



SECTION 3
MONITORING AND ENHANCING
YOUR PROGRAM



MONITORING AND ENHANCING YOUR PROGRAM

Keeping your program alive and relevant to the needs of the various community constituencies is an on-going process. While this section of the NJSCI is a work in progress with updates planned in the future, several significant activities in this chapter include:

- **Creating an advisory council** as a source of ongoing advice and support
- **Creating a school counseling team** to insure that everyone is working toward the same goals
- **Developing a counselor role statement** to clarify what counselors do and to identify inappropriate use of counselors' time
- **Implementing the program** (think of this as a "shakedown cruise" where, during the first year, you work out all of the problems and look toward fine-tuning in subsequent years)
- **Creating a master calendar** to keep everyone informed
- **Evaluating results** to determine effectiveness and help to identify program adjustments. This section also includes information about **collecting and using data**.

3.1 Prepare for the transition

- ___ Organize an advisory council for the School Counseling Program (ASCA Model, pp. 47-48; Workbook, pp. 67-69)
- ___ Work with your superintendent to receive Board of Education adoption of the new School Counseling Program
- ___ Obtain appropriate moral and financial assurances from the central administration
- ___ Allocate necessary resources when developing next year's budget
- ___ Prepare a role statement for school counselors
- ___ Revise job descriptions for school counselors and program support staff
- ___ Develop counselor evaluation instruments consistent with their new roles
- ___ Train the school staff
- ___ Orient students and parents to the new program
- ___ Design your counseling program delivery model (ASCA Model, pp. 40-65; Workbook, pp. 31-45)
- ___ Develop your K-12 counseling "curriculum" (ASCA Model, pp. 40-41, 81-100; Workbook, pp. **31-32**)

3.2 Create an Advisory Council

The Advisory Council is a representative group of constituents (students, parents or guardians, teachers, counselors, administrators, school board members, business and community members) who advise and assist the school counseling program to:

- review the program goals, competencies and results
- make recommendations to the school counseling department, principal and superintendent
- provide support, input, and recommendations for program development and improvement
- other functions could include public relations, providing support, making recommendations and serving as a focus group

When creating an advisory council, the more representative the group’s makeup, the more the outcomes will accurately reflect the community’s values and concerns. Generally, a good rule of thumb is to establish a council of between 8- 20 members.

Some hints when forming an advisory council:

- screen candidates to insure sincere interest in the counseling program
- identify people who can serve more than one role
- officially invite potential members by letter indicating the purpose and time commitment
- hold a meeting at the beginning of the school year to present the goals and objectives along with the program’s calendar
- hold another meeting at the end of the year to share the results of the program along with recommendations for program improvement



Advisory Council Representatives

Role/Area	Name	Contact Information
Student		
Student		
Parent		
Parent		
Parent		
Parent		
Adminstrator		
Faculty		
Faculty		
Faculty		
Business		
Business		
Community		
Community		
School Counselors (ex-officio)		

3.3 Use a School Counseling Team approach

Using a team approach ensures effective implementation of the delivery system. The role of the school counseling team is to:

- meet students' needs
- reviews and discuss student and school's needs and school site based on data analysis
- decide on a plan of action to meet student needs
- agree on how students, counseling curriculum, and services are assigned to counselors
- insure that all elements of the school counseling program are integrated
- guarantee all students access to their counselor

When school counselors and administrators meet and agree on program priorities, implementation strategies, and the organization of the counseling department, the program is more likely to produce the desired results for students.



School Counseling Team Plan

Program Delivery

The school counseling teams will spend the following approximate times in each component area to ensure the delivery of the school counseling program. The recommended times show a range in order that your program is adjusted to address the differing needs of the community.

Actual Use

Recommended Time

___%	of time delivering school counseling curriculum	Provides planned, sequential developmental activities to all students K-12	Elementary: 35%–45%	Middle/Jr High: 25%–35%	High School 15%–25%
___%	of time with consultation & individual student planning	Assists students & parents in developing academic & career plans	Elementary: 5%–10%	Middle/Jr High: 15%–25%	High School 25%–35%
___%	of time with counseling	Provides individual & group counseling to address student concerns	Elementary: 30%–40%	Middle/Jr High: 30%–40%	High School 25%–35%
___%	of time with enhancement & system support	Manages & promotes the school counseling program	Elementary: 10%–15%	Middle/Jr High: 10%–15%	High School 15%–20%

Counselor Access

Students will access the school counselor by

___ Grade Level ___ Alpha ___ Special program ___ Open Door ___ Other _____

Counselor Name	Student Assignment	Program Responsibilities

School Improvement/Closing-the-Gap Goals

This year's goals and strategies to improve school-level student performance and to close the achievement gap are:

	Goal	Implementation Strategy
1		
2		
3		

Programs planned (consultation & enhancement) for the school year

Programs planned for this school year to address each of the stakeholders are:.

