

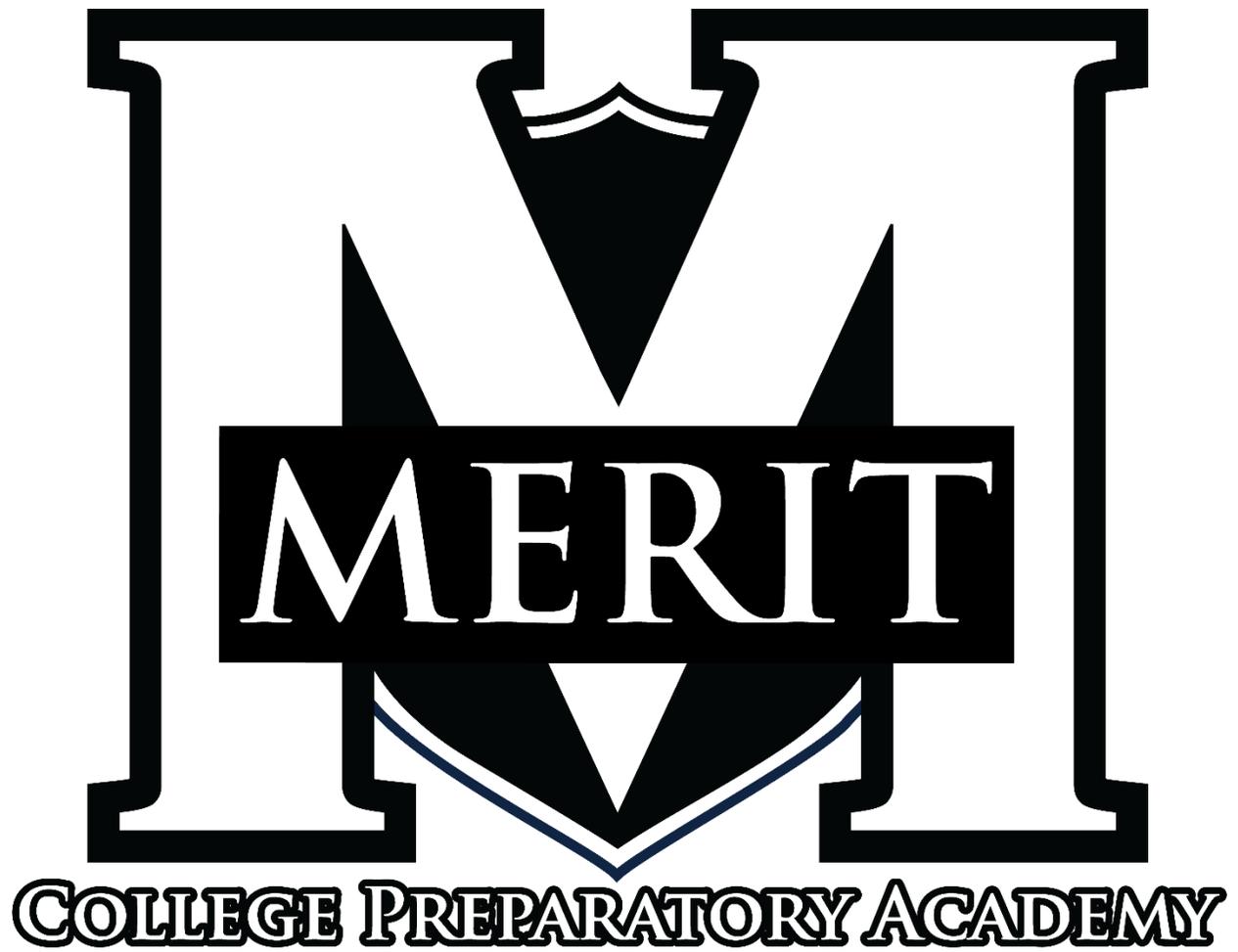
## Comprehensive Counseling

**Initial Review**

**April 18, 2016**

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# INTRODUCTION



**INTRODUCTION:** *School Profile*

Overview of the school, including school profile, demographics, achievement score proficiency, and other relevant data.

Merit College Preparatory Academy is a small charter Junior/High School in Springville, UT. We are in our eighth year of operation. We have an unbelievably skilled and caring faculty combined with an academic minded and passionate administration. In short, we have a collegiate minded ‘dream team’. We are also a Title I school with a fairly high poverty rate. Despite this, our students are amazing kids with extraordinary abilities and talents. We are, first and foremost, a college prep school, so our curriculum is rigorous, challenging and delivered in a college-style structure. We also believe in having our students show us what they know, as opposed to memorizing facts to regurgitate on a traditional test, so we have a performance-based assessment program. This allows our students the opportunity to tap into their creative potential, in whichever manner they choose to shine.

We have 319 students enrolled in grades 7-12, with 159 Females and 160 Males.

Ethnic	Male	Female	Total	Percent
AI/AI	0	2	2	0.6
Asian	23	9	32	10
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	1	1	0.3
White	119	117	236	74
Hispanic	17	25	42	13.16
Multiple Races	2	4	6	1.8

Students in Special Programs		
Program	Number of Students	Percent
IEP	40	14
504 Plans	16	6
ESL	3	1
Fee Waivers	123	43
Free/Reduced Lunch	123	43
Title I	52	18

In the 2013-2014 school year, Merit Academy’s graduation rate was 46%. Last year, the percentage of students graduating skyrocketed to a total of 84%. Among those graduating, 87% had been accepted to or were planning to attend universities, and graduates averaged \$4,500 in scholarship money.

Last year, our juniors took the ACT and scored an average of 20.5 - higher than the state average.

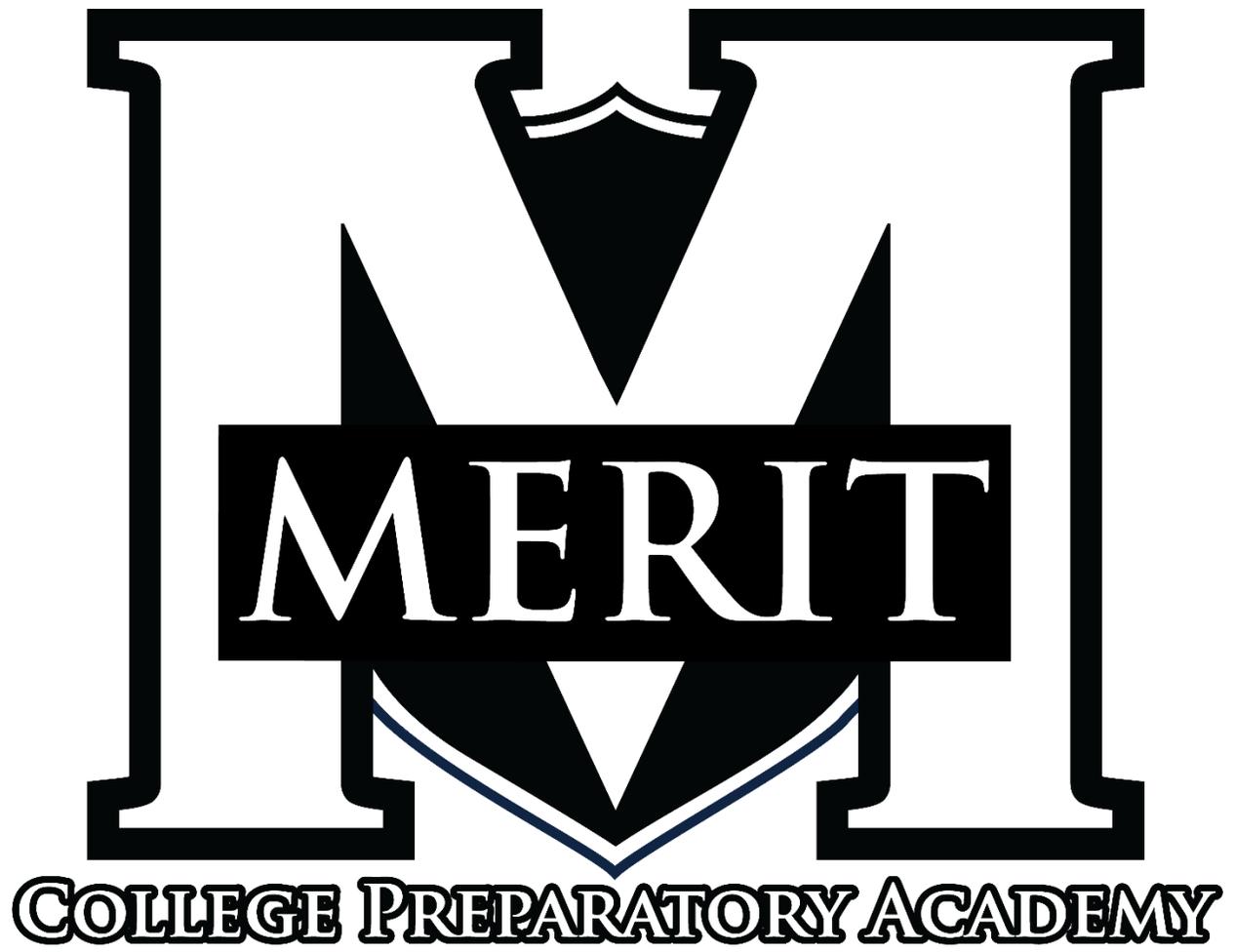
Merit high school students scored well on the new state test, SAGE, both compared to other charter schools and local public schools. Merit scored higher in English, Science and Math tests than both Freedom Academy and American Leadership Academy. Merit also scored higher in each of those categories compared to Springville High, Spanish Fork High, Payson High, and Provo High. Merit scored the same as or better than Maple Mountain and Timpview High school in each category as well.

Merit junior high students also scored well on the SAGE test, matching or scoring above local junior high schools.

Two of our students were invited to compete at the state level for Sterling Scholar scholarships.

Our basketball teams have been competing marvelously in our region and went to the state finals this year.

We had many students participate in the regional competition for the annual Inspirations contest and many of them won awards for the entries.



# STANDARD I



**STANDARD I: Board Adoption and Approval**

Approval of the Comprehensive Counseling Program by the local Board of Education and ongoing communication with the local Board regarding program goals and outcomes supported by data.

**Approval**

Written evidence of the Merit Academy Board of Education approval is on file.

**Communication**

Counselor will provide an annual report to the Board of Education regarding student achievement related to the Comprehensive Counseling Program.

**Structural Components**

- **Student Ratios**
  - Student to counselor ratio is 240:1 – 1 full time counselor; 80: 1 – 1/3 part time counselor.
    - Part time counselor volunteers to assist Meridian school with their International students (35 of the 80 students) and Meridian is responsible for everything related to their students, but part time counselor assists them with counseling needs.
- **Funding and Budget**
  - Merit Academy counseling office receives adequate funding and support from administration to provide all necessary items. Yearly budget plans are on file.

**Administration Assurance**

- **Support**
  - All administrators have been trained in the Comprehensive Counseling Program.
  - Administrators support counselors in accessing classrooms and computer labs for Utah Futures training, scholarship lessons, group CCR's, and various activities with students.
  - Administrators assist with the review process after needs assessments are completed.
- **Accountability**
  - Administrators are well-informed of all counseling affairs throughout the school year. Counselors attend all administration meetings to give weekly reports and updates.
  - Administrators assist with the annual self-evaluation.
  - Administrators understand the value of the Comprehensive Counseling Program and fully support counselors in creating and implementing goals to meet the needs of all students.

