



Developing Personalized School Counseling Program Goals

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AGENDA

- Why are School Counseling program goals important
- What are School Counseling program goals
- DATA, the ugly four letter word
- How to develop School Counseling program goal
- Let's Do It - Activity
- Resources & References

[https://pollev.com/
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JUST FOR FUN!

How would you rate your comfort level in making student / program growth goals?

Excellent **A**

Above Average **B**

Average **C**

Below Average **D**

OMG, I need help! **E**

Why?

Why are school counseling program goals important to develop?

Here is Why!

- Demonstrate “IMPACT” on students
- Accountability & Program Improvement
- Advocate for your programs and services

If we don't advocate for our programs, then we will not be around to advocate for our students.

Demonstrating our Worth!

By developing program goals, being accountable, improving and advocating for our programs, school counselors can:

Demonstrate “how” students are different based on our programs and services!

What are School Counseling
program goals?

School Counseling Program Goals

The school counseling program goals give focus to the school counseling program. They define how the vision and mission are accomplished and guide the development of curriculum, small-group and closing-the-gap action plans.

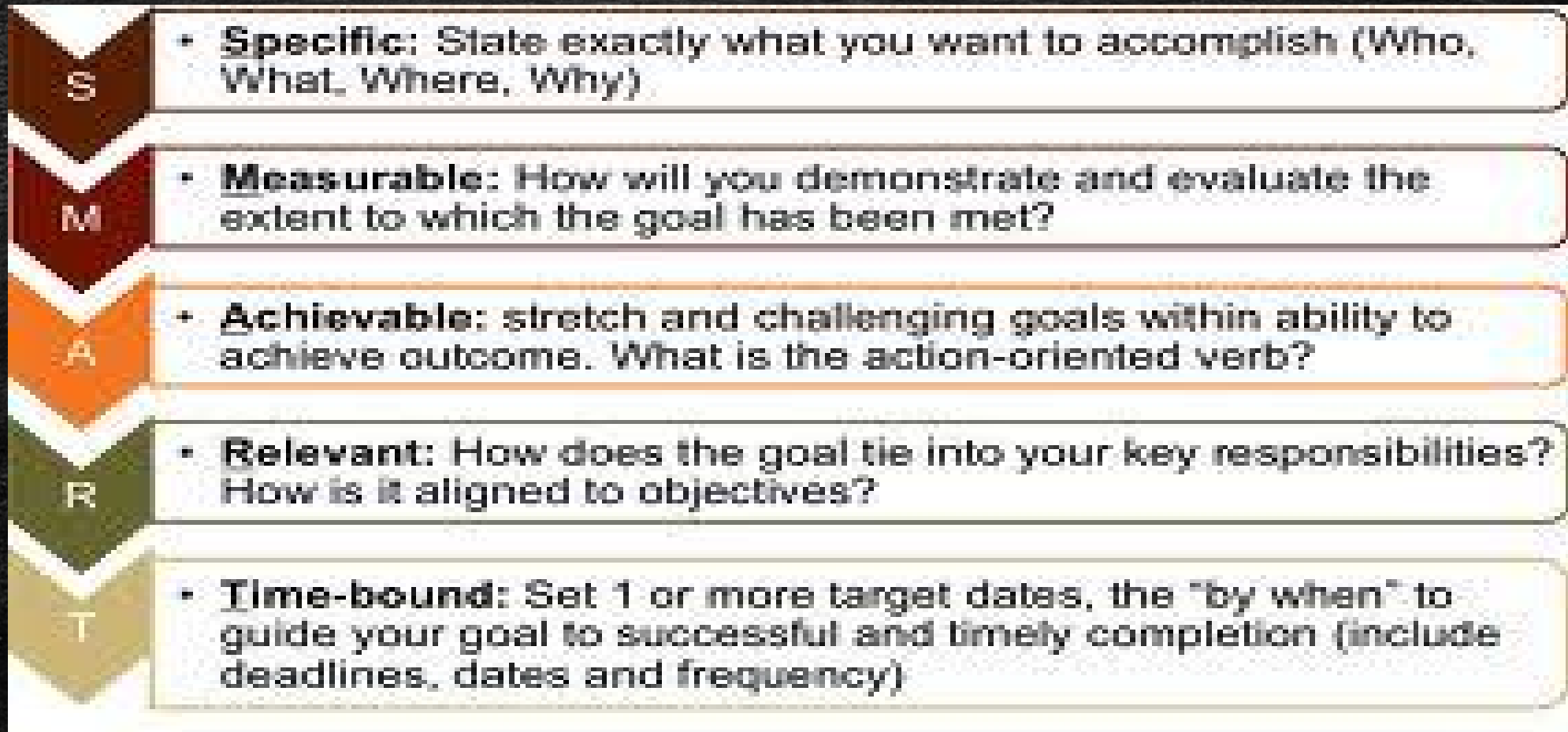
School Counseling Program Goals

1. Promote achievement, attendance, behavior and/or school safety
2. Are based on school data
3. May address school wide data, policies and practices or address closing-the-gap issues
4. Address academic, career and/or personal/social development
5. Are SMART: specific, measurable, attainable, results-oriented, time bound

Note: If you are doing SGO's, you are already doing this!

SMART Goals

Creating SMART Goals



Specific

Specific Issue

- What is the specific issue based on our school's data?
 - Example: 25% of 9th graders (76 students) have at least one failing grade. The number of failing grades has increased by 53% increase (240) from the year prior.