Teachers	Parents	Community

Professional Development for School Counseling Staff

The school counseling team will participate in the following professional development (circle):

District meeting	Workshops	Annual state conference
National conference	County meetings	University courses
Inservice programs	Clinical supervision	Other _____

Professional Collaboration

The school counseling department will meet weekly/monthly: *circle all that apply*

As a counseling department team	With the school faculty	With the advisory council
With administration	With subject area departments	Other _____

Counselor Availability/Office Organization

The school counseling program will have the following hours of operation (e.g., counseling office, career center, school-based programs, alternative sites, etc.)

School	Office/Center hours	Hours of counselor availability

3.4 Develop Your School Counselor Role Statement

The school counselor role statement should reflect the mission of your program, prioritized student needs, counselor professional identity, graduate training and skills. The role statement is the written foundation for the school counselor job description and performance evaluation.

School counselors are professional school advocates who provide support to maximize student and academic achievement. In partnership with other educators, parents, or guardians and the community, school counselors facilitate the support system to ensure all students in the **Parsippany-Troy Hills** School District have access to and are prepared with the knowledge and skills to contribute at their highest level as productive members of society.

3.5 Implement The Program

- Distribute a master calendar for the counseling program annually
- Determine what resources can be allocated and/or what new resources are needed
- Make a resource and referral directory available for counselors, parents, and staff
- Outline your multiyear transition plan
- Present your program proposal and timeline to the board of education
- Broaden your school and community support by “selling” the plan
- Begin delivering your curriculum
- Phase in the new program
- Provide staff development for counselors
- Review the results of the needs assessment with your staff

3.6 Develop a Master Calendar

A Master Calendar containing information about program activities keeps everyone informed. Some best practices for a Master Calendar include:

- Sending the calendar to parents/guardians, students, staff, and community members
- Identifying activities for grade levels, dates
- Comparing activities to program goals
- Placing the calendar on prominent bulletin boards in school and in prominent places such as the community’s library
- Creating monthly calendar to call attention to specific activities (e.g., SAT dates) and annual calendars to provide a program overview (e.g., activities during each month)

The following are examples of calendars from local districts.

**PISCATAWAY CALENDAR
SCHOOL COUNSELOR CURRICULUM**

Month	Topics by Grade		
	4		5
September	Lunch with Counselor & Values Clarification P/S	Transition & Academic Responsibility P/S/A	Goals & Academic Responsibility P/S/A
October	Lunch with Counselor & Values Clarification P/S	Harassment Teasing & Bullying P/S/A	Harassment Teasing & Bullying P/S/A
November	Lunch with Counselor & Values Clarification P/S	Positive Communication P/S/A/C	Positive Communication P/S/A/C
December	Lunch with Counselor & Values Clarification P/S	Conflict Resolution & Human Rights Activities P/S	Conflict Resolution & Human Rights Activities P/S
January	Lunch with Counselor & Values Clarification P/S	Respecting Others P/S/C	Respecting Others P/S/C
February	Lunch with Counselor & Values Clarification P/S	<<<< Counseling Week Test Anxiety & Test Taking Skills P/S/A/C	>>>> Test Anxiety & Test Taking Skills P/S/A/C
March	Lunch with Counselor & Values Clarification P/S	Positive Self-Talk P/S/A	Positive Self-Talk P/S/A
April	Lunch with Counselor & Values Clarification P/S	Stress & Anger Management P/S/A	Stress & Anger Management P/S/A
May	Lunch with Counselor & Values Clarification P/S	Career Awareness C	Career Awareness C
June	Lunch with Counselor & Values Clarification P/S	Transition P/S/A	Transition "Moving On" Lesson P/S/A