## Use of Data

- **Needs Assessment**
  - A formal needs assessment was conducted with parents, students, and faculty members.
  
- **Implementation**
  - Program goals are developed from the analysis of the needs assessment and curriculum survey. The data from the needs assessment and other school data is aligned with our school improvement plan and Comprehensive Counseling Program.
  - Some of our goals are to assist all students in passing classes, attending classes, and learning effectively. Emphasis will be given to College and Career Readiness experiences through: individual CCR conferences, Utah Futures presentations during mentoring classes, CTE classes, and classroom presentations regarding college and career plans.
  
- **Program Effectiveness**
  - A data project for improving student academic performance has been developed from the needs assessment and school improvement plans.
  - School counselor checklist.
  - Counselors strive to help students achieve the state goal that all students are college and career ready by the time they graduate from high school.
  - Counselors have up-to-date knowledge of FERPA laws and plan to become AI/AN trained and certified
  - Counselors conduct all individual and group College and Career Readiness Conferences

### **Recommendations from last review:**

First review

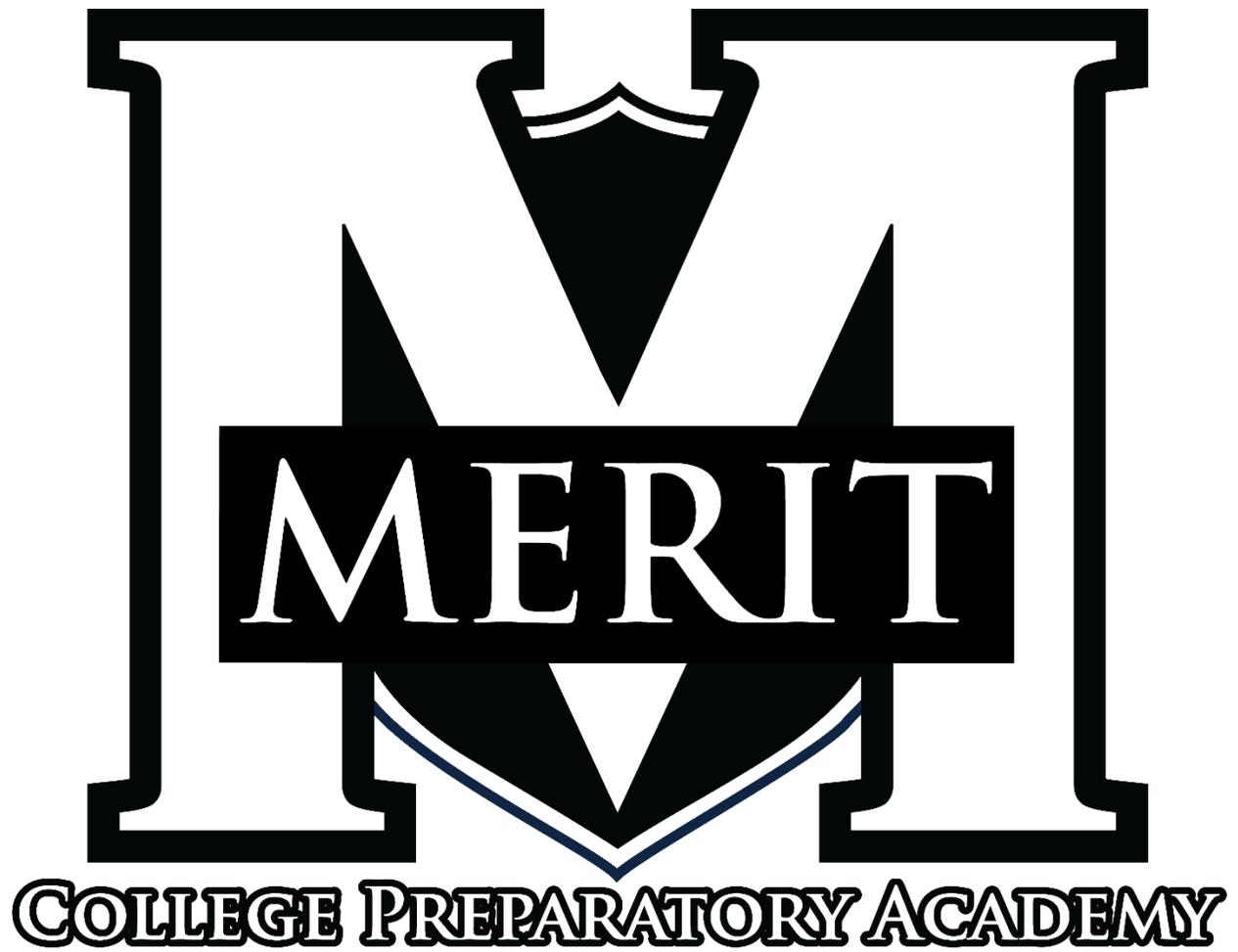
### **New Program Goal:**

Implement at least five of the suggestions, based on the needs assessment from members of our parent-advisory committee during 2015-16 school year.

### **Improvement Plan Component:**

- The school improvement plan centers on the desired results for student learning in the areas of:
  - Life-Long Learner
  - Effective Communicator
  - Responsible Citizen
  - Academically ready for college and/or career

The Board adoption of the Comprehensive Counseling Program communicates to the community that the counseling program at Merit Academy is recognized by the Board and is an exemplary program established to help students succeed.



## STANDARD II



**STANDARD II: *Comprehensive Counseling Training***

Regular participation of counseling team members in USOE sponsored Comprehensive Counseling Training.

**Professional Development**

- Merit counselors have attended yearly summer and fall conference/Comprehensive counseling trainings.
- Counselors participate in all Merit professional development activities.

**Basic Training**

All counseling team members and administrators have attended the USOE Basic Training.

**Recommendation from Last Review:**

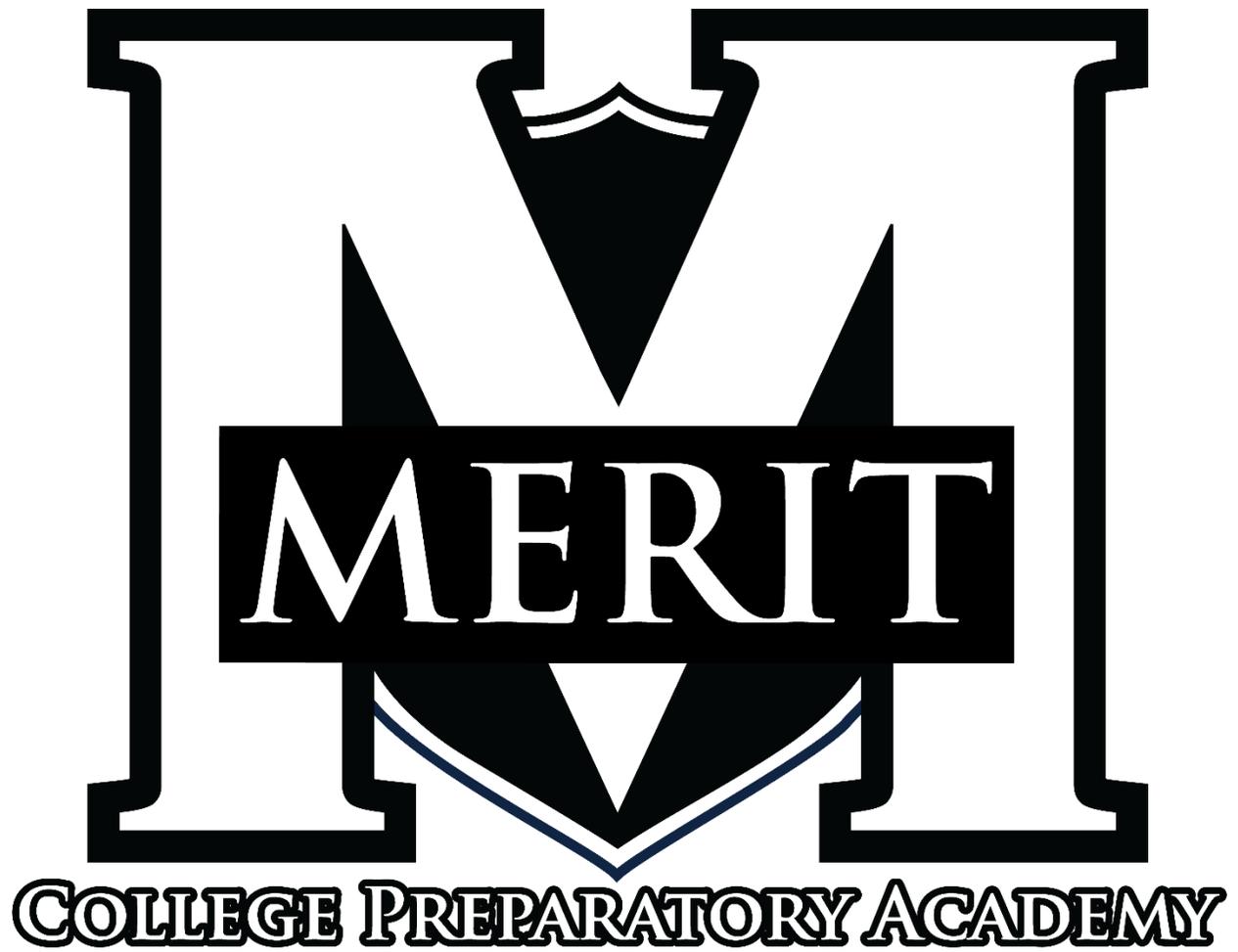
First Review

**New Program Goal:**

Have School Director and/or Assistant School Director attend CTE Summer Conference in June 2016.

**Improvement Plan Component:**

Our School Director, Head Counselor, and Special Education Director attended a drop-out prevention seminar in spring 2015. The purpose for attending this seminar was to learn tools to improve our graduation rate which is a major component of our school improvement plan.



## STANDARD III



**STANDARD III: *Structural Components***

Structural components and policies support the Comprehensive Counseling and Guidance Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes.

- **Counseling Facility**
  - We have two Level 2, licensed counselors; one full-time and one part-time.
  - The guidance facility includes separate offices for the counselors.
  - We have one full-time registrar.
  - There is a waiting area inside the counseling center for parents and students.
  - Our school has two computer labs. The counselors can schedule either of the computer labs for guidance presentations, use Utah Futures with students, etc.
  - Carts with Chromebooks are available for counselors to reserve for presentations, college application and scholarship assistance, etc.
  - The counselors have personal laptop computers.
  - We have a parent volunteer (April Leavitt) who schedules our College and Career Readiness Conferences.
  
- **Career Center**
  - College brochures.
  - ACT preparation books.
  - Military, career, and education opportunity information.
  - Scholarship and financial aid information.
  - Bulletin board with college and scholarship information.
  
- **Counseling Center Hours**
  - Counseling center hours are 8:00am to 4:00pm. Extended hours, upon request, are available for all parents and students.
  - Counselors work an additional 20 days during the summer to assist parents and students with scheduling concerns and enrollment and to prepare the Comprehensive Counseling Program for the next school year.
  - Counselors attend parent/teacher conferences.
  - Counselors are available at all times to meet the needs of all students.

