

**ACTION PLAN TEMPLATE 2009-2010**

**Target:** A comprehensive and developmental 9-12 school counseling program, aligned with the national standards and **The RI Framework for Comprehensive School Counseling Programs** will be implemented that will support 100% of CHS students.

**Result Statement:** Students will be able to demonstrate knowledge, proficiency and ability to plan in the academic, personal-social, and career (including college and post-secondary educational opportunities) standards by utilizing the guidance curriculum and Individual Learning Plans.

Changes in student learning behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	School and District Support and Resources:	Evaluating Results/Reporting to Families and Community:
<p><b>Students will</b></p> <p><b>A) Demonstrate</b> understanding and proficiencies in identified school counseling standards in the domains of</p> <ul style="list-style-type: none"> <li>- academic;</li> <li>- personal/social, and</li> <li>- career development</li> </ul> <p>as a result of a district-based comprehensive school counseling program.</p>	<p><b>Counselors will</b></p> <ul style="list-style-type: none"> <li>a. Continue to develop a guidance curriculum that provides clear expectations of the competencies we want students to know and be able to do in the nine school counseling standards</li> <li>b. Research and review current teaching strategies/best practices to help students learn to be proficient in academic, career and personal social development</li> </ul>	<p><b>Counselors will:</b></p> <ul style="list-style-type: none"> <li>a. Continue to work internally to ready a draft of the grade 9-12 curricular components by January 2010.</li> <li>b. Continue to revise the Individual Learning Plan (ILP), a grade 6-12 planning tool, to better insure that we are providing the key tools to help students set goals and plan for their futures, and that we are tracking the appropriate information (see SIT goal B)</li> <li>c. Utilize tasks already designed and/or create needed tasks to insure curricular goals and proficiencies are available and attainable.</li> </ul>	<p><b>When we will collaborate:</b></p> <ul style="list-style-type: none"> <li>a. Begin the common meetings among high school and middle school guidance offices each quarter to identify grade 6-12 curricular goals</li> <li>b. Additional assistance from student personnel support team – an administrator, school psychologist, social worker, nurse and resource officer</li> <li>c. Common Planning Time once a month to be devoted to identifying key components of the guidance plan.</li> <li>d. Job-imbedded professional development: attend counselor college days/luncheons; participate in local and regional workshops, etc.</li> <li>e. After school professional development hours.</li> </ul>	<p><b>The school will provide the following support and resources:</b></p> <ul style="list-style-type: none"> <li>a. Continue to provide common time for the counselors from the two schools to meet and plan.</li> <li>b. Job-embedded professional development</li> <li>c. Time, space and resources for counselors to research and write lesson plans and assessments</li> <li>d. Common time for possible co-teaching experiences for counselors &amp; staff</li> <li>e. Continue the practice of the Guidance Office utilizing the reverse of the report card for a Guidance Newsletter.</li> </ul>	<p><b>Evaluating results:</b></p> <ul style="list-style-type: none"> <li>a. Pre-tests and post-tests assess student learning in the academic, career and personal-social development standards (ex – “The Credit Story”).</li> <li>b. Review of students’ Individual Learning Plans over time will demonstrate students have met proficiency in the school counseling standards and have reflected on their learning</li> <li>c. In the absence of SALT survey data, ongoing surveys, focus groups and other information from Advisories can help evaluate the results of the planned guidance program.</li> <li>d. The Senior Survey asks seniors to reflect on the activities and programs of benefit from the guidance office.</li> </ul> <p><b>Reporting to the community:</b></p> <ul style="list-style-type: none"> <li>• School Report Night</li> <li>• Newsletters from Guidance</li> <li>• School committee presentations</li> <li>• Guidance web page</li> </ul>