PISCATAWAY CALENDAR SCHOOL COUNSELOR CURRICULUM

<i>Month</i>	<i>Topics by Grade</i>			
	9	10	11	12
September	Career Skills HS Orientation Time Management P/S/A/C	Review Educ Planning Goal Setting A/C	Review Educ Planning Goal Setting College Fair P/S/A/C	Senior Year Procedures College Fair P/S/A/C
October	Career Skills Peer Pressure P/S/C	PSATs A	PSATs A	Post Graduate Planning SAT I & II P/S/A/C
November	Career Skills Decision Making P/S/A/C	Relationships P/S	Sexual Harassment P/S	College Application SAT II P/S/A
December	Self Awareness Self-Esteem P/S/C	Career Skills Interpret PSAT Results P/S/A/C	Interpret PSAT Results A	Financial Aid Planning P/S/A
January	Goal Setting P/S/A	Career Skills Study Skills P/S/A/C	Study Skills A	Job Market Skills C/A
February	Educational Planning Goal Setting P/S/A	Career Skills Educational Planning Goal Setting P/S/A/C	Career Skills Educational Planning Goal Setting P/S/A/C	Stress Management P/S
March	Educational Planning Goal Setting P/S/A/C	Educational Planning Goal Setting P/S/A/C	Career Skills Educational Planning Goal Setting A/C	Career Readiness Workshop P/S/A/C
April	Educational Planning Goal Setting P/S/A/C	Educational Planning Goal Setting P/S/A/C	Career Skills Educational Planning Goal Setting P/S/A/C	Final College Choice & Transition P/S/A/C
May	Problem Solving P/S/A	Problem Solving P/S/A	Career Skills SAT I & II A/C	Career Job Fair C
June		End of Year Responsibilities		

Monroe Townshp
Williamstown, NJ

MIDDLE SCHOOL - ANNUAL CALENDAR/SCOPE & SEQUENCE

Time of Year	6	7	8
Sept.	Transition I Orientation P/S,A,C	Orientation, Transition and Academic Responsibilities PIS	Orientation PIS. A
	Organizational and Study Skills A Sexual Harassment PIS	Study Skills and Leaning Strategy A	Career Awareness The Academies at GCIT A,C The Academy Program At WHS A.C
	Setting Goals P/S.A.C	Study Skills and Learning Strategy A	Respecting Others and Resolving Conflict PIS
Dec.	Decision Making Skills PIS. A. C	Dealing with Conflict Harassment PIS	Test Taking Skills I Anxiety (GEPA) A
	Peer Pressure I Coping Skills PIS	Self Awareness (How Behavior Affects Others) PIS	High School Orientation PIS, A, C High School Scheduling A
Feb.	Analyzing Skills and Interests for Careers PIS	Making Effective Decisions and Problem Solving PIS	Coin Program c
	Test Taking Skills A How Behavior Affects Others and Harassment PIS	Test Taking Skills A	A. Uitrtrivcne.. PIS
	Terra Nova Testing	Terra Nova Test	IlllrmUilncnt PIS
May - June	Self Esteem P/S,A	Time Management	Transition Issues to Grade 9 PIS A. C
Ongoing	Individual Counseling Scillf,	School to Career week; Cyclt Course for All Students - Five days a week Individual Counseling	Individual Counseling

3.7 Evaluate the results

- ___ Consult with the NJSCA and NJSCI for program evaluation design and assistance
- ___ Use your School Counseling “team” as a resource and program evaluation group
- ___ Revise the counselor evaluation documents to reflect changes in their roles
- ___ Design and administer student outcome evaluation
- ___ Conduct a comprehensive program evaluation (see ASCA Model, pp. 110-120; Workbook, pp.111-125)
- ___ Review the findings and prepare a report with recommendations for revisions or program modifications
- ___ Work with the superintendent in order to report results to the board of education

Program Evaluation

A comprehensive school counseling program uses research and data to ensure that the program is meeting its goals and every student receives the benefits of the program. The a collection of accountability and program evaluation tools to be used after implementing your program follows.

The sample program evaluation form can be adapted to evaluate your program.

Matawan High School Activities Calendar

July	August	September
<ul style="list-style-type: none"> - New student registration - Make college representative appointments - Update student records/maintenance - Clean out senior cumulative records - Process schedule changes - Make schedule adjustments for Basic Skills and Special Education students - Resolve student schedule conflicts - Test newly enrolled students - Retainees - Summer school applications - Monthly report 	<ul style="list-style-type: none"> - New student registration - Resolve student schedule conflicts - Process schedule changes - Test newly enrolled students - Register new students - Update transcripts with summer school grades - Process student transcripts - Mail tentative student schedules - Provide teachers with class lists - State reports - Revise forms - Update school profile - SPSS Newsletter - Monthly report 	<ul style="list-style-type: none"> - Provide input for Back to School Night Program - Prepare National Merit Semi Finalist applications - Board presentation - Ninth grade orientation meetings - Alert mainstream teachers of special needs students - College representative visits begin - Plan and conduct college mini day - Conduct individual conferences - Scholarship announcement process begins - Begin to verify senior graduation eligibility - Plan and announce PSAT/NMSQT administration - Host individual representatives from colleges, business, career, and technical schools - Process student transcripts - Verify all student records are in order - Produce and distribute college, career, technical school visitation calendar - Update HSPA list for district test coordinator - Provide liaison for US Military representatives - Department weekly meetings - Senior orientation - Monthly report - District counseling meetings - Distribute school counseling brochure to students - Teen Parenting program - Post College Campus Days