**Recommendation from Last Review:**

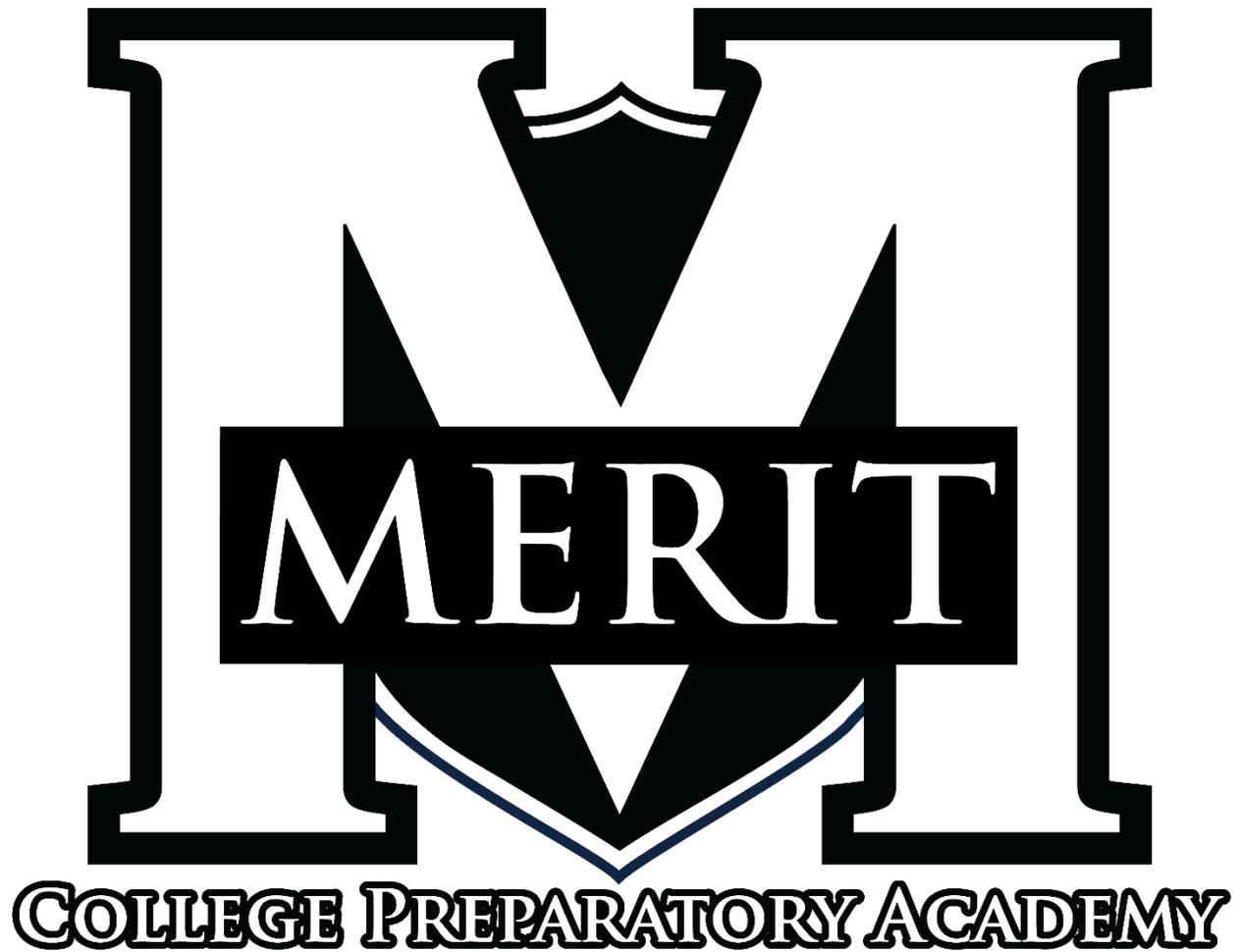
First Review

**New Program Goal:**

With comprehensive school counseling funding, increase clerical support for school counselors.

**Improvement Plan Component:**

We provide materials such as college brochures, ACT preparation books, bulletin boards with college and scholarship information, counseling program calendar, etc. as tools to assist students in making post-secondary goals that move them beyond high school graduation.



## STANDARD IV



**STANDARD IV: *Time Allocation***

Evidence is provided that eighty percent of aggregate The counselors’ time is devoted to direct services to students through a balanced program of individual planning, guidance curriculum, and responsive services consistent with the results of school needs data.

**Target Time Allocation:**

Target time for the Comprehensive Counseling Program has been established and customized to meet the needs of Merit Academy. A log was kept by the counselor for ten days. The time analysis summary was computed and time allocation charts were created showing time spent in each area.

Counselors		Responsive Services	Individual Planning	Counseling Curriculum	System Support	Non-Counseling Activities
Full-Time	Jenkins	0.15	0.525	0.075	0.228	0.022
1/3 Time	Whitmer	0.364	0.348	0.181	0.106	0

**Counseling Curriculum**

The counselors work closely with administration to develop programs to help students with remediation regarding any deficient skills. Study Skills classes, Math Mastery classes, and after school tutoring are some of the programs available to assist with this.

**Individual Planning**

There are many activities to assist students in planning and managing their own learning as well as their personal and career development. These activities include academic advisement, individual and small group College and Career Readiness conferences, and career exploration.

**Responsive Services**

The counselors direct and participate in many services to more fully address the needs of the students. These services include parent and student consultation, personal counseling, small group activities, crisis counseling, and referrals to outside agencies.

**System Support**

The counselors are involved in personal and professional development opportunities which include Comprehensive Counseling Program Summer and Fall Conferences and other conferences throughout each school year in connection with Comprehensive Counseling Program goals and the School Improvement Plan.

## **Time and Task Analysis**

Sample time and task analysis in all four Comprehensive Guidance components are charted by the counselors. A ten day log was kept and is included in the evidence file.

Time allocation in each component corresponds with school improvement goals and desired results for students as defined by the school improvement plan. It states that our students are responsible citizens, effective communicators, analytical thinkers, and life-long learners. The counselors meet weekly to discuss weekly goals and plans and calendaring items.

## **Eighty Two Percent (82%) Direct Services to Students**

Eighty two percent of the counselors' time is spent on direct services (Counseling Curriculum, Individual Planning, and Responsive Services). The current data indicates that on average, the counselors are spending most of their time on direct services to students. This time analysis uses days from the 2014-2015 school year for the head counselor and days from the 2015-2016 school year for the part-time counselor.

## **Non-Guidance Activities**

Significant effort has been made to eliminate all non-guidance counselor activities. A strong integration with the school improvement processes has led to more effective use of the counseling team. Our Title I Director is also our Testing Coordinator, so counselors are not required to participate in any of the achievement testing. Teachers are assigned to lunch duty. Counselors monitor the "Credit Recovery Center" computer lab during lunch twice a week; however, they use this as an opportunity to track student progress and assist them in recovering failed classes needed for graduation. Our Assistant Director handles all discipline, bullying, and dress code violations. Counselors are rarely called upon to do substitute teaching. Our registrar enters new students in Aspire, performs other data entry related to new students, maintains student records, requests new student records, and signs excuses for students who are absent. We have a Special Education director who is in charge of implementing IEP's. The head counselor is asked to participate in some of the IEP meetings. Counselors do not provide long-term therapy to students, rather, contact parents when students have emotional/social needs and provide a list of resources to parents for finding and contacting therapists for their students.

## **Recommendation from Last Review:**

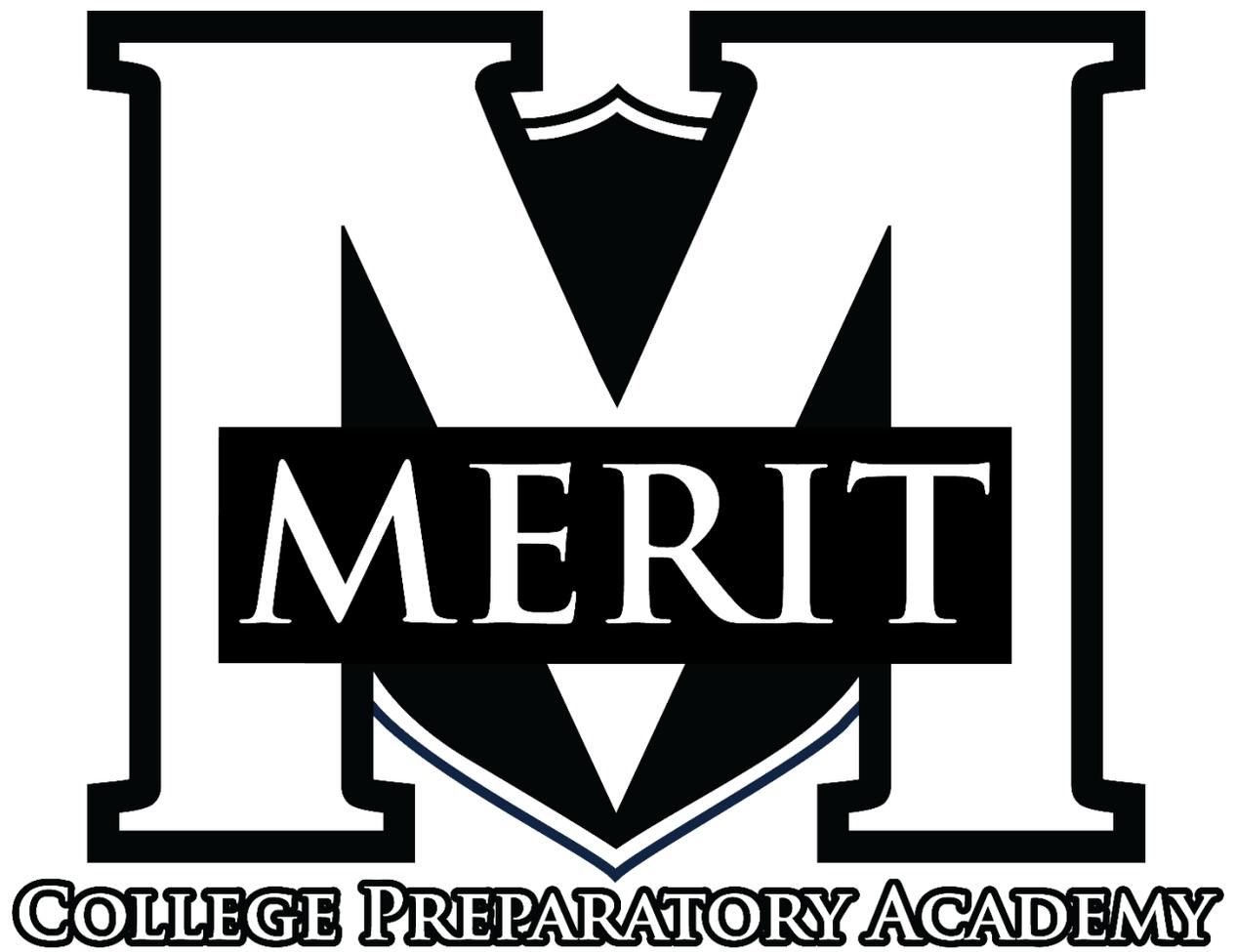
First Review

## **New Program Goals:**

Increase Mrs. Whitmer's counseling responsibilities from 1/3 to 1/2-time.

