Model Comprehensive School Counseling Plan

September 13, 2016

LISTENING SESSIONS:
September 14: North Learning Center, 450 Northridge Parkway, Atlanta
September 19: Northside High School, 2002 American Way, Columbus
October 6: Dougherty Comprehensive High 1800 Pearce Ave, Albany
October 12: Old West Laurens (OWL) Training Center, 338 West Laurens School Road, Dublin
October 13: Pulaski Elementary School, 1001 Tibet Avenue, Savannah
October 17: Gordon County College & Career Academy, 305 Beamer Road, Calhoun
Use of Time Assessment

Direct Services

- School Counseling Curriculum
  - Instruction
  - Group Activities
- Individual Student Planning
  - Appraisal
  - Advisement
- Responsive Services
  - Counseling
  - Crisis Response

Indirect Services

- Referrals
- Consultation
- Collaboration

Guiding Questions:

- How often to complete? **Twice a year**
- What to do with the assessment once completed? **Share with your administrator. Use as an advocacy tool for your time and program.**
- Can you do the tasks located on the school counselor competencies for the component Management. Click [here](#) for a copy of the document. The component Management starts on page 6.

---

**Follow Us on Twitter @gadoecounselors**
Calendars

Annual

• **College Counseling Calendar**

• Sample Annual Calendars:
  - High
  - Middle
  - Elementary

• **Dublin City Schools** begins pg. 35

  Annual
  - Classroom lessons
  - Back-to-school night
  - Open house
  - Parent/student conferences
  - Standardized test dates
  - Career or college nights
  - Evening activities
  - Transition (Move Up) Activities
  - Standard Monthly Activities

Weekly

• Create abbreviations of tasks and add a ledger
  - SG=Small Group
  - Cnf= Conference

• Build in flexibility to allow for crisis situations

• Add in unplanned occurrences when applicable

Annual Partnership

• Should be unique for each counselor. Complete a copy individually or with department.

• More than just a form: Have a purposeful meeting with your administrator and seek additional input and approval

• Usually occurs at beginning of the year (preferably by mid-September)

• Addresses how the school counseling program is organized and what goals will be accomplished

  - Program Goals (usually two or three)
  - Great opportunity to seek approval to attend professional learning and conferences (i.e. GSCA and/or ASCA conference). Discuss how you would benefit from attending and your plan for redelivering the information gained.

  - Budget: Open discussion. Be prepared to have a list of desired items. How can current school funding assist? Fundraiser to support your initiatives or special program?

  - IN NUTSHELL: Review—Consult with counseling colleague(s)—Complete—Meet with administrators

Follow Us on Twitter @gadoecounselors
Advisory Council

- Potential Members
- Agenda
- Frequency of Meetings (best practice is two a year)
- Incorporate data into presentation
- Get feedback from members about what they would like to see from your program
- Minutes & Sign In Sheet
- School Council

Advisory Council Resources

Links:
- Redesigning School Counseling: Advisory Council Meetings
- Sample Agenda and Minutes
- School Counseling Program Handbook for Advisory Councils (Idaho)
- Advisory Council Committee Members Brainstorm

Program Results Data

Process
- Numbers Impacted
- Number of sessions; length of sessions
- How/when delivered

Perception
- Pre/Post
- Surveys
- Measure attitudes, knowledge, skills
- (I believe...; I know...; I can...)

Outcome
- Achievement
- Attendance
- Behavior
- Analyze data to identify goal/issue/gap
- Return to data after completing intervention

Previous data webinar recording and presentation available by clicking [here](#). “Making Data Work”
Core Curriculum Action Plan

Richard Woods, Georgia's School Superintendent
“Educating Georgia’s Future”
gadoe.org

Lessons and Activities Related to Goal:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Title</th>
<th>Lesson Will Be Presented In Which Class/Subject</th>
<th>ASCA Domain and Standard (Mindsets &amp; Behaviors)</th>
<th>Curriculum and Materials</th>
<th>Projected Start Date</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys/assessments to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Title of Lesson</td>
<td>How many lessons in what subject/classes</td>
<td>Mindsets and Behaviors Standards level</td>
<td>What will you use to deliver this lesson?</td>
<td>Months lesson happening</td>
<td>% of grade level students with skills in grade</td>
<td>Most common: Pre and Post Survey consisting of what type of questions</td>
<td>What data A, B, or C did data increase/decrease for what population and what was measured</td>
<td>Counselor’s Name</td>
</tr>
</tbody>
</table>

Small-Group Action Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Your School’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Name</td>
<td>What type of group can you facilitate that may support academic, attendance, or behavioral goals?</td>
</tr>
<tr>
<td>Goal (SMART format)</td>
<td>By (end date), (targeted group) will (increase/decrease something related to achievement, attendance or behavior) by (measure of change) percent from (baseline data) to (target data).</td>
</tr>
<tr>
<td>Target Group</td>
<td>Who to invite for this particular group? Can other stakeholders help identify?</td>
</tr>
<tr>
<td>Data to Identify Students</td>
<td>Baseline data</td>
</tr>
</tbody>
</table>

Remember this is data for BEFORE the intervention/activity takes place.