October	November	December
<ul style="list-style-type: none"> - PAC/CORE meetings - Conduct PSAT/NMSQT orientation meetings - Staff prepares preliminary budget - Administer Fall HSPA - Prepare news release for NMSQT - Produce scholarship handout - Conduct group/individual counseling sessions - Scholarship Committee - Department weekly meetings - District Counseling meetings - Freshman interviews, Teen for Teen - PSAT/NMSQT administration - Plan and conduct 2nd college mini day - Provide liaison for US Military representatives - Host individual representatives from college, business, career/technical schools - Scholarship update - PLAN administration - Process college applications - Set up and coordinate ASVAB testing - Process student transcripts - Teen Parenting program - Senior interviews - Nominations –Garden State and Distinguished Scholars - Career Corner - Career Day preparation - Junior/Sophomore orientation - Get a Life Portfolio - Parent workshops - Monthly report 	<ul style="list-style-type: none"> - Produce SPS Newsletter - Conduct Freshman/Senior interviews - Scholarship update - Maintain/update job postings - Process student transcripts - Conduct individual/group counseling sessions - Career Corner - Career Day preparation - PAC/CORE meetings - Complete Early decision applications - Complete ROTC and Military - - Academy applications - Meet with and counsel students with failing marking period grades, giving priority to multiple failures - Conduct senior interviews to discuss future planning - Host individual representatives form colleges, business, career/technical schools - Department meetings - Get a Life Career Portfolio - Teen for Teen orientation program for grade 9 - Governor’s School and NJ Scholars applications - P-ACT administration - Plan and conduct 3rd college mini day 	<ul style="list-style-type: none"> - District Counseling meeting - PAC/CORE meetings - Department weekly meetings - PLAN interpretation - Scholarship update - Caring Award - Process student transcripts - Maintain job file - Post college campus days - Conduct individual/group counseling sessions - SAT administration - PSAT/NMSQT interpretation group meetings - Process college applications - Host individual representatives from college, business, career and technical schools - Disseminate financial aid information and FAFSA - Governor’s School applications processed - Elect Rutgers Scholar nominee - ACT administration - Provide liaison for US military representatives - Referrals to PAC, CST, Crisis Counseling Group Sessions - Interpretation-PLAN and CST - Monthly report

January	February	March
<ul style="list-style-type: none"> - Produce SPS Newsletter - Develop HSPA test procedures - Conduct individual/group counseling sessions - Reschedule seniors to meet graduation where necessary - Change and adjust 2nd semester schedules - Process college applications - Provide liaison for US military representatives - Process student transcripts - Referrals to PAC and SCT - Crisis counseling/group sessions - District Counseling meeting - Career Day program - Weekly department meetings - Caring Award - Choose nominees for Governor's School - Monthly report 	<ul style="list-style-type: none"> - Announce summer enrichment programs - Conduct group 8th into 9th scheduling Meetings with students - Begin to conduct individual conferences with all 9th, 10th, and 11th graders to schedule them for next year - Distribute course selection sheets - Prepare midyear senior grades for colleges - Counsel students with failing marking period grades, with priority given to multiple failures - Ensure that seniors and administrators are notified concerning course failures and/or danger of not graduating - Review report cards of all students - Distribute handouts to incoming 9th graders - Ninth grade orientation program begins - Process student transcripts - Provide liaison with US military representatives - Process college applications - Referrals for PAC/CORE or CST - Crisis counseling/group sessions - Caring award - Weekly department meetings - District counseling meeting - Monthly report 	<ul style="list-style-type: none"> - Continue scheduling conferences, and send copy of students' schedules with report cards - Rotary International Leadership Conference - Conduct counseling sessions - College planning process begins for juniors - Prepare for scholarship selection meetings - Prepare for parents' program on College Planning - Assist each junior with post high school planning through individual and group conferences - Conduct one or more individual conferences with each sophomore - PAC/CORE meetings - Publish scholarship bulletin - Process student transcripts - Prepare SAT and HSPA testing packets - Provide liaison with US military representatives - Weekly department meetings - Caring Award - Process college applications - Provide arrangements for minority college tour - Referral to PAC and CST - District counseling meeting - Monthly report