## **Improvement Plan Component:**

Spending 82% of counseling time on direct services to students is essential in preparing them for higher education.



## STANDARD V



**STANDARD V: *Interschool Communication***

This includes communication, collaboration, and coordination with the feeder system regarding the Comprehensive Counseling Program. The Comprehensive Counseling Program is discussed and coordinated as a K-12 concept.

Since Merit Academy is a charter school, we have our own feeder system with students from 7<sup>th</sup> through 12<sup>th</sup> grades. Many of our 9<sup>th</sup> grade students transition to Merit from Reagan Academy, a nearby charter school, and CS Lewis Academy, in Santaquin. The head counselor and some of our teachers meet each spring with potential students from these schools to discuss what Merit has to offer.

We have not had meetings with counselors in Nebo School District, however, Payson High School counselors have allowed our students to attend their College Tour Day, every year, for the past three years. We have been meeting frequently with the counselors at Maeser Prep Academy. They have invited our students to attend their College and Career Carnival for the past two years.

**Recommendations from last review:**

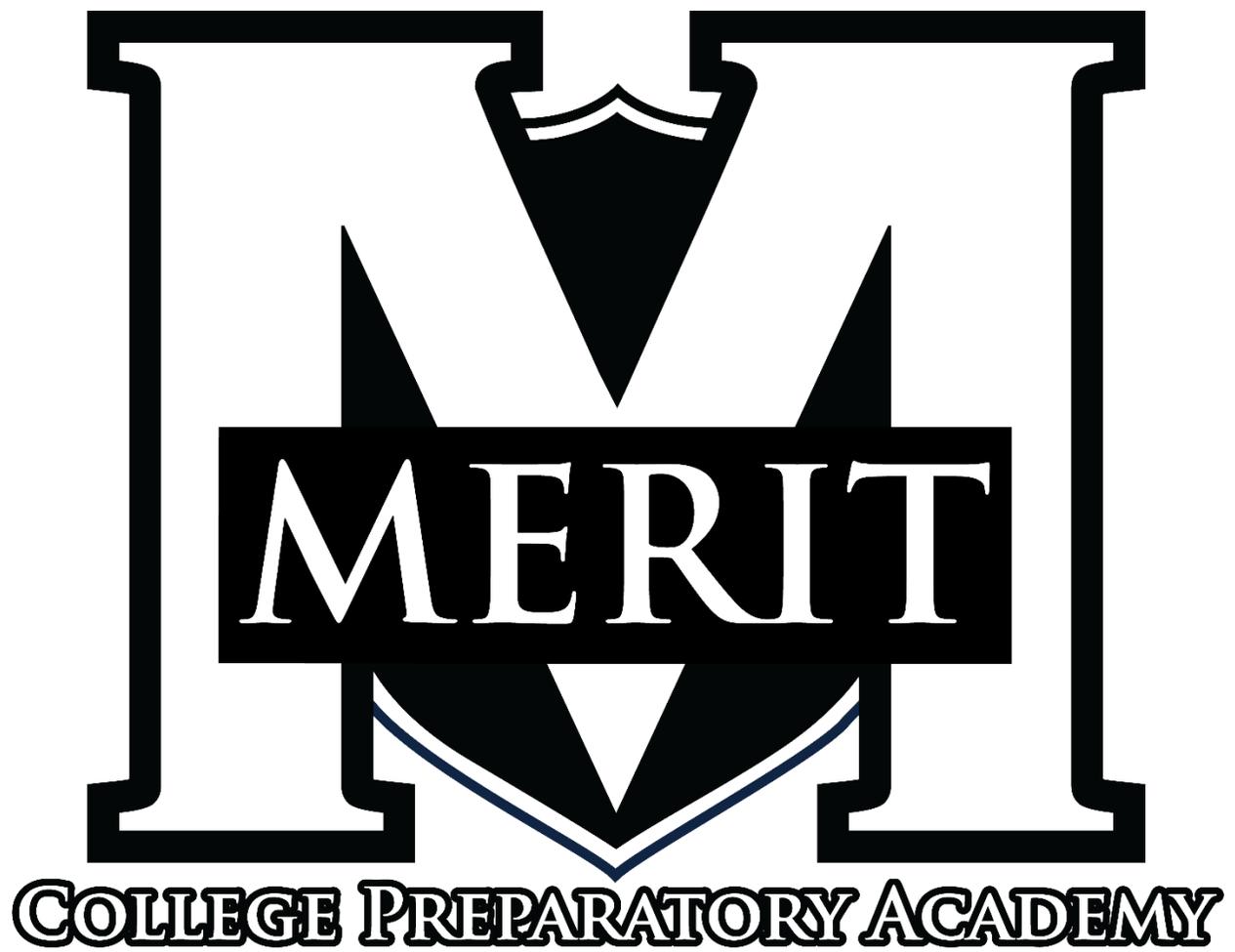
First Review

**New Program Goals:**

Have an even more active relationship with Maeser Prep Academy counselors.

**Improvement Plan Component:**

Collaborating with counselors in surrounding schools has created greater availability for post-secondary resources for our students. We have compared programs and graduation practices with Maeser Prep Academy counselors.



## STANDARD VI



**STANDARD VI: *Program Leadership and Management***

Structures and processes are in place to ensure effective program management, including an advisory committee. Evidence is present that The counselor are working as program leaders and the Comprehensive Counseling Program is an integral part of the school improvement team.

**Advisory/Steering Committee**

This committee is a great link to the community. Since this committee is new at Merit, we will meet monthly until we become more established. The committee includes administrators, faculty, the counselor, staff, and parents. In the meetings, we discuss current counseling department events and what community members perceive as important issues in which the counselor should be engaged. Some of these issues include: student needs, school activities, and other concerns related to improving student life and Merit, in general. Agendas, minutes, and a list of members present at committee meetings are in the evidence file.

**Program Leadership**

The counseling department consists of one full-time registrar, one full-time school counselor, and one 1/3 time counselor. The counselors and administrators meet regularly to discuss individual and departmental needs. The counselors will be providing professional development to the staff regarding the Comprehensive Counseling Program and student achievement.

**School Improvement Plan**

The Comprehensive Counseling Program team works closely with the administrators and other school staff in designing, implementing, and evaluating the school improvement plan. Each member of the Comprehensive Counseling Program has played an integral part of creating and maintaining the different programs put in place to meet the goals of the school improvement plan.

**Parent/Student Communication**

Counselors utilize many sources to communicate events, scholarships, college information, and other important information to parents and students. Some of the tools that are used are the counseling page on our website, Facebook, individual e-mail, mass e-mail, phone calls to parents, school newsletter, parent night presentations, school calendar, posters in the hallways on magnet boards, and daily and weekly loud speaker announcements from our student council.

**Faculty Communication**

Counselors have the opportunity to share information with faculty members in faculty meetings. The hot-topics for counselors and administrators in recent meetings has been helping students to improve grades, test scores, and attendance. Improved integration between our International and local students has also been addressed in recent meetings. Counselors are working with faculty and students to find ways to improve both of these areas. Our teachers serve as mentors in a homeroom class that all students are assigned to. In these classes, teachers check grades every Monday and have students fill out an Academic Success Plan form if they are on the failing list. On

Wednesdays and Fridays, students who do not have failing grades are provided free time during that period. Students with failing grades work with the teachers who they are failing classes with to make-up homework, tests, and assignments.

**Recommendations from last review:**

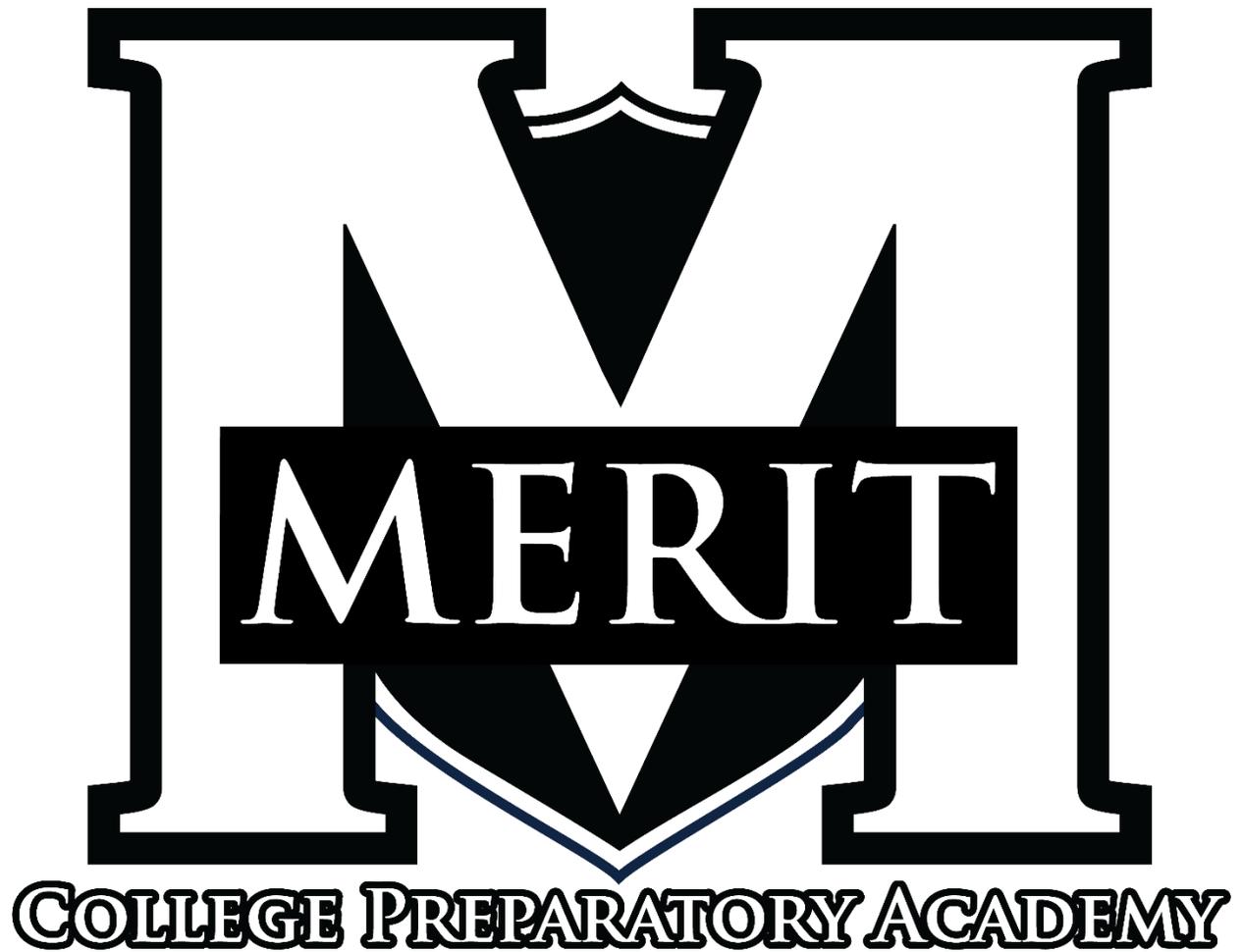
First Review

**New Program Goals:**

More fully utilize the expertise of parents and the energy and bluntness of students in the advisory committee. Continue working closely with administration, teachers, and the Merit Board of Trustees to improve the Comprehensive Counseling Program in meeting the needs of all students.

