	Number of Students	Highlights Throughout the Year
Conflict Resolution	TK/Kinder	192	
Bullying Prevention	1st Grade	126	
Emotional Regulation* <small>The lesson on Coping Skills yielded a 15.65% increase in 4th &amp; 5th grade students who agreed that they can use coping skills to calm themselves down when they have big feelings.</small>	2nd Grade	176	
Inclusion	3rd grade	153	
Growth Mindset	4th Grade	137	
Kindness	5th Grade	164	
Motivation	TOTAL # OF STUDENTS SERVED: 948		
College & Career Readiness	*Emotional Regulation Lessons were developed from Matching Results training counselors have been receiving.		
Reflections			

Naming Committee

Family Engagement Nights

Wellness Committee

Presenting at GATE DAC

Parent Webinars

Teacher Professional Learning

# Middle School Sample Lesson

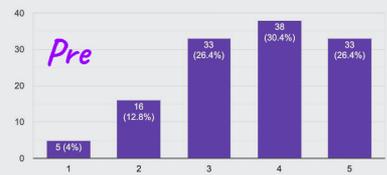


**Begin with the end in mind...**  
*Middle School and Beyond*

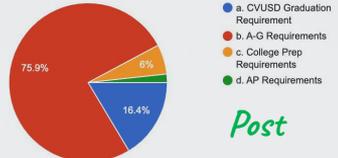
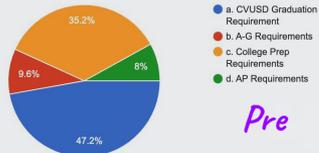
## Lesson Agenda

- Review
  - Begin with the End in Mind
- Discuss
  - High School Graduation Requirements
  - A-G Requirements
  - 4-Year Universities, Community Colleges, Vocational Schools
- Compare HS graduation with A-G requirements
- Resources for Success

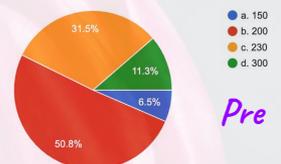
Q: I know the CVUSD high school graduation requirements:



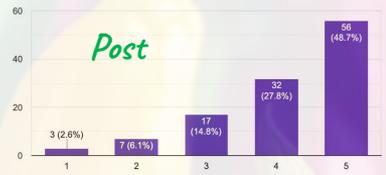
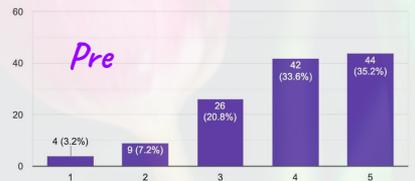
Q: A student applying directly from high school to Cal State Channel Islands must meet which requirements:



Q: In CVUSD I must have \_\_\_\_\_ credits to graduate:



Q: I feel excited about my future:

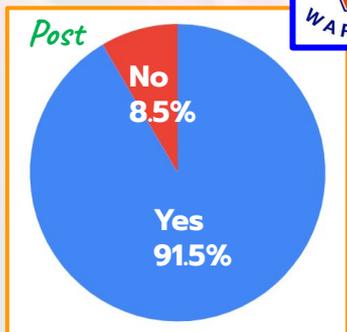
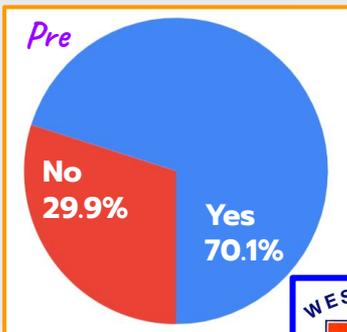


# High School Sample Lesson

## UDL Guided Notes

### Future Junior Registration

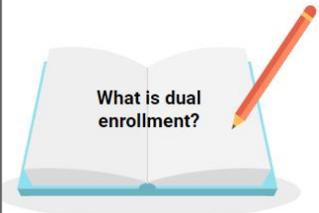
Q: I understand the difference between graduation and A-G requirements:



