

EXAMPLE

Annual Administrative Conference Template

School Counselor Year

After a review of the school data, the following priorities were identified:

- Improvement in ninth-graders on track for graduation (district mandate)
- Reduction of disciplinary referrals (climate survey and discipline data comparison with district showed our school higher than other high schools in district)

Based on these priorities, the following goals were identified:

Annual Student Outcome Goals

- 1 By May 29, 2020, ninth-grade students will improve on track for graduation rates by 8% from 88% of ninth-graders earning six credits (previous year) to 95% (current year).
- 2 By Dec. 13, 10th-, 11th- and 12th-grade students with three or more disciplinary referrals resulting in out-of-school suspension during the first semester of the previous school year will reduce the number of cumulative referrals by 50% from 48 referrals (first semester last year) to 24 referrals (first semester current year).

School Counselor Use of Time

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

Use of Time from Previous School Year

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
50%	20%	20%	10%

Use-of-Time Plan for Current School Year

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
60%	20%	15%	5%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

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

Program Implementation Plan to Address Priorities

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

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

Advisory Council

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

Fall Meeting Date: Sept. 19, 2019

Spring Meeting Date: April 30, 2020

Proposed Members: Department chairs (or their representative); Charlotte Smith, parent of senior and freshman; Wilbur Johnson, parent of junior; Rudolfo Castro, father of sophomore; one designated student from 10th, 11th, 12 (determined by student council); Lamont Chambers, community/business partner; Dr. Nelson, principal, Mr. Marshall, school counseling administrator; all school counselors

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my school counselor competencies self-assessment.

Date(s)	Topic	Cost
11/13/2019	State School Counselors Fall Conference	\$75
Monthly	District School Counselor Meetings	\$0
2/14/2020	Restorative Justice Practices Conference	\$50
July 2020	ASCA Annual Conference (registration, airfare and hotel)	approx. \$1,000

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role
RTI/MTSS	Approx. four 30-min meetings per week	Committee member
PBIS Committee	Three meetings per year	Committee member
Advisory Council	Two meetings per year + prep	Recorder and member
District Attendance	Two meetings per year	Committee member
District Crisis Response Team	Approx four call-outs per year	Team 3 captain
State School Counselor Association Executive Committee	Three meetings per year; all online	Conference planning chair

Budget Materials and Supplies

Annual budget:

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers

From to

My hours will be from to (if flexible scheduling is used).

The career center will be open from to

Role and Responsibilities of Other Staff and Volunteers

- | | | |
|-------|---------------------------|--|
| <hr/> | Tully Gannon | School Counseling Department Assistant |
| <hr/> | Dottie Thomas | Attendance Assistant/Clerk |
| <hr/> | Marcel Rudd | Data Manager/Registrar |
| <hr/> | Modupe Solomon | College and Career Center Assistant |
| <hr/> | | Other Staff |
| <hr/> | Margaret Lewis, parent | Volunteers |
| <hr/> | Tinisha Henderson, parent | |
| <hr/> | | School Counselor Signature |
| <hr/> | | Administrator Signature |
| <hr/> | | Date Signed |

EXAMPLE

Annual Calendar

Delivering					
Month	Direct Student Services			Indirect Student Services	Program Planning and School Support
	Instruction	Appraisal and Advisement	Counseling	Referrals, Collaboration, Consultation	
Ongoing Services		<ul style="list-style-type: none"> ■ New student transition – transition planning and academic advising upon enrollment ■ Assist students with academic planning 	<ul style="list-style-type: none"> ■ Individual counseling (as needed) 	<ul style="list-style-type: none"> ■ SST/RTI meetings (weekly) ■ IEP meetings Teacher/admin consultation ■ Parent meetings ■ Grade-level meetings (once per month) ■ Peer tutoring groups ■ Student Stars recognition Program 	<ul style="list-style-type: none"> ■ School counseling department Meetings (every Tuesday) ■ Faculty meetings ■ Review grade reports (weekly) ■ Review discipline reports (weekly) ■ Review attendance reports (weekly) ■ District Lead School Counselor Meeting (monthly)
Aug.	<ul style="list-style-type: none"> ■ Making the Most of Your Year! (6/7/8) 		<ul style="list-style-type: none"> ■ Attendance Is Essential small group 	<ul style="list-style-type: none"> ■ Meet the School Counselor Day ■ School counselor/teacher information session ■ Meet the Teacher/ Curriculum Night for parents 	<ul style="list-style-type: none"> ■ District school counseling meeting
Sept.	<ul style="list-style-type: none"> ■ Making New Friends (6) ■ Being a Leader (8) 		<ul style="list-style-type: none"> ■ Study and Organizational Skills small group 	<ul style="list-style-type: none"> ■ Parent conference (early release) 	