**Improvement Plan Component:**

Teacher development encourages more cooperation and knowledge of the Comprehensive Counseling Program.



# STANDARD VII



**STANDARD VII: Data and Program Effectiveness**

The program uses current school data including a formal student/parent/teacher needs assessment, which is completed and analyzed at least every three years. School counseling curriculum program improvement projects are implemented to assist every student.

**Assessment**

A formal needs assessment was administered during the spring of 2015—sample assessment is included in the evidence file.

The needs assessment includes data from:

- Students surveyed=**202**
- Parents surveyed=**30**
- Teachers surveyed=**11**

**Analysis**

Student and parent responses were closely matched in the survey, while there was significant variation in most of the teacher responses from the students and parents. Most of the responses from all surveyed indicate that the majority of our students plan to attend at least 4-years of college. Most of the parents and students stated that their College and Career Readiness meetings were helpful. Most of the parents and students indicated that they can set an appointment to see their counselor in a reasonable amount of time, and the majority of students feel comfortable coming to the counseling office. The high cost of education was emphasized as a concern for students by all three groups surveyed. It was indicated that parents and teachers believe that students are stressed by a variety of factors, although students did not report this as being as significant to them. However, having this data provided has encouraged counselors to set a goal of implement stress reduction groups next school year.

**Developmental Plans Based on the Needs Assessment**

Parents and students want ACT preparation opportunities and scholarship assistance for their students. We have provided both of these in a variety of ways. We have private study groups as well as Boys and Girls Club after school study groups. Some of the parents on our advisory committee indicated that they would like us to have more AP classes available for the students. We continue to increase the number of AP classes that we offer, each year.

**Student Academic Support System**

During the 2014-15 school year, Mr. Jenkins, Head Counselor, started to meet with every student who was failing classes. This was an impossible task, because there were often over 100 students failing classes on a weekly basis. Our mentoring teachers, which are homeroom teachers for every student, were also meeting with each student every week. Both Mr. Jenkins and the mentoring teachers had students fill out an Academic Success Plan with three goals per failed class of how to improve grades. With this process, there was some improvement, but not a significant decrease in the number of students failing classes.

This year, during the 2015-16 school year, we created an academic support team called SASS (Student Academic Support System). This team consists of Kim Mitchell, School Director; Mark Slik, Assistant Director; Scott Jenkins, Head Counselor; Erika Whitmer, Part-time Counselor; LaRinda O'Donnal, Title I Director; Terri Henry, Special Education Director; and Mitchell Argyle, Physical Education Teacher and Coach. Every week, throughout this school year, we have evaluated the F-list as a team and which students are on the list. Each individual on the team was assigned to track specific students. Data was tracked each week to show the progress of this intervention. The graphs in our evidence box show that there was a decrease in the number of students who failed classes this year, with this intervention, than the intervention that was used last year. A report was printed on Sept. 3, which included all of the students who were failing from when school started on April 19. The total number was 149. By Oct. 8, there were 43. The total number of students who were on the failing list on Sept. 3 who ended up on the failing list on Oct. 8 was 34. There was also a significant decrease in the number of students failing classes, in subsequent terms, as this intervention was used this year, but the data for that is still being analyzed and a report should be available this summer 2015.

After doing weekly SASS meetings and individual tracking of students, throughout the first part of this school year, it was determined that implementing a FLEX program would be even more beneficial. We implemented this program in February which has shown a significant decrease in students failing classes. Students who are passing classes are rewarded with free time during Wednesday and Friday mentoring classes, while the students who are failing classes are required to meet with teachers of the classes with which they have failing grades, in order to complete tests, homework, and assignments.

**Parent/Student Counseling Services Survey:**

After joining Merit Academy as counselor, Scott Jenkins wanted his office to run smoothly, and be a place that advocates for students. There had been many complaints and trust was lost in the prior counseling department. Data was collected and analyzed. Due to this survey and the data collected the counseling office is a place parents and students can trust to be given full attention and service.

**Recommendations from the last review:**

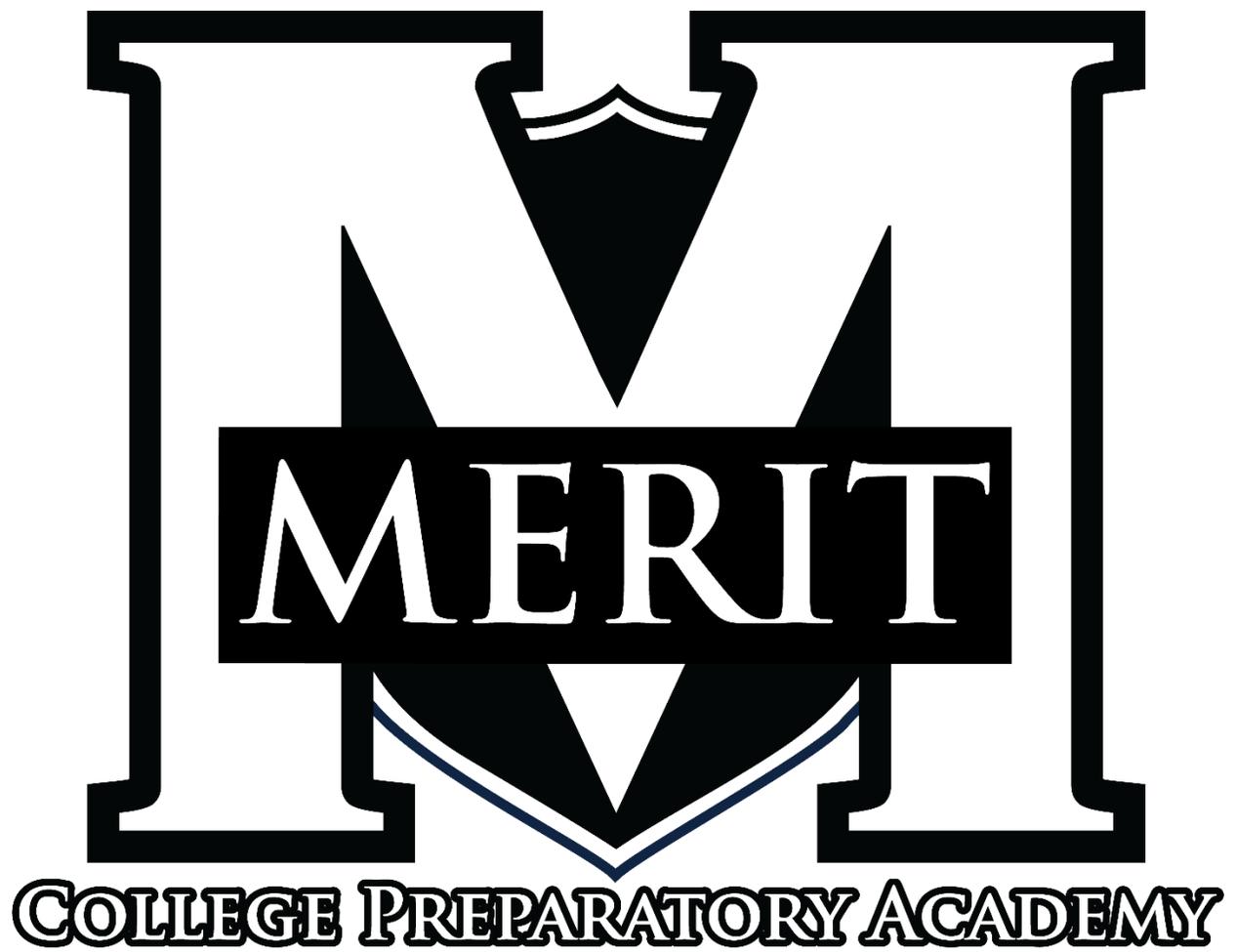
First Review

**New Program Goal:**

Disaggregate the data from SASS even further.

**Improvement Plan Component:**

Use disaggregated data of students with failing grades, to more effectively guide students to graduation.



# STANDARD VIII



**STANDARD VIII: *Responsive Services and Dropout Prevention***

These services are available to address the immediate concerns and identified needs of all students through an education oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources.

**Prevention:**

- The counselors are available every day to meet with students. Students are referred to the counselors in several ways, i.e. through teachers and/or other staff request, other students, parents, or themselves. Appointments may be scheduled through the parent volunteer or registrar, e-mail, phone call, or in person. Students with urgent needs are handled immediately. The counselors are available for appointments between the hours of 8:00am and 4:00pm every day. Appointments can also be arranged for outside these times on a case-by-case basis. The counselors are usually available to meet with students and parents who walk-in.
- The counselors may refer to outside agencies as needed to help students with long term needs.
- The counselors at Merit are trained in crisis intervention. The counselors can also call Nebo's crisis team if a crisis is more than two counselor can handle.
- The counselors closely follow FERPA regulations and use appropriate forms for each counseling intervention in which they are required. The sample is in the evidence file.
- The counselors are in charge of a suicide prevention (HOPE Squad) program. The head counselor and two teacher advisors work with 26 students (2 boys and 2 girls in every grade) who are peer nominated as students that are trustworthy and good listeners. The HOPE Squad meets monthly and students are trained to look for suicide warning signs and indicators of depression and become a peer referral source for the counselor.
- Transition issues, development, and growth are all addressed as part of the direct services to students. The curriculum presentations are done in Health and English classes. Other guidance curriculum presentations are given through individual counseling and College and Career Readiness Conferences.

**Prevention Specifics:**

- Responsive services are provided to all students.
- Development, growth and transition as part of direct services; guidance curriculum, CCR's, and individual counseling.
- The counselors are available daily to meet with students, parents, and teachers. Phone calls and e-mail messages from students, parents, teachers, and faculty are responded to promptly.
- Crisis Response Team and Nebo's Crisis Team, if needed.
- Following FERPA regulations and guidelines.