April	May	June
<ul style="list-style-type: none"> - Administer HSPA tests - Conduct counseling sessions - Admission Testing Program process begins - College Night planning continues - Reschedule courses not being offered - Weekly department meetings - District Counseling meeting - Counsel students with failing marking period grades giving priority to multiple failures - Monitor each senior's progress toward graduation, keeping students and administrators informed if the student's graduation is in danger - Participate in Junior Parents' Night - College/Career Program - Focus on seniors with no post-secondary plans and provide extensive counseling - Plan student surveys and follow up studies - Produce SPS Newsletter - Participate in 7th grade Parent Program - Process student transcripts - Provide liaison for US military representatives - Process college applications - College/Career workshop in English 3 classes - Junior program presentations begins - Caring Award - Monthly report 	<ul style="list-style-type: none"> - SAT administration - Assist in Brookdale Basic Skills testing - Participate in scholarship selection meetings - Conduct counseling sessions - Rotary luncheon - Caring Award - Weekly department meetings - District Counseling meetings - Resolve student schedule conflicts - Process student transcripts - Junior part conferences for college/career - Provide liaison with US military rep- resentatives - Process college applications - Monthly report 	<ul style="list-style-type: none"> - Provide summer school information - Update student records - Reschedule students because of failures - Prepare final grades for seniors - Contact by parents/guardians by letter of students who failed courses for the year, and recommend summer school when appropriate - Assist with checking and correcting student schedules for next year - Process student transcripts - SAT administration - Provide liaison with US military representatives - Process college applications - Monthly report - Counselor checklist completed - District counseling meeting - Department weekly meetings - Caring Award (Monmouth Directors program)

3.8 Using Data: Who Said Data Had To be Mined?

Through data analysis, school counselors, administrators, faculty, and advisory council members are able to create a current picture of students and the school environment in order to focus discussion and planning to meet students' needs.

There has a great deal of attention paid to data over the past few years. Terms such as “disaggregating data”, “data driven decision making”, and “mining data” have intimidated some counselors because they sound complicated and, frankly, uninteresting; however, this is far from the truth. The title of this brief section, originally a presentation (Mascari, 2004), is derived from the often-used phrase “mining data”, creating an image that collecting data is hard work. Data need not be mined from some obscure place; it is readily available for you in the form of already existing data. This brief section should help you find and use data without “mining”.

Data driven decisions...

This should not be a novel concept. After all, what have we been basing our planning and evaluation decisions on up until now? The truth is, many of our decisions have been made, and continue to be made, without using hard data. We use attendance records, informal observation but have generally not empirically evaluated a particular program's outcome effectiveness. In reality, all decisions should be driven by data both in planning and in evaluating our efforts.

Maybe your idea of data is the problem

Often, when we begin thinking of data sources, we tend to limit our conception of data to information such as standardized test score reports or more formally obtained data (e.g., survey data). When beginning our data search or construction of data to evaluate our program, we often do this before we have an idea about what data we actually need. Here is where program planning and evaluation go hand-in-hand during the development phase, starting with the end first.

Start with the end first

During the design of your program, plan your evaluation by asking the following questions:

- What behavior or condition do you want to change as an outcome of your program?
- How can you demonstrate this outcome?
- How does that behavior manifest itself?
- Where can measurable information be found (rather than created)?
- What other ways can you get information to help your evaluation?



An example: Measuring effectiveness of your Intervention and Referral Services Program

- Identify the behavior (an observable problem): There is a lack of intervention in regular education classrooms manifested by observable side-effects of the problem (What are they?): referrals to the Child Study Team for possible evaluation.
- Find the data (How can I get this data to measure effectiveness?): Child Study Team referral numbers, suspensions, drop outs, failures, retentions, parental complaints and appeals, interviews.

Qualitative data

Another way to measure effectiveness is by gathering qualitative data, an often overlooked source of obtaining information from participants in rich language that describes their experiences. This can be done by:

- asking the “consumer” what they experience
- observing participants and taking notes
- other forms of self-report such as interviews and open ended questions.

Some additional Qualitative approaches can include:

- Using groups to process (identifying the problems) and prioritizing (ranking) issues
- Brainstorming, a process that provides different perspectives (diverse, unique, creative)
- Using newsprint to collect information during various meetings. These pages often contain rich data that are not necessarily “quantifiable” with numbers but can be processed for important information at a later time

Process evaluation

Process evaluation determine whether you did what you said you would do. It does not measure quality, but rather is limited to “soft data” (information that did not attempt to measure behavior change) such as the number of people attending or participating in a program. The measures determine “What” takes place.