1. My current counselor is \_\_\_\_\_, next year it will be \_\_\_\_\_
2. There are two sets of requirements \_\_\_\_\_ and \_\_\_\_\_
3. Minimum grade for graduation requirements is \_\_\_\_\_ and for A-G requirements it is a \_\_\_\_\_
4. I need to bring my \_\_\_\_\_ to my 1:1 meeting with my counselor
5. I need 4 years of English to graduate (circle one) T or F
6. I need 2 years of the same language for A-G (circle one) T or F
7. The deadline to submit my Course Registration Form *and* enter them in Q is \_\_\_\_\_
8. I will need to come into the Counseling Office on \_\_\_\_\_ or \_\_\_\_\_ during PLC (7:30-8:30) if I do not have a Chem CP/H or Earth Science class
9. The \_\_\_\_\_ lists all classes available to 11th graders
10. The Course Directory contains a description of all classes offered at WHS and their prerequisites (circle one) T or F
11. I must be enrolled in \_\_\_\_\_ classes
12. The prerequisite waiver is designed to waive into a class for which you do not meet the letter grade prerequisite (circle one) T or F

## Educational Opportunities

### Dual Enrollment



Same weight assigned to DE as to Honors/AP in WHS GPA calculation

- High school credit**  
Earn HS and college credits @ the same time
- College credit**  
Creates a permanent college transcript, save money, get used to college-style courses, transfers differently
- Explore options**  
The VCCC offers a range of options beyond what is offered at the HS sites
- On-Site and Off-Site Options**  
An off-site DE course can count as one of your WHS periods  
On-site option = English M01A & M01B

### Westlake High School

#### Academic Review Spring 2022

Future Senior:

Traditional Senior Schedule	Schedule Recommendations
1 English	1 English
2 Government & Economics (1 semester each, paired)	2 Government & Economics (1 semester each, paired)
3 Elective	3
4 Elective	4
5 Elective	5
6 Elective*	6

\*Students who will earn 180 credits by the end of Junior year are eligible for a five period day