**Interventions:**

**Merit offers a wide variety of interventions:**

- Study Skills
- ESL classes
- Individual College and Career Readiness counselor check
- Following School Crisis Plan
- Providing outside services

**Recommendation from Last Review:**

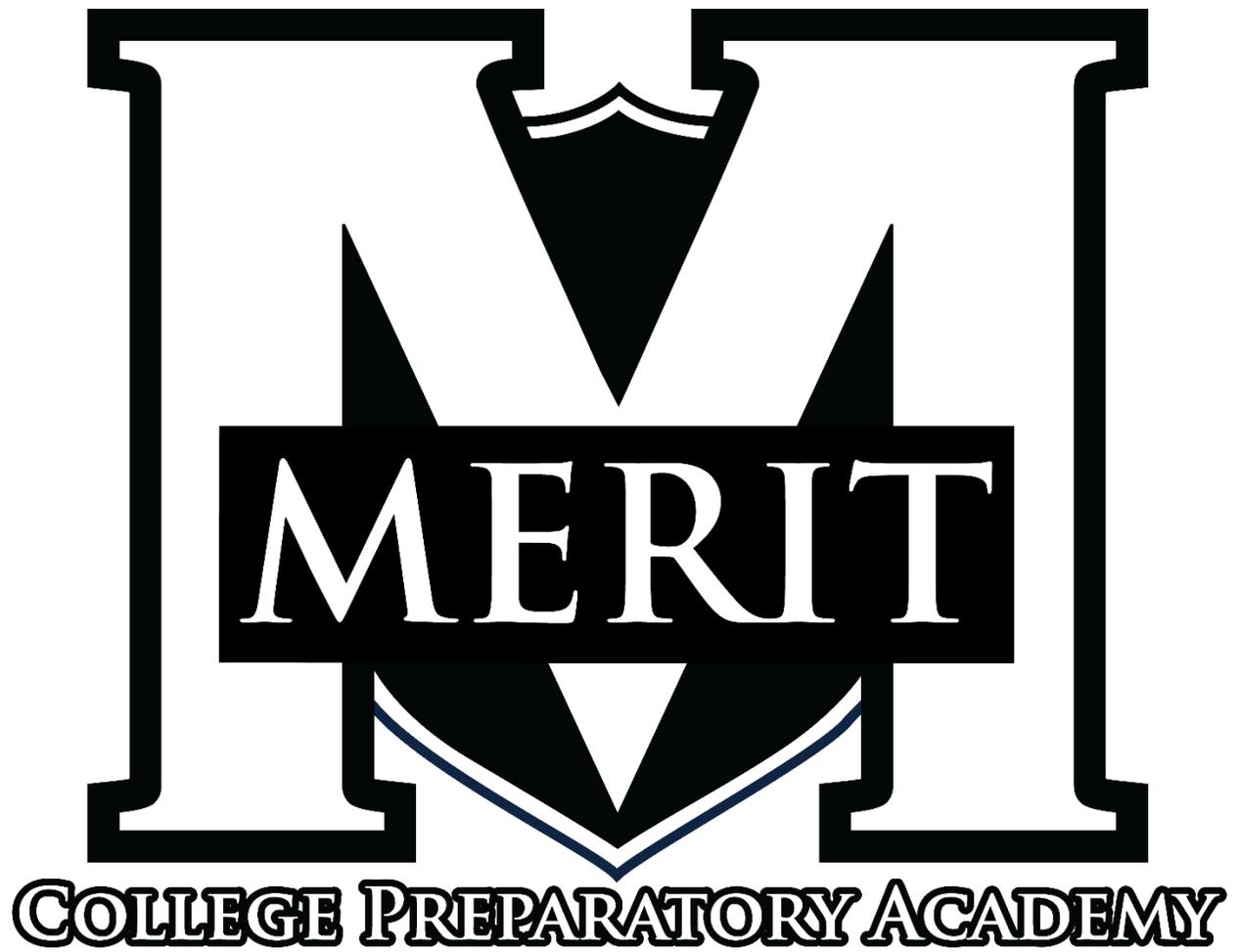
First Review

**New Program Goals:**

Create groups for students developed from the most recent needs assessment.

**Improvement Plan Component:**

Having full-time counseling support will assist counselors in freeing up more time for direct services to students including individual graduation paths and increased graduation rates.



## STANDARD IX



**STANDARD IX: School Counseling Curriculum**

The program delivers a developmental and sequential guidance curriculum in harmony with content standards identified in the Utah Model for Comprehensive Counseling Program. The guidance curriculum is prioritized according to the results of the school needs assessment process.

**Curriculum Content**

The counselors use the Comprehensive Counseling Program needs assessment, feedback surveys, teacher recommendations, administration, and other school data to prioritize strategies and interventions within the Comprehensive Counseling Program. The Comprehensive Counseling Program Needs Assessment Questionnaires were distributed to a random sample of parents, students, and faculty in spring 2015.

**Curriculum Delivery**

- The counselors provide a PLAN test presentation to parents and students of 10<sup>th</sup> grade students to discuss PLAN test results, importance of the test in preparing students for the ACT, and who should take the PSAT in 11<sup>th</sup> grade and information about the PSAT test.

**Junior Seminar**

The counselors take a big part in the Junior Seminar class. In this course, students prepare for the ACT by taking practice tests and discussing every section. Guest teachers come and help with the individual tests. Students are trained to find that pivotal moment in their life that gives them a better edge in their college essays. Counselors explore scholarships with each student and encourage the students to apply to colleges and universities. Practicing interviewing skills is an important task to master. Opportunities are provided to the students to hone their interviewing skills, as well.

**College and Career Awareness**

The counselors work closely with the College and Career Awareness teacher and schedule days and times at the beginning of each school year to teach all of the counselor lessons to the 7<sup>th</sup> grade students. The counselors also teach the Technology and Engineering section of the College and Career Awareness curriculum.

**Recommendations from last review:**

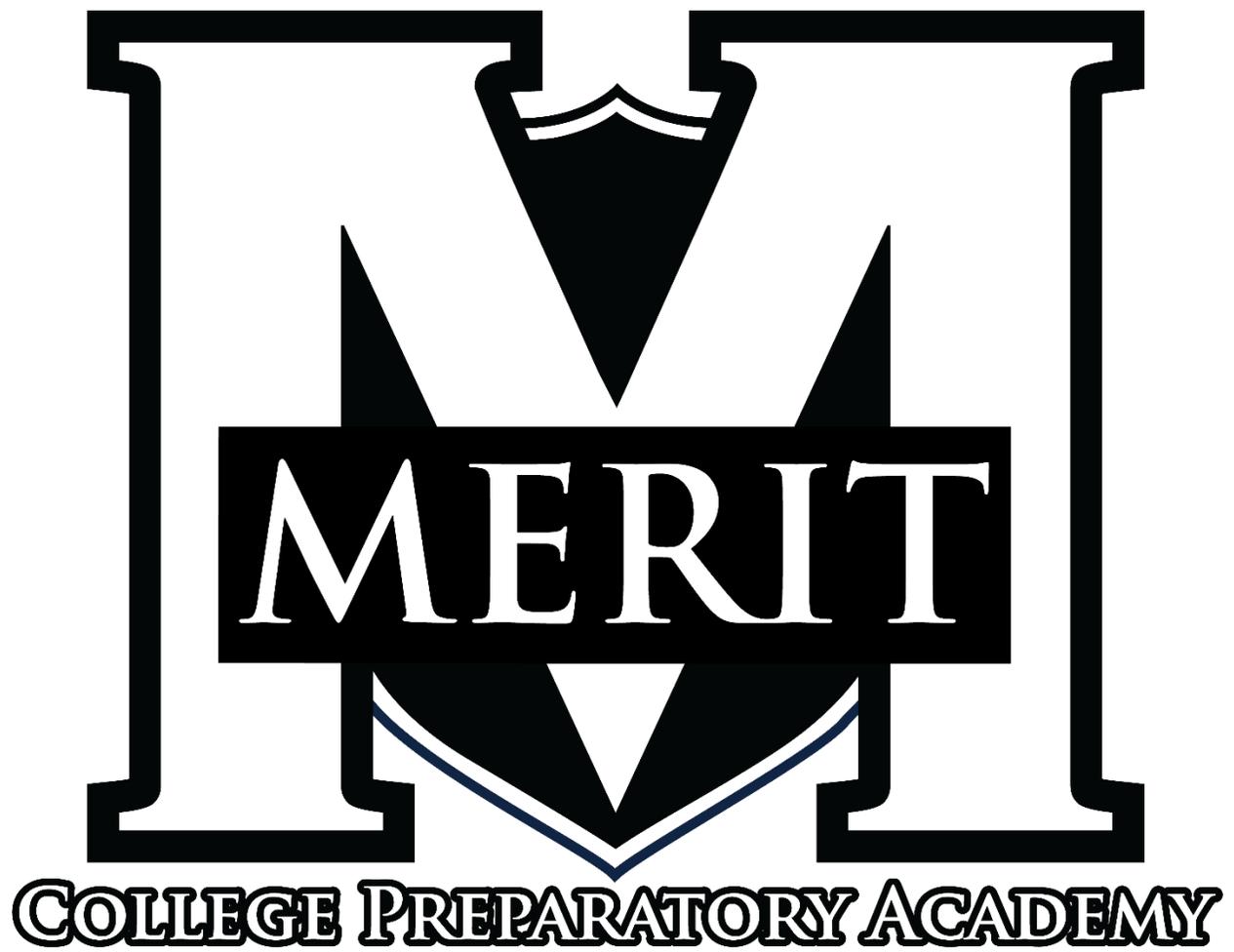
First Review

**New Program Goals:**

Ease the burden of Mr. Jenkins by having Mrs. Whitmer share the teaching load. Implement an Innovative Student Assistance program for students to practice and prepare for the ACT.

**Improvement Plan Component:**

Provide presentations on graduation lessons and applying for scholarships to help increase graduation rates.



# STANDARD X



**STANDARD X: *Career Exploration and Development***

The CCG Program provides career development assistance for all students which includes: career awareness and exploration, job search, job application, interview skills, and post-high school opportunities.

**Programs Available to All Students**

- UVU and Snow College Distance Education
- Career and Technical Education classes
- College and Career Readiness Conferences
- Utah Futures
- Local university events including College Carnival at Maeser Academy
- MATC
- AP classes

**Financial Aid Presentation**

- Presented by BYU representatives for especially for seniors, but all students are invited to attend
- Contains information regarding scholarships and federal financial aid.

**Post High School Visits**

- All seniors and juniors are encouraged to make post-high school visits.

**College Tour Day**

- All seniors are invited
- Representatives from colleges/universities present information about admissions, scholarships, and college life.
- Students are given a student guide from Utah colleges and universities.