Product evaluation (outcome data)

Product evaluation, when measuring program effectiveness, is similar to outcome evaluation. This type of evaluation attempts to measure to what extent the program’s objectives have been achieved. Both quantitative and qualitative data should be used in an effort to gather the widest view of the program’s success from varying perspectives.

Other examples of data

In addition to the data already described, some others methods of obtaining data include the use of:

- Focus groups to determine “satisfaction” with a course’s content
- Self-report surveys (demonstrating the extent of alcohol, tobacco, and other drugs - ATOD use)
- Suspension data (showing violations of the school’s ATOD policy)
- Number of cases handled by Substance Awareness Coordinators
- Community data (the number of arrests, violations, etc.)

Conducting a program “tune up”

Programs often require evaluation, or at the very least some consideration of their effectiveness. Unfortunately, school programs often take on a life of their own, outliving the original purpose of the program and failing to have any systematic evaluation of their effectiveness. Here is a simple format for conducting an annual evaluation to keep your program “well tuned” and successful:

- Look at the program’s goals and objectives
- Find “evidence” of the program’s success or failure with people’s input
- Consider what should be markers of success
- Discover how the problem that led to the creation of the original program may have changed
- Revise your goals and create new objectives

Zero based programming

After evaluating your program and finding no evidence of success or a cloudy set of results, it may be time to consider a new approach – “zero based programming”. This means wiping the slate clean of all programs and restoring none without a strong rationale for continuing their existence. Here’s how to do that:

- First, take a “fearless inventory” of your programs (are they really working?)
- If there is no hard evidence (data) of the program’s success, change resulting from the program, or no longer the need for the program, a more serious consideration must be made: The program may have outlived its usefulness OR you failed to design measurable assessments of the program’s effectiveness!!!

Remember, the only constant is change

Two phrases that have helped others have the courage to create program change are offered here:

“If you always do what you’ve always done, you’ll always get what you’ve always gotten...” (Unknown) – Have the courage to try something new.

“There are no permanent solutions to temporary problems, only temporary solutions to permanent problems” (Gerry Edwards, former Director, The Northeast Regional Center for Safe and Drug Free Schools and Communities). The human condition is such that problems seem to continue or resurface despite programs; therefore, programs often outlive their effectiveness. From time to time we need to use “zero based programming” to wipe the slate clean and start over with fresh programs. As with businesses today, reinventing your program every so often is a necessity to maintain your effective edge.

Examples of reporting data

Sharing the results of your program with your constituents is critical to insure continuing support for your efforts. The following are examples of how data can be reported.



SAMPLE SCHOOL COUNSELING PROGRAM EVALUATION

School: _____

Date: _____

Component: _____

Level of Implementation: _____

FOUNDATION

Rationale	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Beliefs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Philosophy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Mission Statement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Standards/Goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

DELIVERY SYSTEM

Counseling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Consult/Ind. Planning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Counseling Curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Enhancement/Support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

MANAGEMENT & SYSTEM SUPPORT

Team Program Plans	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Advisory Council	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Use of Data	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Couns. Curriculum Plans	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Time Allocation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Calendars	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ACCOUNTABILITY

Outcome Evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Process Evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Program Audit	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Comments:

3.9 MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate, A Six-step Accountability Process for School Counselors

Name and Address of School: Piscataway High School, 100 Behmer Road, Piscataway, NJ 08854

Name of Counselor Leading the Initiative: Patricia Manfredi, Benita Ogburn-McLean, Theresa Edmondson, Walter Brahm, Interim, Brenda Bucci, John Mammon, Jennifer Mandell, Lorraine Savitt, Patricia Hewitt, Robert Giberna, Uma Patel

Principal: Dr. Michael A. Wanko

Enrollment: 570 9th graders

Total enrollment: 2141

School Demographics 2003-2004: As of 1/5/04

<i>School Demographics</i>	<i>Ninth Grade Demographics</i>
Caucasian/Non-Hispanic 720	Caucasian/Non-Hispanic 178
African American 729	African American 211
Hispanic 219	Hispanic 70
Asian 473	Asian 111
Other	Other
Free/Reduced Lunch 324	Free/Reduced Lunch 103
ESL 95	ESL 23

STEP ONE: MISSION

Mission - Connect your work to your school's mission.
<p>Your mission statement is: The mission of the Piscataway Public Schools is the continual development of each child's intellectual, aesthetic, social, and physical abilities in a positive environment that fosters self-esteem. Students in Piscataway will be confident, productive members of a changing society. Piscataway Strategic Goal 3: All students must achieve at the highest level of their ability</p>