Will you be eligible for a five period day next year?  Yes  No

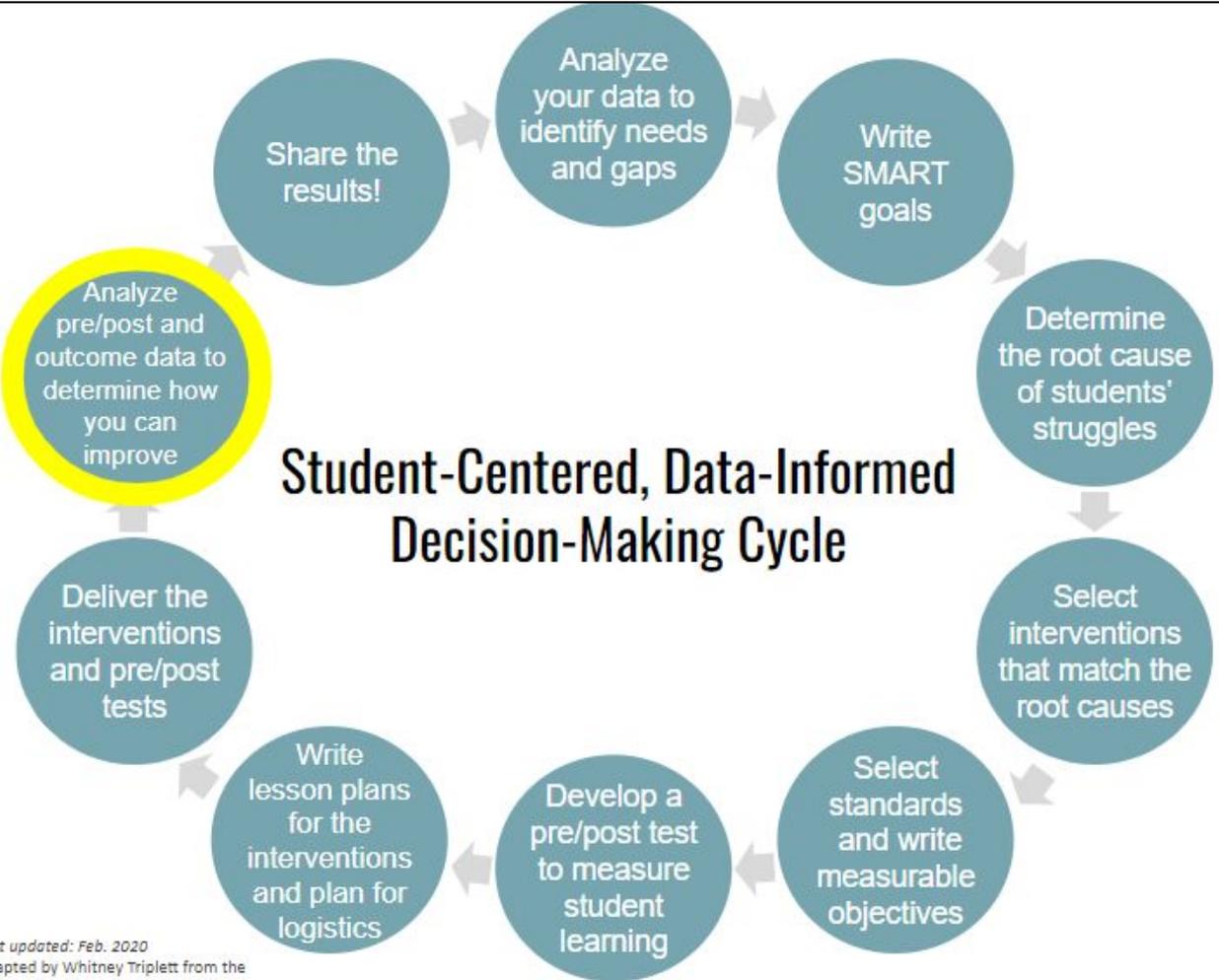
WHS Graduation Requirements	Credits Earned	Credits Needed
English   40 credits	0	40
Math   30 credits	0	30
History   30 credits	0	30
Science   20 credits (1 physical & 1 life)	0	20
Visual/Performing Arts or World Language or CTE   10 credits	0	10
Physical Education   20 credits	0	20
Health   5 credits	0	5
Electives   75 credits	0	75
*Credits can only be earned/box checked if a grade of D- or higher was achieved.		Credit Totals 0 230

UC/CSU A-G Requirements	Year 1	Year 2	Year 3	Year 4	Years Earned	Years Left
English   4 years	0	0	0	0	0	4
Math   3 years (4 recommended)	0	0	0	0	0	3
History   2 years (3 recommended)	0	0	0	0	0	2
Science   2 years (3 recommended)	0	0	0	0	0	2
World Language   2 years (3 years recommended)	0	0	0	0	0	2
Visual/Performing Arts   1 year	0	0	0	0	0	1
Electives   1 year of an area "G" designated elective	0	0	0	0	0	1
*Credits can only be earned/box checked if a grade of a C- or higher was achieved.						

Graduation Eligibility	A-G Eligibility
Are you on track to meet graduation requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you on track to meet A-G eligibility requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No
Based on your current schedule & progress your counselor recommends: <b>Maintaining the same rigor in next year's schedule</b>	
Summer School Recommendation	
Semester 1 CVUSD Free Summer School Algebra 1A CP	Semester 2 Summer school will allow you to meet: Algebra 2 21st CP <input type="checkbox"/> Graduation Requirements <input type="checkbox"/> A-G Requirements
Notes	

## Individual Academic Progress Assessment for ALL Students

# Analyzing the Data & Sharing the Results



Last updated: Feb. 2020  
Adapted by Whitney Triplett from the  
ASCA Implementation Guide, 1st Ed., p. 24