**Programs Only for Grade 11 and 12**

**Mountainland Applied Technology Center (MATC)**

- Automotive
- Cosmetology
- Dental Assistant
- Emergency Medical Technician
- Medical Assistant
- Nail Technician
- CNA
- Pharmacy Technician
- Culinary Arts

- Welding
- Information Technology
- HVAC
- Plumbing
- Several others

### **Cosmetology**

- American School of Beauty
- MATC
- Capelli Institute of Hair
- Forum Academia Cosmetology
- Image Works Academy
- Mandalyn Academy Skin & Body Care
- Marinello School of Beauty
- Paul Mitchell School
- Renaissance Academie Cosmetology and Esthetics

### **Recommendations from last review:**

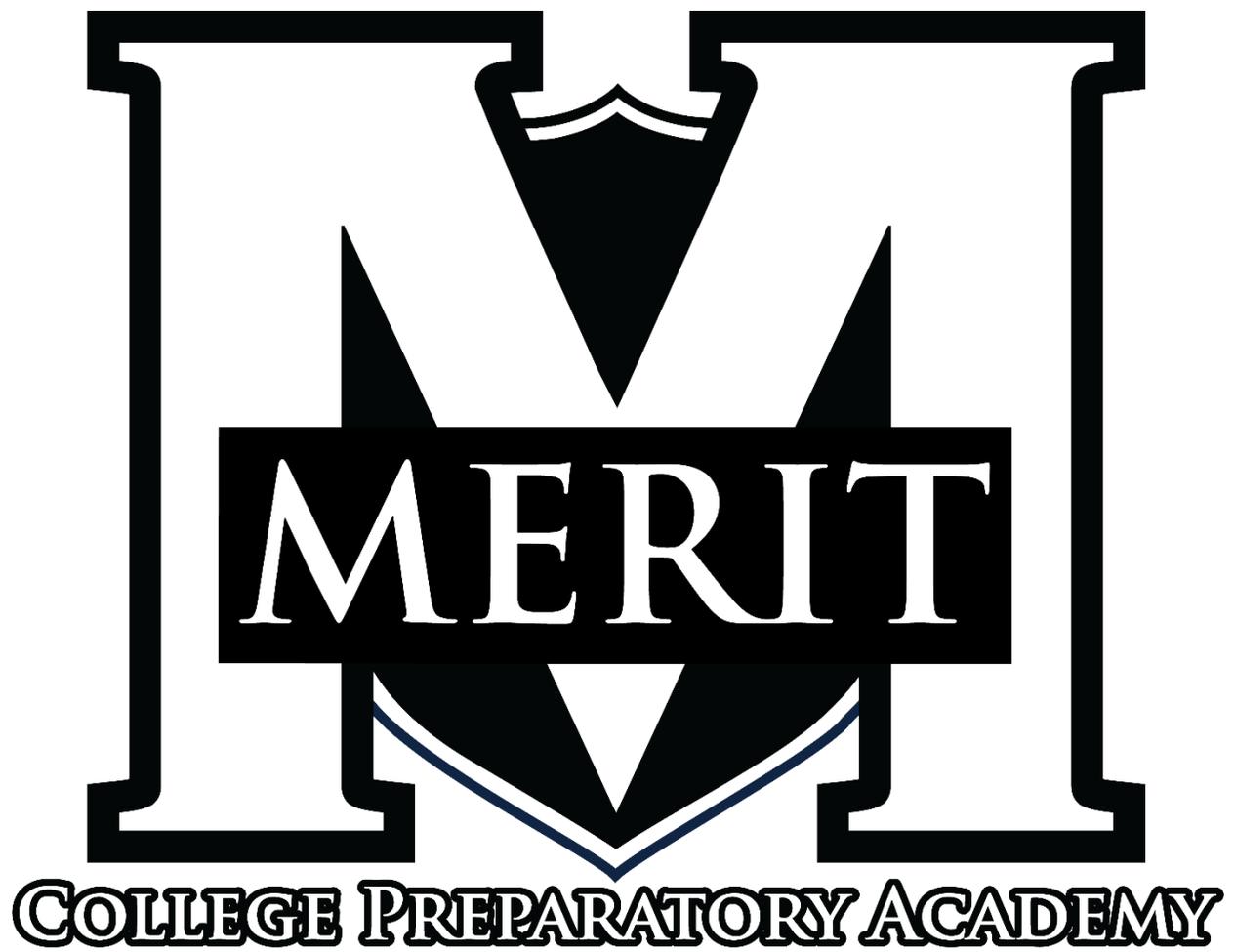
First Review

### **New Program Goals:**

Support our UVU/Snow College Facilitator and work more closely with the MATC. Continue to create more college, career, and scholarship opportunities for students.

### **Improvement Plan Component:**

Working with the students to explore their strengths to discover the best suited post-secondary options.



# STANDARD XI



**STANDARD XI: *Plan for CCR (College and Career Ready) Process***

Program shall establish College and Career Ready Plan (CCR) for every student, consistent with local Board policy and the goals of the Comprehensive Guidance Program, Secondary School Accreditation (R277-413) and Applied Technology Education (R277-911)

**CCR Data 2014-2015**

Grade Level	Enrolled	Number of Students Who Participated	Number of Parents Who Attended
7 <sup>th</sup>	29	29 [100%]	29 [100%]
8 <sup>th</sup>	40	40 [100%]	Group Meeting (8 parents attended)
9 <sup>th</sup>	60	60 [100%]	58 [97%]
10 <sup>th</sup>	42	42 [100%]	Group Meeting (4 parents attended)
11 <sup>th</sup>	45	45 [100%]	41 [91%]
12 <sup>th</sup>	48	48 [100%]	46 [96%]

**Students**

All 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade College and Career Readiness Conferences are conducted in individual conferences with the counselors. Multiple efforts are made to include every student. Multiple efforts are also made to include a parent and/or guardian of every student. Our parent volunteer sends e-mail messages to every parent to schedule appointments. If she is unable to schedule an appointment through e-mail, she makes personal phone calls until every parent has been contacted. After hours appointments are available for those who cannot attend during regular office hours. For parents who are unable to attend at all, they are encouraged to participate in a conference call with their student present with their counselor. If parents are unable or unwilling to do any of the available options, the counselors meet with the student individually and send information home with them to share with their parent(s). For parents who speak Spanish, our Spanish teacher is available to interpret. All 8<sup>th</sup> and 10<sup>th</sup> Grade College and Career Readiness Conferences are conducted in groups.

**Counselor**

The counselors maintain leadership and responsibility for all College and Career Readiness Conferences.

**Participation**

The counselors conduct all College and Career Readiness Conferences for every grade level.

## Process

The College and Career Readiness Conferences are completed with the student, parent, and counselor. This provides the means for students to set goals relating to their future academic and personal progress.

- Each student will have a personalized CCR plan as required by Utah Code 53-A-1a-106.
- Each College and Career Readiness plan will include the following standards:
  - Identification of accomplishments and strengths.
  - Focus upon education and career development goals and progress.
  - Consideration of graduation requirements progress and postsecondary goals.
- Earnest and persistent effort will be made to invite parents and/or guardians and students to attend College and Career Readiness conferences at a scheduled time.
- The following minimum standards will be met:
  - **Seniors** along with parent and/or guardian will meet individually with the counselor to review the student's College and Career Readiness plan. Graduation progress will be checked and a plan will be created to make sure the student is on track to graduate, graduation requirements will be discussed, the student will sign their name for diploma accuracy, and the 4-year transcript will be reviewed. The following will be discussed: ACT scores and testing dates, college deadlines, college application process, college and career pathways, scholarships, EDNET, MATC, AP classes, and credit recovery intervention, if necessary. Parents and students will have the opportunity to address any other needs or concerns they may have.
  - **Juniors** along with parent and/or guardian will meet individually with the counselor to review the student's College and Career Readiness plan. Graduation progress will be checked and a plan will be created to make sure the student is on track to graduate. The following will be discussed: scholarship search strategies, scholarship options, Boy's and Girl's state, ACT test preparation, college and career pathways, EDNET, MATC, AP classes, and credit recovery intervention, if necessary. Parents and students will have the opportunity to address any other needs or concerns they may have.
  - **Sophomores** will attend group College and Career Readiness Conferences. The following will be discussed: setting graduation goals, goals for post-secondary education, career options, and achievement. Students will complete College and Career Readiness form and set short-term, mid-term, and long-term educational goals. Credit recovery options will be discussed.
  - **Freshman** along with parent and/or guardian will meet individually with the counselor to review the student's College and Career Readiness plan. The following will be discussed: graduation requirements, credit recovery options (if needed), scholarship search strategies, scholarship options including Regent's, New Century, and Centennial Scholarships, Explore and PLAN tests, ACT test, EDNET, MATC, AP classes, NCAA program and requirements, importance of grade point average and impact it has on graduation, scholarship options, and college admittance, job shadowing, and career options.
  - **Eighth Grade Students** will attend group College and Career Readiness Conferences. The following will be discussed: purpose of a College and Career Readiness Conference, what classes to take in high school, high school graduation requirements, extracurricular activities, how to keep grades up, importance of GPA, how to take good notes, communication with teachers, how to study for tests, credit recovery, the EXPLORE, PLAN, and ACT tests, colleges, EDNET, MATC, military, how to pay for college, how to decide on a career, and successful transition to high school.

- **Seventh Grade Students** along with parent/and or guardian will meet individually with the counselor to learn about their College and Career Readiness plan. The following will be discussed: purpose of a College and Career Readiness plan, grade and credit expectations, college and career choices, available scholarships and scholarship search strategies, extracurricular activities, and goal setting. The counselors will teach the six counselor assigned College and Career Awareness development lessons. In these lessons, the students will learn life lessons and how to make career choices and set goals towards higher education.

The guidance department has established a College and Career Readiness schedule that allows students to meet with their counselor at every grade level. Sufficient time is given for each student and parent to discuss, ask questions, and set meaningful goals. School personnel understand their roles in the College and Career Readiness process and support the guidance department through allowing time out of class for career lessons and the College and Career Readiness conference.

### **Content**

College and Career Readiness conferences include all items as outlined in the USOE requirements including: objectives, assessments, advisement, goal setting and planning, and a summation and review of the conference.

### **Recommendations from the Last Review**

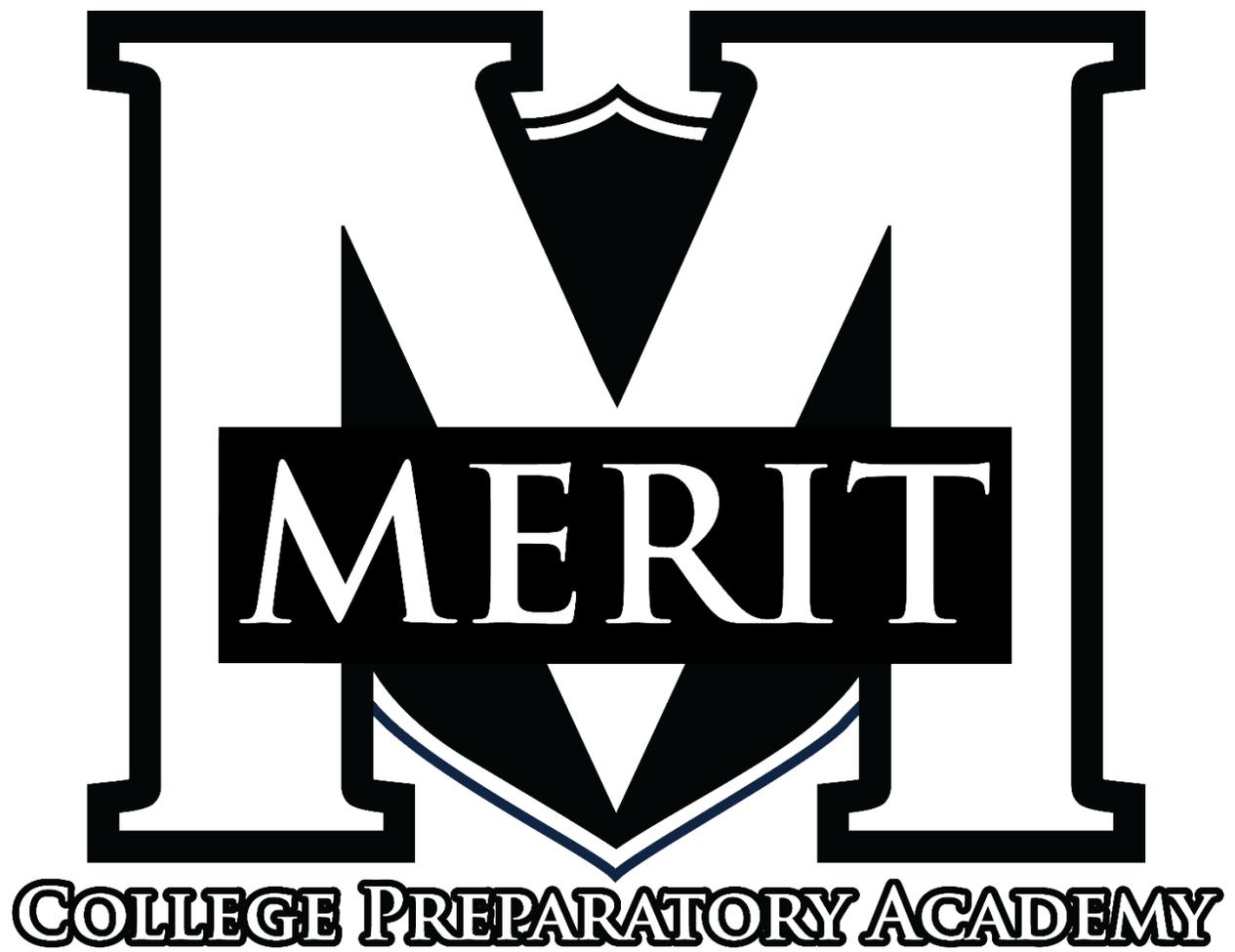
First Review

#### **New Program Goals:**

Increase parental involvement.