STEP TWO: ELEMENTS

<p>Current Critical Data Element: What indicator of school success are you trying to positively impact? Grades? Test scores? Attendance? Promotion Rates? Postsecondary-going rate?</p>
<p>The school counselor as part of the leadership team identified these critical data elements to try to impact: Reduce 9th grade failures (defined as 2 or more grades of 64% or below)</p>

STEP THREE: ANALYZE

<p>Analyze the data to see what it reveals, to identify the problems areas, to establish your baseline, and to set your goal. It may be necessary to disaggregate the data (e.g. race, ethnicity, gender, SES, teacher assignment).</p>
<p>Baseline: Where is this data element currently? 2002-2003 (6%) Enrollment as of 5/21/03 was 552 Failure = 59% or below Number of students with 2 or more failures as final grade(s) Grade 9 - Final Grade Total 31</p> <p><u>2003-2004 (507 students)</u> Failure = 64% or below Number of 9th grade students with 2 or more failures beginning in 2nd Marking Period</p>

WHEN	NUMBER
2 Marking Period	121

Goal: Where do you want the data element to be in a year?

Reduce the overall failure rate of ninth graders by 10%

Reduce number of potential failures (failure in 2 or more subjects) identified after 2nd marking period (1st Semester)

Develop an Action Plan.

School counselors as managers of resources join existing groups of stakeholders, such as the school improvement team, or bring other stakeholders and resources into the task of creating and implementing an action plan.

Strategies are developed that will change systems as well as impact individual students and targeted groups of students.

Impacting systems means:

- 1. replicating successful programs and interventions,**
- 2. identifying barriers that adversely stratify students' opportunities to be successful learners,**
- 3. and developing strategies to:**

- change policies, practices, and procedures
- strengthen curriculum offerings
- maximize the instructional program
- enhance the school and classroom culture and climate
- provide student academic support systems (safety nets)
- influence course enrollment patterns to widen access to rigorous academics
- involve parents and other critical stakeholders (internal and external to the school)
- raise aspirations in students, parents, teachers, the community
- change attitudes and beliefs about students and their abilities to learn

<p>Stakeholders</p>	<p>Strategies Connect your strategies to the American School Counselor Association (ASCA) National Standards and the ASCA National Model.</p>
	<p>Beginning date: January 2004 Ending date: June 2004</p>
<p>School Counselors</p>	<ul style="list-style-type: none"> ■ Gave interest inventory to provide career development ■ Co-facilitated groups on career motivation ■ Monitored interim progress reports for failing subjects ■ Identified and worked with students at risk ■ Encouraged students to use self-advocacy skills ■ Provided all 9th graders and families with the Woodburn Press booklet How to Get the Most out of High School ■ Recognized and rewarded students who eliminate failure(s) ■ Communicated and collaborated with teachers of ninth graders ■ Sent suggestions home to parents of ninth grade students who were failing ■ Cooperated with Intervention Referral Service Team (IR&S) ■ Referred and worked in partnership with Child Study Team ■ Assigned students to special needs counselor/transition coordinators ■ Provided English as a Second Language (ESL) students with an ESL counselor to meet the unique needs of those students
<p>Teachers</p>	<ul style="list-style-type: none"> ■ Alerted counselors to academic and social emotional problems ■ Contacted parents early on for academic issues ■ Completed interim progress report ■ Encouraged students to come to tutoring

Administrative Team	<ul style="list-style-type: none"> ■ Consulted with counseling department chair about master schedule input ■ Met with students who experience failure
Students	<ul style="list-style-type: none"> ■ Used career information to set goals ■ Created a personal action plan ■ Used self assessment to establish goals and an action plan ■ Practiced self advocacy skills ■ Completed a self-assessment of skills for success ■ Assumed responsibility for progress reports ■ Connected their 4-year plan to awareness of grad requirements
Community Members	<ul style="list-style-type: none"> ■ Served as mentors ■ Conducted Saturday EPIC tutoring program ■ Parent Counselor Advisory Council supported programs
Parents/guardians	<ul style="list-style-type: none"> ■ Supported child's academic achievement and worked as a team with the school personnel ■ Practiced improvement suggestions mailed home from the high school counseling department