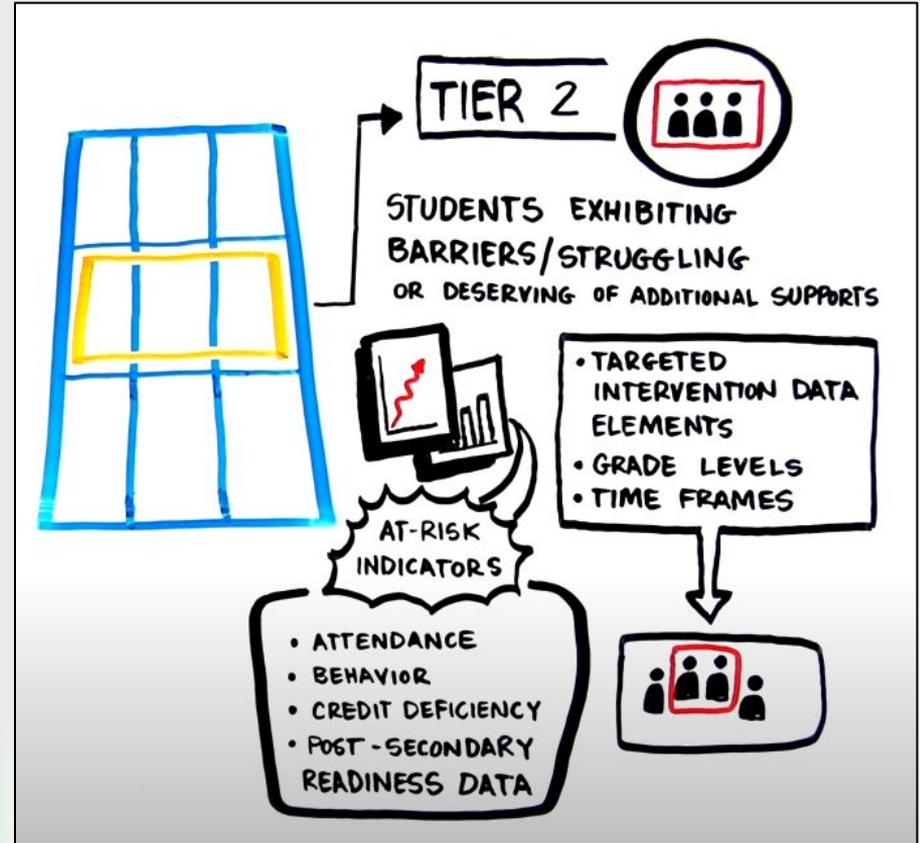
# Tier 2

Initial overview of Tier 2 supports and interventions with an emphasis on Student Groups (LCAP Goal #4)

Focus on data to design and select students for targeted interventions

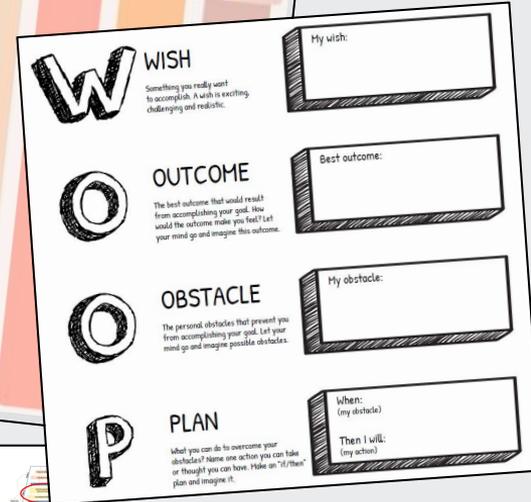
Designing groups and lessons

Action planning



# Tier 2

- Summer 2022 Curriculum Development Committee
  - New-to-School Group Curriculum
  - School Success Group Curriculum
    - Meeting 1 - Introduction, Confidentiality, Group Norms, Pre-test, Wellness Overview/Tracker
    - Meeting 2 - Growth Mindset, The Power of Yet, How Our Brains Work
    - Meeting 3 - Goal Setting (WOOP Goals)
    - Meeting 4 - Executive Functioning
    - Meeting 5 - Resiliency in applying new skills/behaviors, maintaining, overcoming challenges
    - Meeting 6 - Post-test, Wrap Up, Evaluation
- Summer Program 2022 Implementation
- Groups Implemented Across All Sites and Levels