#### **Improvement Plan Component:**

College and Career Readiness conferences are an excellent opportunity for the counselor to have face-to-face interaction with the students and parents. It is an effective way to celebrate student success and discuss current and future student needs.



## STANDARD XII



**STANDARD XII: Every Student**

All program elements are designed to recognize and address the diverse needs of every student. Achievement and dropout data are used to guide the CCG Program, which can include closing-the-gap program improvement projects. This standard provides the platform for a guidance program that reaches 100 percent of students. All other standards should have provided evidence that the program meets this standard.

We have 316 students enrolled in grades 7-12, with 159 Females and 160 Males.

<b>Ethnic</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>
AI/AI	0	2	2	0.6
Asian	23	9	32	10
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	1	1	0.3
White	119	117	236	74
Hispanic	17	25	42	13.16
Multiple Races	2	4	6	1.8

<b>Students in Special Programs</b>		
<b>Program</b>	<b>Number of Students</b>	<b>Percent</b>
IEP	40	14
504 Plans	16	6
ESL	3	1
Fee Waivers	123	43
Free/Reduced Lunch	123	43
Title I	52	18

## Identification of Diverse Population Students

Data is contained in our counseling evidence file and illustrates in the above demographics and special programs tables and figures subsections, that we have identified diverse student populations in our school. Our Comprehensive Counseling Program and School Improvement Plan represents these groups as follows:

- Academically challenged students
- Economically challenged students
- Students with diverse ethnic or cultural backgrounds and/or limited English proficiency
- Students with disabilities
- Academically talented students

## Changes and/or Modifications to the Program:

We use disaggregated data to measure and provide equity in educational opportunity for all of our students. Some of the programs and services offered for differing groups include the following:

- **Academically challenged students**
  - Mentoring class: Every student is assigned to a mentor teacher who works with them through the entire school year. Students meet with this teacher every Monday, Wednesday, and Friday for 25 minutes each day. The mentor teacher is responsible for checking each of their student's grades each week and discussing and planning with them goals for improvement.
  - Math Mastery classes: Every student who needs additional assistance with math can enroll in one of these classes to work with the assigned math teacher and work on math homework.
  - Title I Math and English assistance: All students are tested in Math and English competency. If students have two of the three: score below the benchmark in one or both of these subjects, have a teacher recommendation, or receive a failing grade in one or more quarters, they are assigned to work with a Title I teacher who tutors them to discover the gaps and increase their proficiency.
  - Individual Counseling: The counselor updates credit checks on every student each semester and works with individual students who need to do credit recovery to plan and implement make-up work. The counselor also works individually with students who repeatedly fail classes each term, to discuss improvement goals.
  - Alternatives for earning credit: The counselor discusses the following options with students who need to recover credit, or who want to earn credit in other ways:
    - Individual packets created by Merit Academy teachers
    - Electronic High School
    - Independent High School
    - East Shore
    - BYU Independent Study

- **Students with Disabilities**
  - IEP Conferences: The counselor meets with students, parents, and other members of the IEP team to determine best class placement. Counselor attends all IEP meetings as assigned by the Special Education Director. The counselor also tracks IEP student's grades and tracks graduation progress.
  - 504 Plans: The counselor meets with parents, teachers, and students to implement 504 plan accommodations for qualifying students.
  - Co-Taught Classes: Classes taught by two teachers are available for qualifying students.
  
- **Students with diverse Ethnic or Cultural backgrounds and/or limited English proficiency**
  - ESL students are registered after they complete their evaluation and are placed in appropriate classes to meet their needs
  - Translation: The counselor provides an interpreter to help translate for Spanish speaking parents who visit the counseling office to discuss student issues.
  - AI/AN: The counselor works with AI/AN students to insure that they are completing graduation requirements, are aware of available scholarships, and other issues that may arise.
  
- **Academically Talented Students**
  - College Credit: Students are able to attend live interactive distance education (EDNET) UVU concurrent enrollment classes every semester and earn college credit. They also have the option to complete an associate's degree at the time of high school graduation.
  - Honors and AP classes: Students can choose to enroll in a variety of AP classes in math, science, English, and art. They also have the option of taking Honors English, math, science, and history classes.
  - National Honor Society: Students who maintain a 3.7 GPA and do 20-30 hours of community service are invited to participate in the program.
  - Early Graduation: Students who complete their high school graduation credits early are eligible for the Centennial Scholarship.
  - Sterling Scholars: The counselor is the Sterling Scholar coordinator and encourages all senior students to apply for one or more qualifying categories.
  - Regent's Scholarship: The counselor works with all students to be on track for the Regent's Scholarship and assists qualifying seniors with their applications.
  - Merit Scholarship: Merit Academy has a unique \$1000 scholarship for all seniors to apply for. All seniors who attend Merit for at least two years qualify and have a 1 in 10 chance of receiving one of the scholarships.
  
- **Meeting the Needs of Every Student**
  - Website: The counseling department has a website with graduation requirements, scholarship and college information, and registration information.
  - College Tour Day: Every senior has the opportunity to attend the college tour day each fall at Payson High School. The counselors make arrangements and provide transportation to the event. College representatives from colleges and universities across the state and BYU-Idaho present information to students regarding admission requirements, scholarships, housing, etc.
  - College Tours: Each year, the counselors take any interested junior and senior to visit one or more Utah colleges or universities.

- Financial Aid Presentation: A representative from BYU presents and explains the process for applying for FAFSA, work study, and other grants and loans for attending college.
- College and Career Readiness Conferences: Every student meets with their counselor every year to discuss college and career plans, short and long term goals, test scores, graduation progress, etc.
- Schedule changes: Every student has the option to make schedule changes to meet their academic requirements and interests.
- After School ACT Prep and Scholarship Assistance: The counselors participate in the Boys and Girls Club after School program and assist students with finding scholarships and preparing for the ACT, every Thursday, as part of this program.
- MATC: Students who are interested in certifying in programs offered at the MATC are encouraged and assisted in the registration process to apply for and attend these programs.
- ASVAB: Juniors and seniors have the option to take the ASVAB test. Recruiters work with individual students to make arrangements.
- Sports: Many UHSAA sport teams are available, as well as sports conditioning classes.
- Junior Seminar: Every junior student is required to take the Junior Seminar class where they take ACT practice tests, use Utah Futures, learn job interviewing skills, create resumes, learn how to apply for college, and learn how to apply for scholarships.
- NCAA Clearinghouse: The counselors completed the process of our school becoming NCAA certified and intend to work with student athletes to help them become eligible for playing sports in college.
- Fine Arts Programs: We offer several performing and competition opportunities in the Fine Arts Department. Students have qualified for State honors.
- Student Body Government: Leadership classes are available for all grade levels 7-12. Students are encouraged to take these classes and participate in student elections and planning and implementing school activities.
- Leadership Conferences: All students have the opportunity to attend leadership conferences. Some examples are: Counselors have nominated students to attend HOBY Leadership Conferences and HOPE Squad Conferences. Counselors have talked to students about Girl's and Boy's State and have sent students there every year. Counselors have also attended a UVU Leadership Conference with Student Government students.
- Ameritus Assemblies: Each month, students attend an assembly with a value theme such as leadership, service, friendship, etc. Students who possess these qualities are nominated by their peers and presented with awards at the assembly. A keynote speaker is chosen to speak at the assembly, usually regarding a topic associated with the value theme.
- Clubs: Students can create their own clubs if they get enough students to join and a teacher to serve as their advisor. Some of the clubs currently available are Cyber, Ski, Ameritus Service Knights, Cross Country, etc.
- Classroom Presentations: Students are able to receive classroom instruction on a variety of subjects from the counselors.
- Mentoring class: Every student is assigned to a mentor teacher who works with them through the entire school year. Students meet with this teacher every Monday, Wednesday, and Friday for 25 minutes each day. The mentor teacher is responsible for checking each of their student's grades each week and discussing and planning with them goals for improvement.

- **Responsive Services**

The counselors are available to speak with students and parents for academic, social or crisis counseling. The counselor works with students to provide early intervention for their academic or social needs.

- Student Support Team: The counselors, faculty, and administration meet regularly to coordinate and communicate regarding student issues. Tracking is done for excessive tardiness, absences, academic concerns, and mental health issues.
- Pyramid of Interventions: The counselors and administrators work with students to provide the best possible options for academic and personal success.
- HOPE Squad: One counselor and two teacher advisors work with 26 students (2 boys and 2 girls in every grade) who are peer nominated as students that are trustworthy and good listeners. The HOPE Squad meets monthly and students are trained to look for suicide warning signs and indicators of depression and become a peer referral source for the counselor.
- Referrals to Community Resources: Parents are notified when students are suicidal or depressed and are encouraged to take their students to visit outside counseling services.
  - Resources for provided for parents and students:
    - Utah Valley University, Orem, Turning Point, Center for Personal and Career Development 801-863-7580
    - LDS Family Services 800-537-2229
    - Provo Canyon Behavioral Hospital, pcbh.com, 1350 E 750 N, Orem 801-488-8949
    - Community Health Clinic, communityclinic.org, 801-704-5025
    - The Mindfulness Center, 376 East 400 South, Springville, 801-873-3149
    - Brookside Family Counseling Associates, 3549 N University Ave, Suite 300 D, Provo, 801-471-7080
    - Turning Point Centers, turningpointcenters.com, 888-576-4325
    - Wasatch Mental Health, 750 North Freedom Blvd., Provo, UT 84601 Wasatch.org 801-373-4760, 24-Hour Crisis Line: 801-373-7393
  - Pamphlets available in counseling office for responsive services support
- Crisis Counseling: The counselors are available to provide crisis counseling and make referrals if needed. The Nebo School District has a crisis team that can offer additional assistance if needed during a crisis.

**Recommendations from last review:**

First review

**New Program Goals:**

Close the gap between our American and International students.

**Improvement Plan Component:**

The individual attention we give our students and personal planning increases our graduation rates.