<p><u>Reanalyze.</u> Restate the baseline data. Where is the data now? Did the strategies have a positive impact on the data? Number of 9th Graders with 2 or more failures</p> <p>Baseline data:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><i>When</i></th> <th style="text-align: left;"><i>Number</i></th> </tr> </thead> <tbody> <tr> <td>2nd Marking Period</td> <td>121</td> </tr> </tbody> </table> <p>Data after action plan:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><i>When</i></th> <th style="text-align: left;"><i>Number</i></th> </tr> </thead> <tbody> <tr> <td>2nd Marking Period</td> <td>121</td> </tr> <tr> <td>3rd Marking Period</td> <td>111</td> </tr> <tr> <td>4th Marking Period</td> <td>99</td> </tr> <tr> <td>Final Grade</td> <td>81</td> </tr> </tbody> </table>	<i>When</i>	<i>Number</i>	2 nd Marking Period	121	<i>When</i>	<i>Number</i>	2 nd Marking Period	121	3 rd Marking Period	111	4 th Marking Period	99	Final Grade	81	<p><u>Reflect and Revise.</u> Reflect on why the stakeholders were successful or unsuccessful? Revise the action plan so that progress can be made and you can continue to get better results?</p> <p>Which of the strategies worked?</p> <ul style="list-style-type: none"> • I&RS intervention • Teacher/counselor/parent conference • Celebration/rewards • Counselor individual and group meetings • Contact to parents <p>Which strategies should be replaced? Added? Closer coordination of interventions with grade level administrator</p> <p>Based on what you have learned, how will you rewrite the action plan? Continue to intervene with the 81 students during 2004-05 school year</p>
<i>When</i>	<i>Number</i>														
2 nd Marking Period	121														
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2 nd Marking Period	121														
3 rd Marking Period	111														
4 th Marking Period	99														
Final Grade	81														

Systemic Changes Made

Whenever you implement a MEASURE you will contribute to systemic change. Each MEASURE will in some way change a school, home, or community system to enhance student learning. Capture these systemic changes here and record them on your SPARC.

Recognition Ceremonies (Breakfasts, Lunch Coupons) awarded to students showing improvement after 2nd and 3rd Marking Periods

STEP SIX: EDUCATE

Promote and publicize the results of your work. Develop a report card for your own program to let the internal and external school members know your work is connected to the mission of the schools and to student success. The School Counseling Program Accountability Report Card (SPARC) is a way to do this.

OUR MEASURE of SUCCESS

School Counseling Program Accountability Report Card (SPARC)

School: Piscataway High School

Enrollment: 2,141

Principal: Dr. Michael A. Wanko

Counseling Department Member(s):

Walter Brahm, Interim, Brenda Bucci, Theresa Edmondson, Robert Giberna, Patricia Hewitt, Morris Lucky, SAC, John Mammon, Chair, Jennifer Mandell, Patricia Manfredi, Benita Ogburn-McLean, Uma Patel, Lorraine Savitt

Principle Comments

I am very pleased with the outstanding work accomplished by the students under the tutelage of the excellent staff. What makes this accomplishment more remarkable is the fact we increased our passing grade by 5 points.

School Improvement Issues

Critical Data Element(s):

Decrease number of 9th grade failures in 2 or more subjects.

Stakeholders

Counselors:

Conducted group and individual meetings; sponsored celebrations of success; encouraged students to use self-advocacy skills; monitored interim progress reports

Teachers:

Alerted counselors to academic, social, and emotional problems; encouraged students to attend after school tutoring

Parents:

Supported child's academic achievement and worked as a team with the school personnel; practiced improvement suggestions mailed home from the high school counseling department

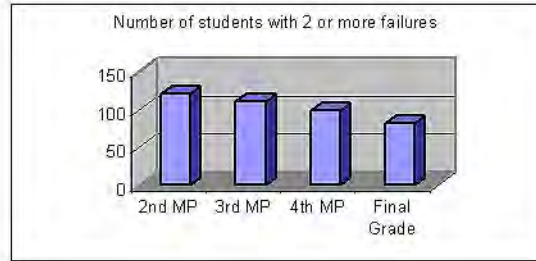
Administrators:

Met with students in danger of failure

Students:

Used self-assessment to establish goals and an action plan; practiced self-advocacy skills; connected their 4-year plan to awareness of graduation requirements and career options

Grade 9 Students 2003-2004



Reduced 9th graders with 2 or more failures by 33%.

Systemic Changes

Counselors recognized students who showed improvement with celebration breakfasts and complimentary lunch coupons. This is the first time "grade jumping" students were honored. The system traditionally recognizes honor roll students with breakfasts.

Faces Behind the Data

At the celebration breakfast held on April Fool's Day a student remarked, "Is this an April Fool's joke?" He thought only Honors students got recognition.

After the breakfast celebration, when a counselor asked her counselee how he enjoyed the recognition, it was as if a light bulb went on inside him. He glowed. He said it was the first time he had ever been praised for his academics.

SPARC is a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education". SPARC has been adapted with permission as a complement to MEASURE