Oct.	<ul style="list-style-type: none"> ■ Bullying Prevention (6-8) 		<ul style="list-style-type: none"> ■ Study and Organizational Skills small group ■ Responsible Decisions small group 	<ul style="list-style-type: none"> ■ Advisory council 	
Nov.	<ul style="list-style-type: none"> ■ Suicide Prevention (6-8) 				<ul style="list-style-type: none"> ■ State school counselor conference
Dec.	<ul style="list-style-type: none"> ■ Dealing With Peer Pressure (7) 		<ul style="list-style-type: none"> ■ Attendance Is Essential small group 		<ul style="list-style-type: none"> ■ District school counseling meeting
Jan.		<ul style="list-style-type: none"> ■ Career Interest Inventory (7-8) 	<ul style="list-style-type: none"> ■ Study and Organizational Skills small group 	<ul style="list-style-type: none"> ■ Effective parent communication workshop (parents) 	
Feb.	<ul style="list-style-type: none"> ■ Career Day ■ Transition to High School (8th) 		<ul style="list-style-type: none"> ■ Study and Organizational Skills small group ■ Responsible Decisions small group 	<ul style="list-style-type: none"> ■ Parent conference (early release) 	
March	<ul style="list-style-type: none"> ■ Test-Taking Strategies (6-8) 	<ul style="list-style-type: none"> ■ Graduation plans (8) 	<ul style="list-style-type: none"> ■ Responsible Decisions small group 	<ul style="list-style-type: none"> ■ Advisory council 	<ul style="list-style-type: none"> ■ District school counseling meeting
April		<ul style="list-style-type: none"> ■ Course selection (6-8) 			
May	<ul style="list-style-type: none"> ■ High school field trips (8) ■ Fifth-graders visit middle school 	<ul style="list-style-type: none"> ■ Course selection (6-8) 		<ul style="list-style-type: none"> ■ Awards Night (6-7) ■ Awards Night (8) 	<ul style="list-style-type: none"> ■ Test proctoring
June					<ul style="list-style-type: none"> ■ School counselor planning retreat
July	<ul style="list-style-type: none"> ■ Open House 				<ul style="list-style-type: none"> ■ ASCA Conference

EXAMPLE

Use of Time

		Direct Student Services			Indirect Student Services	Program Planning & School Support	Non-School-Counseling Tasks
Activity or Task		Instruction	Appraisal and Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing	Fair-Share Responsibility
7-7:15 a.m.							
7:16-7:30 a.m.	Meeting with safety patrols	15					
7:31-7:45 a.m.	Hall duty						15
7:46-8 a.m.	Hall duty						15
8:01-8:15 a.m.	Email check/response					15	
8:16-8:30 a.m.	Classroom lesson – transition to MS/5th Jones	15					
8:31-8:45 a.m.	Classroom lesson – transition to MS/5th Jones	15					
8:46-9 a.m.	Classroom lesson – transition to MS/5th Jones	15					
9:01-9:15 a.m.	Check in with F/5th (peer concerns)			15			
9:16-9:30 a.m.	Check in with M/2nd (behavior)			15			
9:31-9:45 a.m.	Parent/teacher/admin conference				15		
9:46-10 a.m.	F/3rd (social media)				15		
10:01-10:15 a.m.	Classroom lesson – career goals/3rd Smith		15				
10:16-10:30 a.m.	Classroom lesson – career goals/3rd Smith		15				
10:31-10:45	Classroom lesson – career goals/3rd Smith		15				
10:46-11 a.m.	Prep time					15	