Hatching Results School Overview TIER 2 ACTION PLAN TEMPLATE

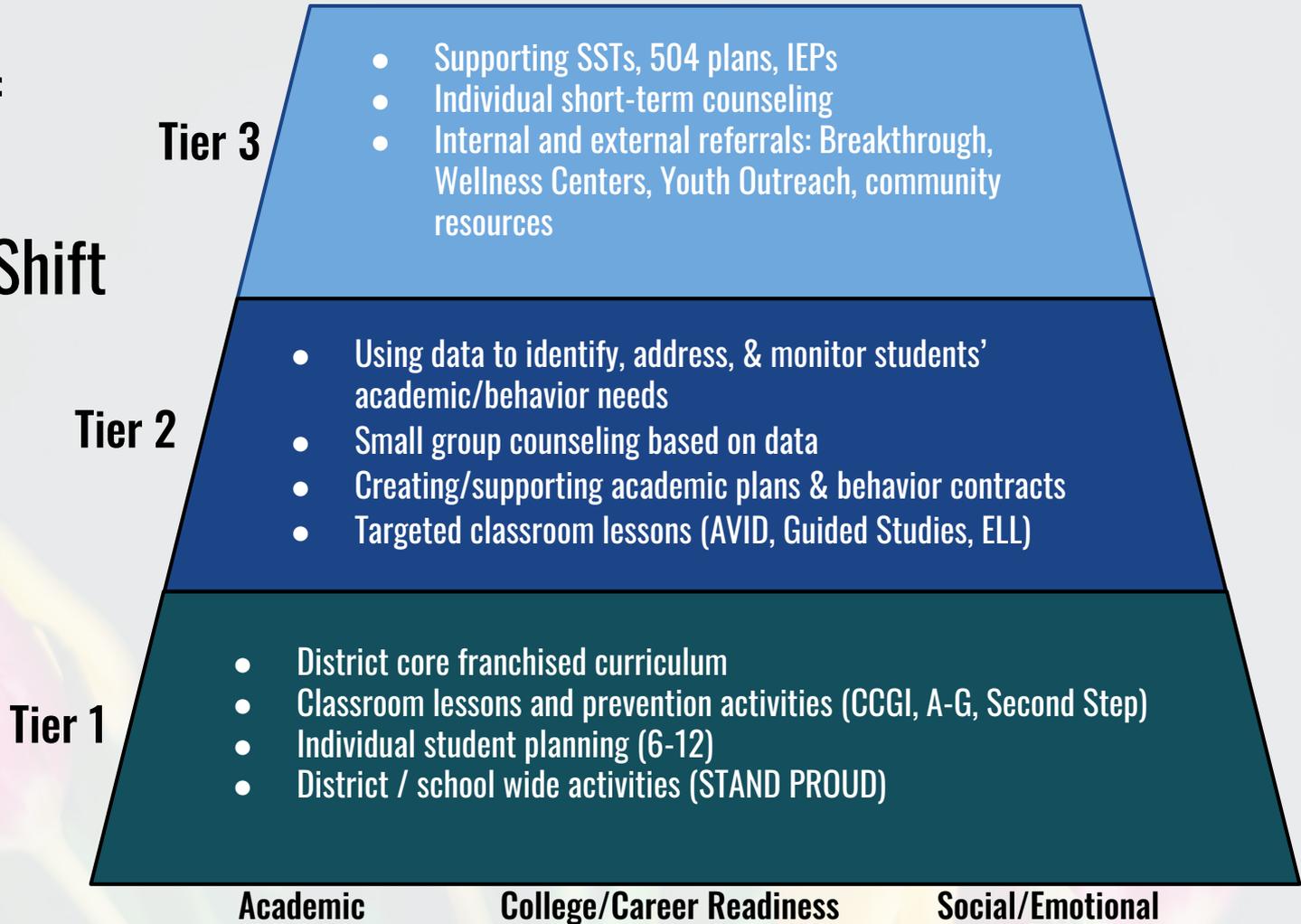
School Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Target Group: \_\_\_\_\_

