

Developing an Action Plan to Align District Counseling Programs with ODE's Comprehensive Guidance and Counseling Framework



School Improvement Goal

The School District will utilize Program Audit data from the 2008-09 school year to develop a detailed Action Plan for K-12 school counseling and guidance programming. This plan will include components that align the district's programs with ODE's Comprehensive Guidance and Counseling framework based on national standards.

The Action Plan will provide a continuous improvement model, and will guide program decisions in the areas of resource allocation, staffing, and service priorities. The plan will consider all areas of the counseling programming, and systematically scrutinize and prioritize current practices. Programs will then be modified to comply with state expectations based on best practices research.

This Action Plan will reflect the ASCA national model for implementation of exemplary school counseling programs, as well as the state framework. The plan will include all counseling and guidance efforts aimed at students as learners:

- Learning to Learn (Academic Achievement)
- Learning to Work (Career Development)
- Learning to Live (Personal and Social Development)
- Learning to Contribute (Community Involvement)

Statement of Need

In 2003, ODE developed a framework for all K-12 programs to work toward a more standards-based and data driven model for school counseling programs. Districts received state financial support and expertise as they embarked on significantly overhauling their counseling services. As with academic content areas, districts are being held increasingly accountable for outcomes in the area of counseling. For decades, school counseling programs have been non-standardized, non-regulated and relatively unaccountable entities in our systems. With data being key in demonstrating academic achievement, the counseling component of public schools was at a loss to provide such evidence of its impact on student success.

Our district currently has seven elementary counselors, four middle level counselors, and six high school counselors. In reviewing the Program Audit data, it is apparent that each act as independent contractors, and that there is significant discrepancy among buildings regarding services, documentation, evaluation and job descriptions. We will need to revisit service priorities, staffing allocation, and building level programs and revise these efforts to reflect current best practices.

It is imperative that the district take a system-wide approach to evaluating and redesigning its counseling programs, as we are expected to show alignment with the state framework within two years. ODE has been clear that counseling efforts must move away from position and toward a programmatic approach that serves all students.

Options

Develop action plans at the building level
Develop action plans at the grade level (elem., middle, high)
Develop a K-12 Action Plan that clearly articulates state framework standards and a plan for accountability

With our Human Resources Director as facilitator, we will include counselors and administrators from each level to develop a comprehensive plan to be implemented during the 2010-11 school year. This plan will involve developing action statements and timelines in the school counseling areas of:

- > Implementing Guidance Curriculum
- > Individual Student Planning
- > Responsive Services and Crisis Management
- > System Support and Integration
- > Student Advocacy and Community Outreach

As evidenced by our needs assessment data, there exists diverse needs in our district regarding service needs. This is in part based on geography, SES, building historical practices, and developmentally appropriate practices. We will maintain individual building identity, yet work toward a collaborative and systematic approach to counseling and guidance.

Resources

Faculty Compensation

20 per diem at approximately 50 hours each person (release time and partial substitute coverage for counselors)
Travel and expenses for 3 ODE Cohort Conferences in Salem

Curriculum

Site licenses for Career Ed component 6-12
Safety curriculum for K-5
Guidance group materials and facilitator compensation

Staffing Recommendation

Classified Scheduler at High School to complete data input of student schedules, transcripts, etc.

Implementation Plan and Timeline

- Identify Team Members and Review Needs Assessment Data
- Identify Group to Review Career Related Requirements and Diploma Requirements in Career Education
- Develop Mission Statement and Operating Principles
- Meet With Cohort Districts (Reynolds, Hillsboro, Beaverton)
- Complete Time Task Analysis and Review Results
- Align State Student Competencies With Current Services and identify Gaps in Services
- Review Current Curriculum Materials in Alignment with Framework
- Determine New Materials, Site Licenses Needed and Propose Budget
- Revise Counselor Job Description and Evaluation Forms
- Identify Current Community Partners and Potential Partners
- Present Spotlight on Services at Board Meeting
- Develop Standardized Documents Among Buildings (abuse reports, parent letters, release of info, legal issues, etc.)
- Develop and Publish Document that Articulates, in Measurable Form, School Guidance Activities that Impact the Four Areas of Student Development
- Draft of Action Plan to HR Director for Review
- Draft of Action Plan to ODS for Review
- Finalize K-12 Career Education Plan, Including Budget and Service Delivery Model
- Draft Professional Development Plan for 2010-11 School Year
- Identify Checkpoints at Building and District Level for Review of Implementation
- Finalize Action Plan as District Adopted Policy Document
- Finalize HR Documents for Approval
- Visit Building Staff Meetings as Counseling Cohort to Present Action Plan and Impact/Expectations for All Staff

August 24, 2009

August 24, 2009

September 2009

September 2009

November 2009

November 2009

November 2009

December 2009

December 2009

January 2010

January 2010

February 2010

March 2010

March 2010

April 2010

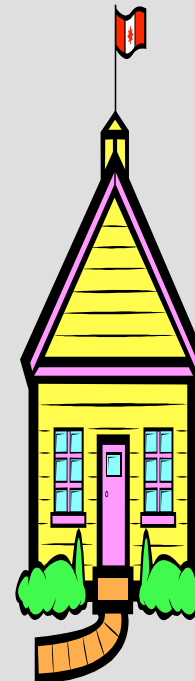
April 2010

April 2010

May 2010

May 2010

June, August 2010



Anticipated Outcomes

Student Outcomes

Academic ~

- ❖ Increase in graduation rate
- ❖ Improved GPA (grades 6-12) and improved attendance
- ❖ Increased coordination between pre-referral, SST and Special Education or ELL referral process
- ❖ Increase in students completing AP and Honors courses
- ❖ Link with community college mentor program beginning in 5th grade
- ❖ Purposeful, relevant transition activities for all students

Career Related ~

- ❖ Adoption of a 6-12 online curriculum for career education
- ❖ Career related learning is identified as embedded in all content areas
- ❖ All students develop a personal post-secondary plan beginning in 7th grade and reviewed each trimester

Personal/Social ~

- ❖ Decrease in disciplinary referrals involving harassment, bullying or violence
- ❖ Increased programming for student leadership at all levels
- ❖ Continue district support of WEB and LINK transition dates
- ❖ Revisit Advisory programming 6-12
- ❖ Increased opportunities for co-curricular involvement for Latino students
- ❖ Increased number of skill building groups offered (anger management, loss and grief, friendship, etc.)
- ❖ Decreased report of use of drugs and alcohol, based on annual Healthy Teens survey
- ❖ Streamlined transition for at risk students

Faculty Outcomes

- ❖ Standardized documentation forms and procedural expectations
- ❖ Decreased time spent in quasi-administrative/system support duties
- ❖ Increased opportunity to collaborate with community partners
- ❖ All staff seen as participating in comprehensive program ~ "moving from position to program"
- ❖ Professional development in crisis response, self-mutilation, play therapy, and other identified topics
- ❖ Relevant professional evaluation tool is adopted