EXAMPLE

School Counseling Lesson Plan

Lesson Plan for Understanding Bullying: Stopping Mean Behaviors (lesson title)

School Counselor: M. Levine

Target Audience: 8th Grade students

Mindsets & Behaviors: B-SS 2: Create positive & supportive relationships with other students
 (limit of three) B-SS 8: demonstrate advocacy skills & ability to assert self, when necessary

Lesson 2 Of 3

Learning Objective(s)/competency	
Students will:	be able to state personal needs/wants respectfully when needed
Students will:	be able to respectfully state personal opinions/thoughts during disagreements
Materials:	
PowerPoint presentation, computer, projector Chart paper and marker	
Evidence Base:	
<input type="checkbox"/> Best Practice <input checked="" type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce	Review content from lesson 1 of this unit. Talk about and define "mean" behaviors. Ask for examples (without names).
Communicate Lesson Objective	Today's lesson will focus on types of "mean" behavior and what to do when it happens.
Teach Content	<p>Discussion questions: Why do people engage in mean behaviors? What are reasons that you think people claim when they mistreat others?</p> <p>PowerPoint review: Go over slides, asking questions and discussing each. Ask for examples to check for understanding during the presentation.</p> <p>Question:</p> <ul style="list-style-type: none"> ■ Who has been cyberbullied? ■ Why is cyberbullying is such a problem? ■ Why are bystanders so important?

Practice Content	<p>Brainstorm:</p> <ul style="list-style-type: none"> ■ Have students work in small group to brainstorm ways they can stop these mean behaviors. ■ Each group will choose one of their ideas and create a role play for the class. <p>Role Play:</p> <p>Each group will role play their idea. After each, add the strategy to the chart, which will be left in the classroom.</p>
Summarize	<p>Continue the list started during the role plays.</p> <p>Ask groups to bring up other ideas or strategies that were discussed in their small groups. Add them to the chart.</p> <p>Leave the chart in the classroom for students to reference.</p>
Close	<p>Provide a summary of lesson one (previous lesson) and lesson two (this lesson). Advise students to use their own ideas when/if they encounter this type of mean behavior. Identify the main focus of lesson three (next and last lesson of this unit).</p>

Data Collection Plan

Participation Data:

- Anticipated number of students: All students in eighth grade (delivered in eighth grade Connections Classes)
- Planned length of lesson(s): 45 minutes

Mindsets & Behaviors Data:

- Pre-test administered before lesson one
- Post-test administered after last lesson of unit
- Pre-/post-assessment attached

Outcome Data: (choose one arena)

- Achievement - Describe:
- Attendance - Describe:
- Discipline - Describe: Will review discipline referrals for reported bullying incidents. Will make comparisons between time frames before and after lesson as well as comparing the numbers between this year and previous years.

Follow-Up:

School counselor will:

- Follow up on all complaints from students regarding reports of possible bullying/mean behaviors.
- Conduct small groups with students to teach appropriate behaviors through role play.
- Follow county protocol to report any incidences of bullying.

Reports of mean behaviors will be addressed through peer mediations, as well as peer mentoring.

Students who are engaged in bullying/mean behaviors will be referred for the Life Academy Program. Life Academy is a Tier 3 behavior intervention program that provides selected students with the necessary tools for sound decision-making, overcoming peer pressure, managing emotions and taking personal responsibility for life choices and life outcomes. Life Sessions, which are facilitated by life instructors, consist of nine hours of intensive, engaging and innovative life skills training broken into three, three-hour sessions. In addition, the Life Academy Program consists of an adult mentor or life coach who checks in with the student each school day to give encouragement and guidance. The life coach also assists the students in setting academic, behavior and personal goals. In addition, follow-up will be made with parents and student regarding progress.