<table>
<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCA Domain &amp; Standard (Mindsets &amp; Behaviors)</th>
<th>Outline of Group Sessions to be Delivered</th>
<th>Resources Needed</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Project Start/End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last counselor facilitating group</td>
<td>Which domain &amp; identify one or two mindsets and behaviors that best match the group’s focus.</td>
<td>Last topic of each session...</td>
<td>Last topic of each session...</td>
<td>What materials or curriculum will you need to facilitate the group from beginning to end?</td>
<td>anticipated number of students</td>
<td>What type of survey will be used to collect perception data around this goal?</td>
<td>What data A, B, or C did data increase/decrease for what population and what was measured</td>
</tr>
</tbody>
</table>
Closing the Gap Action Plan
(Different than the results report, which comes in another component)

- Discern Priorities from School Data
  - Academic, Attendance, Behavior Needs
  - School Improvement Plan
  - School Data Profile Sheets

- Disaggregate School Data
  - Identify gaps by subgroups
    - Academic: Race/ethnicity, gender, grade, etc
    - Attendance: (specified number of absences, tardies, early checkouts
    - Behavior: By offenses (peer conflict, bullying, class disruption)

- Identify students associated with the identified gaps
- Identify your standards
- Design activities and interventions
- Define and develop the measurements
- Implement Intervention
- KEY PHRASE: How are students different because of your interventions and involvement?

---

### Closing the Gap Action Plan

**School Name**

**Goal:** Smart goal format

**Target Group:**

**Data to Identify Students**

<table>
<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCA Domain and Standard (Mindsets &amp; Behaviors)</th>
<th>Activities Planned and How Delivered</th>
<th>Resources Needed</th>
<th>Process Data (Number of students affected)</th>
<th>Perception Data (Type of survey/assessment to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Projected Start/End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSELORS’ NAMES</td>
<td>Which domain &amp; identify one or two mindsets and behaviors that best match the group’s focus.</td>
<td># sessions of (delivery method) on (topic) based on target group</td>
<td>What materials or curriculum will you need to facilitate the group from beginning to end?</td>
<td><em>expected number of students</em></td>
<td><em>what type of survey will be used to collect perception data around this goal?</em></td>
<td><em>attitude:</em> Students believe knowledge; Students know skills; Students can</td>
<td><em>planned dates</em></td>
</tr>
</tbody>
</table>

*Remember this is for BEFORE the intervention/activity takes place.*

Follow Us on Twitter @gadoecounselors
Best Practices

- Print or email your weekly calendar to your administrators and clerical help.
- Post calendars in your office area.
- Review your calendar at the end of day and revise if needed for next day.
- Hallway conversations: Invite person to come to your office at a specific time to further discussion.
- Plan meetings with your administrator in advance.
- Meaningful goals based on your data.
- Assign someone to keep minutes for each advisory council meeting.
- Include students if applicable on advisory council.
- Include persons who reflect your school population on your advisory council.
- Follow up on recommendations from advisory council members.
  **NOTE:** They may even be willing to assist with those recommendations.
- Stay organized when implementing these tasks.
- Develop lesson plans for lesson plans you conduct using sample template.
- **SHOW HOW STUDENTS ARE DIFFERENT AS A RESULT OF THE SERVICES YOU PROVIDE**

GSCA Collaboration

2016 Annual Conference
November 2-4, Macon, GA

- Pre Conference Sessions 11/2/16
  
  **Session 2 - “Don’t Get Stuck: Moving Forward in the Implementation of the ASCA National Model”** - **FULL DAY**
  Shellie Marino
  **Session 3 - “Get on the RAMP-Taking Your School Counseling Program to the Next-Level”** - **HALF DAY**
  Julie Hartline

Trainings (2016-2017)

- Update on Counselor Keys
- **Effectiveness System Evaluation**
Upcoming Webinars

- Child Abuse Prevention & Mandated Reporting Training
  September 20, 2016, 2:00 PM
  Register

- Si Se Puede!! (Yes, You Can!): Building School Counselor and Latino Parent Partnerships to Promote Student Success
  September 28, 2016, 2:00 PM
  Register

- Evidence-based Gatekeeper Curriculum for Schools: Practical considerations for adoption and training
  September 23, 2016 11:00 AM
  Register

- Behavioral Health Resources for Families: Updates for GA Schools
  September 27, 2016 11:AM & 2:PM
  Register 11:00 Session
  Register 2:00 Session (Repeat of 11AM)

Future Webinars in the Model Comprehensive School Counseling Series

Click component’s title to register
- **Foundation**
  - October 12 @ 1 PM
- **Delivery**
  - November 9 @ 1 PM
- **Accountability**
  - December 7 @ 1 PM

Get the Templates

**ASCA Website:**
- Scroll down to see the phrase “Get the templates”.

**GSCA Website:**
- [http://gaschoolcounselor.org/?ckes](http://gaschoolcounselor.org/?ckes)
- Scroll down to see the section “CKES Documents”.
- You can click CKES-All Documents to get all the documents in one file.
- Add item to your cart and provide email address. It’s free.
- Record keeping purposes