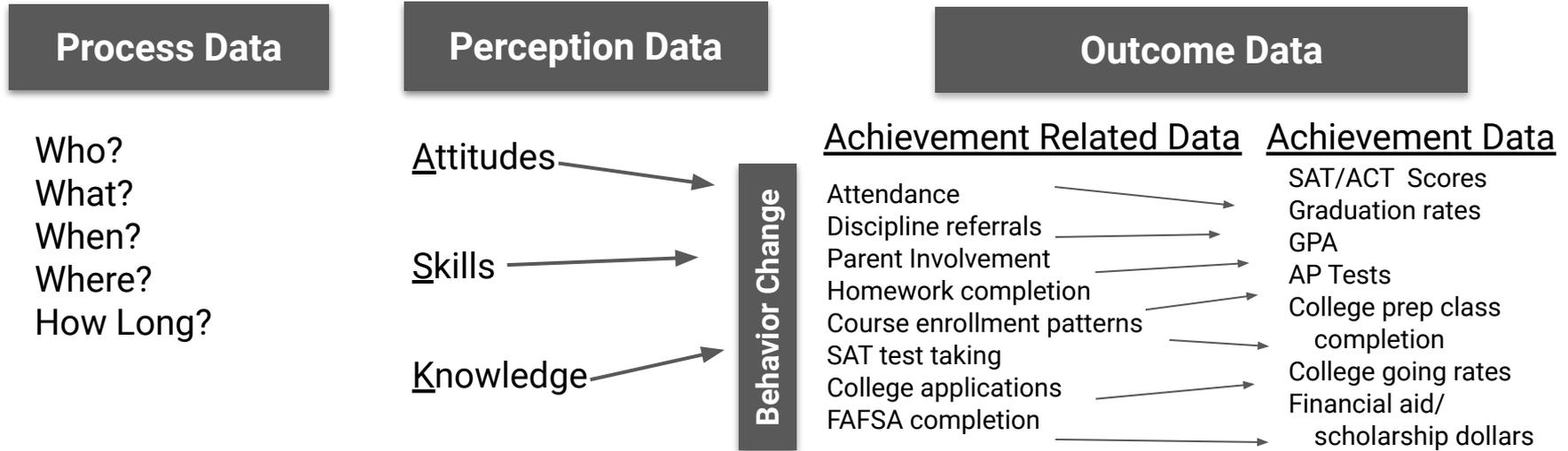
SMART Goal: \_\_\_\_\_

Initiative Title	Relevant Data	Outcome Data
<p>Initiative of Tier 2 Activity &amp; Content</p> <p>Alignment: _____</p> <p>Standard: _____</p> <p>Content: _____</p>	<p>ASCA Wellness &amp; Services (Current Data)</p> <p>ASCA Wellness &amp; Services (Target Data)</p>	<p>Attendance (A), Knowledge (K) &amp; Skills (S) to be Measured</p> <p>Assessment (A) (Data) (AR)</p>
<p>Start Date: _____</p> <p>End Date: _____</p> <p>Frequency: _____</p> <p>Location: _____</p>	<p>SMART Goal</p> <p>SMART Goal</p> <p>SMART Goal</p> <p>SMART Goal</p> <p>SMART Goal</p>	<p>Define the outcome area that you are working to improve. (You may have more than a goal statement.)</p> <p>Assessment/Related Data:</p> <p>Objective:</p> <p>Indicator:</p> <p>Measurement:</p> <p>Timeline:</p> <p>Other:</p>