EXAMPLE**Closing-the-Gap Results Report**

School Name	Shooks Elementary School	
Annual Student Outcome Goal	By 5/20/20, fourth-grade direct-serve EL students who earned a D in math on the first semester report card (12/20/20) will improvement math grades by 71% from a total 14 Ds earned (12/20/20) to a total of 4 Ds earned (5/20/20).	
Mindsets & Behaviors (Limit of three)		
<ol style="list-style-type: none"> 1. M2: Self-confidence In ability to succeed. 2. B-LS 3: Use time management, organizational and study skills 		
Mindsets & Behaviors Survey Items		
<ol style="list-style-type: none"> 1. How do you feel about making mistakes in math? 2. Which best describes you in math class? 3. How often do you do math homework? 4. How often do you complete math classwork? 5. Name one person who can help you with math? 		
Interventions		
Direct Student Services	Indirect Student Services	
<ol style="list-style-type: none"> 1. Classroom lesson on academic risk taking 2. Go for It! Small Group 3. Peer tutoring by participants to younger EL students 	<ol style="list-style-type: none"> 1. Parent/Teacher/School Counselor conferences 2. Individual sessions for goal monitoring 3. Participants provide math peer tutoring to K EL students (supervised by K teacher) 4. Staff Development for EL strategies to all faculty & teachers 	
Data Collection Plan	Results Data	
Participation Data Plan	Participation Results Data	
<i>Anticipated</i> <ul style="list-style-type: none"> ■ 15 EL students in fourth grade earned D in math first semester ■ 14 students participated in 2 small groups ■ 10 Weekly group sessions, 30-40 minutes 	<i>Actual</i> <ul style="list-style-type: none"> ■ 14 EL students in fourth grade earned D in math first semester (one of students did not return after winter break) ■ 14 students participated in 2 small groups (6 in one group, 8 in second group) ■ 12 weekly group sessions, 30 minutes each 	

<p>Mindsets & Behaviors Data Plan</p> <p><i>Pre-Intervention Data Average:</i></p> <ol style="list-style-type: none"> 1. 1.5 2. 2 3. 2 4. 2 5. 11 of the 14 students identified someone at school who would help them with math; 9 identified their teacher as someone who would help with math 	<p>Mindsets & Behaviors Data Results</p> <p><i>Post-Intervention Data Average:</i></p> <ol style="list-style-type: none"> 1. 4 2. 3.5 3. 3 4. 3.5 5. 14 of the students were able to Identify someone at school who would help them with math; 12 of the 14 students identified their teacher as someone who would help with math
<p>Outcome Data Plan</p> <p><i>Baseline Data:</i></p> <ul style="list-style-type: none"> ■ 15 students originally identified with Ds in math for first semester ■ 1 student withdrew from school over winter break ■ 14 students participated In the interventions 	<p>Outcome Data Results</p> <p><i>Final Data:</i></p> <ul style="list-style-type: none"> ■ The 14 students had the following math grades at the end of the second semester: ■ 7 students earned a B ■ 5 students earned a C ■ 2 students earned a D ■ Summary: 12 of 14 students improved their math grades <p><i>Percent Change:</i> 86% reduction in number of D's earned in math</p> <p>Goal Exceeded!</p>
<p>Implications</p>	
<p><i>Analyze your data. How will data inform future practice?</i></p>	
<p><i>The data suggest the closing-the-gap activities were successful as the goal was met. Students reported increased confidence, which was supported anecdotally by most of the teachers. Thirteen of the teachers reported implementing instructional changes, which contributed to the grade improvements. However, two of the students' grade remained the same. This corresponded to the 2 students who did not identify their teacher as someone who would help them. Additionally, this teacher stated that no changes were made in instruction and cited reasons related to student effort and home support as generating the low grades. There may be a more systemic concern for the students who did not improve. The information has been shared with administration.</i></p>	
<p><i>For the counseling program, the "Go for it" group, which focuses on goal setting and monitoring as well as personal motivation appears successful. The students' attitudes about math were obviously changing as they reported their weekly goal progress and corresponding excitement over their improvement. The tutoring program (in which the 14 students were to work with kindergarten EL students) presented scheduling concerns and was implemented with great variability. If that is continued, additional supports and clearer expectations will need to be created. Counselors will continue to track these students' progress next year to check for continued success.</i></p>	

EXAMPLE

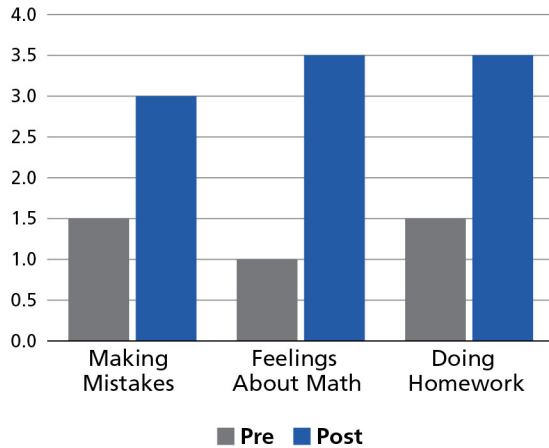
Classroom and Group Mindsets & Behaviors Results Report

School Name	Longview High School	
Results Report for:	<input checked="" type="checkbox"/> Unit <input type="checkbox"/> Lesson <input type="checkbox"/> Small Group	
Grade Level	9th Grade	
Topic	Career Development: 1. Understanding Pathways 2. Self-Awareness (interest and skill inventories) 3. Career Exploration 4. Considering Postsecondary Options 5. Creating Education Plan	
Mindsets & Behaviors	B-LS 4: Apply self-motivation and self-direction to learning	
	B-LS 7: Identify long- and short-term academic career and social/emotional goals	
Participation Data	250	Number of students participating
	50 Minutes	Length of lessons/sessions
	5	Number of lessons/sessions
Mindsets & Behaviors Data	Pre-Intervention Data: 1. 1.5 2. 1.0 3. 1.5 1.33 Average (out of 4 point scale) Short Answer: 4. 45 of 250 able to identify goal and 3 current activities that move them toward that goal (18%)	Post-Intervention Data: 1. 3.0 2. 3.5 3. 3.5 3.3 Average (out of 4 point scale) Short Answer: 4. 215 able to identify goal and 3 activities that move them toward that goal (86%)
	Outcome Data (Achievement, Attendance and/or Discipline Data) Baseline Data: 63% of 9th graders earning 70 or more in all core content classes as of end of first 4 weeks of school Target Data: 88% of 9th graders passed all core content classes at the end of first semester Percent Change: 40% increase in students passing all	

<p>Implications</p> <p>Analyze your data.</p> <p>How will data inform future practice?</p>	<p>How will data results help deliver the lessons more effectively?</p> <p><i>Students mastered the content of the lessons and there was a significant increase in the percent of students' final grades as passing compared to the first progress report at 4 weeks. In addition, a comparison of the percent of 9th graders passing all 4 content areas first semester is higher than the previous 3 years. This suggests that the career unit is positively impacting student achievement. The noncognitive questions suggests that there was less growth in the area of linking personal talents and interests to career pathways. Class lesson content around this topic will be expanded and strengthened. Additional interest inventories and strength surveys will be incorporated along with more interpretation work about what individual results will mean. Additionally, there is a definite lack of connections between school work and future plans. Counselors will collaborate with teachers on how to strengthen the links for students through the counselor lessons and by having teachers be more explicit on those possible links.</i></p> <p>How can noncognitive data be collected more accurately?</p> <p><i>It may be helpful to move toward short answer responses than Likert scales. However, finding ways to assess short answers easily can be quite challenging. Counselors will explore alternatives for collecting and assessing short answer responses. A follow-up survey will be conducted with students regarding content of lessons, to determine if the knowledge and skills acquired are still evident at the end of the school year.</i></p> <p>What will be continued/discontinued/amended?</p> <p><i>To strengthen the links between course work and future plans, teachers will be more explicit in both citing possible links as well as asking students to identify them. Conversations between teachers and counselors also added additional layers to counselor presentations, which school counselors will have students identify specific knowledge and skills related to their chosen career paths and then identify how they those connect to their current studies. An ongoing portfolio might be added in which students can save specific assignments and projects that are linked to their goals and demonstrate how current work relates to those goals.</i></p> <p><i>Additional interest inventories and strength finders will be incorporated into the lessons for next year. Teachers working in the various pathways will identify specific inventories that may contribute to students' personal awareness. The creation of a portfolio for each student will also provide a site for collecting the information on each student. Individual appraisal and advisement sessions will be added to the unit, in which school counselors will discuss personal strengths and talents with students.</i></p>
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Mindsets & Behaviors Assessment