# Delivery of Services: Paradigm Shift



# Hatching Results Conceptual Diagram



School Counselor Core Curriculum Class Lessons

Intentional Interventions and Supports

*Use of Data*, pg 82

*More important than focusing on what school counselors do for students is measuring how students are better because of what school counselors do.*

**School counseling services directly impact CVUSD:**

- Promotion and Graduation rates
- College/Career ▪ CAASPP scores
- Attendance ▪ Grades
- Behavior (suspension rate) ▪ LCAP
- CA Healthy Kids Survey ▪ Dashboard

**Student Group Report for 2022**

[Pivot Data by Indicator](#)

Indicator	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
Suspension Rate	Low	Medium	Very High	High	High	High	High	Medium	Very Low	Low	Medium	Very Low	Low	Very Low
English Learner Progress	Low	Low	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	High	Low	No Performance Level	Very Low	Medium	Medium	No Performance Level	No Performance Level	Very High	No Performance Level	Medium	No Performance Level	Very High	Very High
Chronic Absenteeism Rate	High	Very High	High	Very High	Very High	Very High	Very High	No Performance Level	Medium	Low	Very High	No Performance Level	High	Medium
English Language Arts	High	Low	No Performance Level	Very Low	Low	Very Low	Low	No Performance Level	Very High	Very High	Low	No Performance Level	High	Very High
Mathematics	Medium	Low	No Performance Level	Very Low	Low	Very Low	Low	No Performance Level	Very High	High	Low	No Performance Level	High	High

## Perception and Outcome Data

- Highly Qualified School Counselors
- Hatching Results PL with Focus on Data Analysis to Develop & Implement Targeted Student Interventions & Supports
- Restorative Practices Training
- Leading Teacher PL Opportunities in UDL, AVID Program, Letter of Recommendation Writing, Suicide Prevention
- Attended CASC/ASCA/VCSA, UC/CSU, SEL, Substance Abuse Trainings

- A-G/Dual Enrollment/Gradespan Transition Student & Parent Presentations
- AVID - Candidate Data Analysis and Targeted Student and Parent Presentations
- CVUSD Mental Health Presentation
- College/Career Information Events: Focus On Your Future, College Fairs, Military Opportunities, UC/CSU Application Workshops, Varied Options for ALL Students
- Social Media Accounts/Newsletters/Websites Updated Daily
- One-paper/Flashlight Presentations (in-progress)



### GOAL ONE

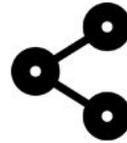
Implement targeted actions and services that support positive student outcomes.  
*(Student focused)*

- New Secondary Summer School Counselor Positions to Target Students with D/F - Lessons and Groups
- A-G Lessons Provided to 8th Grade & HS School Students
- Targeted Small Groups for English Learner Connection, Resiliency Through College Application Process, Study Skills, Attendance, Academic Success (D/F)
- Classroom Lessons Targeting Students in Academic Support Classes (AVID, OASIS, Guided/Directed Studies)
- Development of Broad CVUSD Needs Assessment
- Course Planning & Access
- School Counselor Participation in SSC, DAC, WASC, Department Chair, District Committees



### GOAL TWO

Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.  
*(Internal focused)*



### GOAL THREE

Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes.  
*(Community focused)*



### GOAL FOUR

Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.  
*(Student and school focused)*

- SEL Classroom Lessons & Slide Decks for Teachers
- Franchised School Counseling Lessons
- Students Groups - Newcomers, School Success, Lunch Bunch, Friendship & Social Skills, etc.
- Mental Health Weeks Programming
- STAND PROUD
- BreakThrough
- SEL Task Force