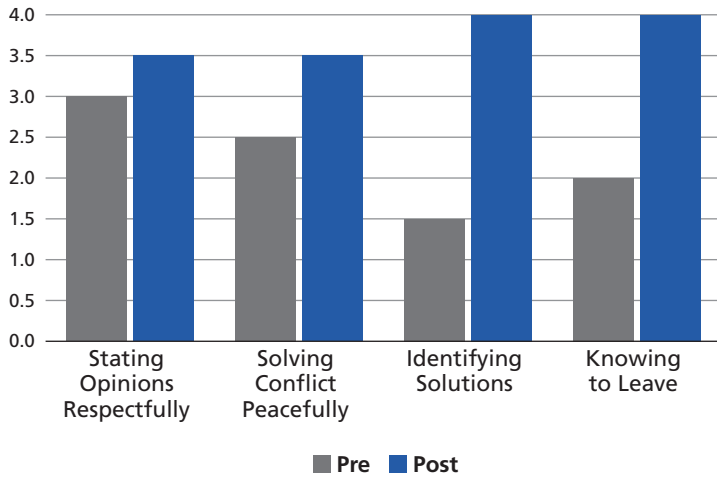
1. I can link my personal talents and Interests to a career pathway.
2. I know how my current courses apply to my desired career.
3. I have identified 3 or more post-secondary options related to my desired career.
4. Write you career goal and three things you are currently doing to achieve it.



	1	2	3	4
1. How do you feel about making mistakes in math?	Worried	Unsure	OK	Confident
2. Which best describes you in math class?	Worried	Unsure	OK	Confident
3. How often do you do math homework?	Almost Never	Rarely	Sometimes	Almost Always
4. How often do you complete math classwork?	Almost Never	Rarely	Sometimes	Almost Always
5. Name one person at school who can help you with math?				

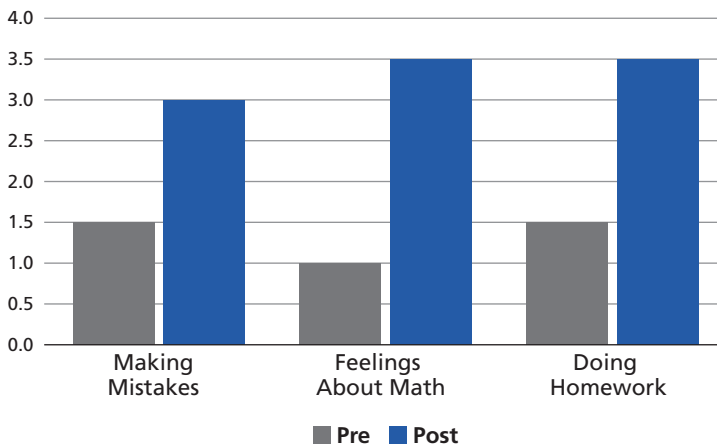
EXAMPLE

Closing-the-Gap Mindsets & Behaviors Data Graph



EXAMPLE

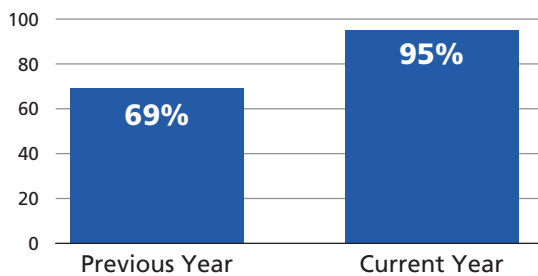
Mindsets & Behaviors Pre-/Post-Test



EXAMPLE

Outcome Data Graph

PERCENT OF FOURTH-GRADE STUDENTS WHO PASSED THE STATE PROFICIENCY ASSESSMENT



SEVENTH-GRADE PERFORMANCE