**The work of school counselors in CVUSD supports and contributes to the achievement of all four goals of the LCAP.**

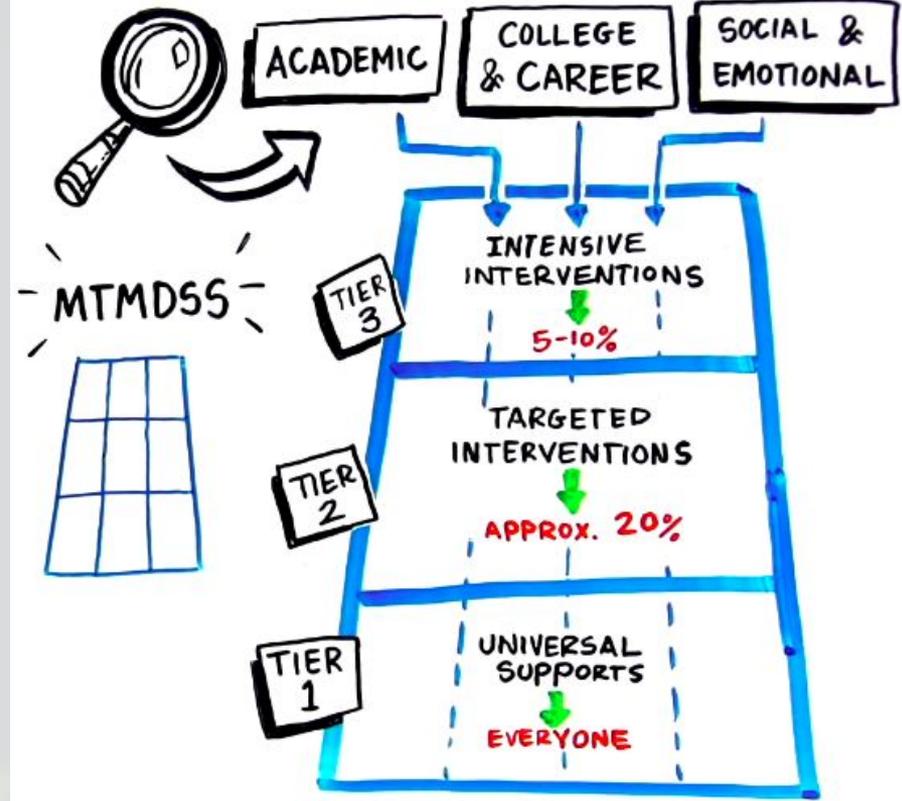
## Current Actions

- Development of counseling lessons for the 2023-2024 school year, based on 2022-2023 data
- Annual Calendar
- Develop annual student outcome SMART goals based on academic, attendance, and behavior data
  - Correlated with District LCAP goals and site specific SPSA goals
- High School Tier 1 Planning Committee

# The Future

CVUSD school counselors, with the assistance of Hatching Results, are flipping the support delivery model across all campuses in order to positively impact student outcomes.

Our goal is to effect **transformational change** in school counselor practice, such that **measurable student outcomes** are at the core of program delivery.



- School counselors:
- Monitor student progress.
  - Identify students who are having difficulties or behavior problems.
  - Identify barriers to learning.
  - Identify access and equity issues.
  - Close achievement, opportunity, and attainment gaps.

## Main Topics Covered

- ★ History of the SC Profession & Guidance vs. School Counselor
- ★ MTMDSS Overview and Site Assessment
- ★ Small Group Development
- ★ Franchising Tier 1 Curriculum
- ★ Lesson planning (learning objectives, engagement strategies)
- ★ Overview of types of data (process, perception and outcome)
- ★ Pre/Post Assessments

## Deliverables

- ★ CVUSD Belief Statements
- ★ Tier 1 Core Curriculum Action Plan
- ★ MTMDSS Assessments by School
- ★ SMART Goals
- ★ Annual Calendar

## Plan for Year 2

- ★ Sharing results
- ★ Utilizing data to determine students in need of Tier 2 services
- ★ Tier 2 interventions
- ★ The SC role in Tier 3 supports
- ★ Developing systems for collecting process, perception and outcome data
- ★ Utilizing ASCA Tools (Annual Administrative Conference, Use of Time Calculator, Advisory Council, Action Plans, etc)

**Questions?**