Measureable

- How will we measure the effectiveness of our interventions?
 - Example: Export students with failing grades from historical data in Power School for the 2016 – 2017 school year. On a quarterly basis, export data from Power School in 2017 – 2018 to monitor progress towards the goal. At the end of the 2017 – 2018 school year, export students with failing grades from historical data and compare to the prior year data.

Achievable

- What outcome would stretch us but is still attainable?
 - Example: Reduce the number of failing grades by 10% by the end of the 2017 – 2018 school year.

Relevant / Rigorous

- Is the goal in alignment with department, school and/or district goals?
- Is the educational specialist able to achieve this goal?
- Is this goal worth pursuing?
- Does it stretch our limits and is results based?
 - Example: The reduction of 9th grade failures is a school based goal for all staff in the 2017 - 2018 school year.
 - *Process Data:* 76 students, 240 failing grades
 - *Perceptual Data:* Pre/Post survey of students and teachers on reasons that are impacting the failing grades show study skills to be a prevailing issue.
 - *Outcome Data:* Reduce the number of failing grades by 10%

Time-Bound

- When will our goal be accomplished?
 - Example: By the end of the 2017 - 2018 school year

DATA

DATA

Where to find the data:

- [NJDOE School Performance Report Card](#)
- [EVVRS](#)
- Student Information Systems (e.g., Genesis, Realtime)

** Note: [School Profile](#) - You can customize the template to fit your needs!*

Data Profile Activity

BUT FIRST...

What is a data profile? Why would I need it?

DATA PROFILE ANALYSIS

<https://goo.gl/EX6zot>

- Review the data set. What trends do you observe?
- What would you do in this case? Where do you start?

School Data

- Attendance rates have decreased in all demographic categories. The attendance rate has fallen from 93 percent to 89 percent since 2009.
- There has been an increase in school safety offenses in all categories. For instance technology offenses (i.e., cyberbullying) have increased from 10 to 47 offenses, an increase of 370 percent.
- The number of economically disadvantaged students has increased in 2009 from 238 to 286 in 2011, an increase of 20 percent.

Attendance

- Excused vs. unexcused absences
- Students with five–eight absences
- Students with nine–15 absences
- Students with 16-plus absences
- Students with 10-plus late arrivals
- Students with 10-plus early checkouts
- Students with three-plus health clinic visits
- Students identified by teachers as avoiding class
- Students referred to school counselor for attendance concerns
- Students enrolling after first day of school

Achievement

- Students failing required standardized tests
- Students whose standardized test scores are “on the bubble”
- Students failing one core class
- Students failing two–three core classes
- Students failing more than three core classes
- Students below grade level in reading/math
- Students on track for promotion
- Students identified as special education
- Students in remedial classes/program
- Students in accelerated classes/program
- Students enrolled in the gifted education program
- Students who fail algebra 1 (No. 1 predictor of not graduating high school)
- Students not on track for graduation
- High school students taking college entrance exams
- High school students accepted to college
- High school graduates enrolling in college

Behavior

- Total disciplinary referrals to administration
- Disciplinary referrals by offense type (fighting, weapons, threats to students, threats to teachers, bullying, peer conflict, substance use, etc.)
- Students with one official discipline referral
- Students with more than one official discipline referral
- Students referred for in-school suspension
- Students referred for out-of-school suspension
- Students referred for alternative placements for behavior
- Students with unsatisfactory conduct/effort grades
- Students referred to the multitiered systems of support team for behavior
- Students referred to school counselor for behavioral concerns
- Students identified by teachers as behavior problems (excluding those with referrals above and/or those screened out by school counselor)

EXAM

Achi

Number Enrolled

93

D

P

G

P

A

N

SCHOOL COUNSELING PROGRAM GOAL EXAMPLES

Sample Elementary Program Goal

- By May 1, 2018, students in grades, three, four and five who earned a D or F semester grade average in math in the year 2017-2018 will improve their math grades by at least one letter grade.
 - Strategies:
 - Classroom guidance lessons
 - Small counseling groups for identified students
 - Measures:
 - Compare grades from 2017-18 to those of identified students in 2018-19
 - Counselor generated pre/post survey for counseling groups

Sample Middle School Program Goal

- By May 1, 2018, the number of identified students in grades 6-8 with 10 or more absences from 2017-18 will reduce their number of days absent by 20% from 59 to 47 (or more).
 - Strategies:
 - Individual student and parent conferences
 - Weekly telephone calls
 - Small counseling groups
 - Measures:
 - Comparison of identified students unexcused absences in first and second semester
 - Weekly attendance reports

Sample High School Program Goal

- By the end of the 2017-18 school year, the number of out-of-school (OSS) suspensions for 9th grade will decrease by 50% from 101 (2016-17) to 50 or more in 2017-2018.
 - Strategies:
 - Small group psycho educational sessions with identified students
 - Individual counseling sessions
 - Parent conferences
 - Measures:
 - Baseline and final reports
 - Perceptual data from counseling groups

Let's Make a Goal Together!

SMART Goal Template

Ways to Collect Data?

- Work smarter, not harder!
- Use technology to gather your data
 - Google Forms
 - Survey Monkey
 - Naviance
 - Poll Everywhere
 - Kahoot

KAHOOT

- It's game time!
- Go to www.kahoot.it
- Log in using the PIN at the top of my KAHOOT screen

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After completing this workshop, how would you rate your comfort level in making student / program growth goals?

Excellent

Above Average

Average

Below Average

OMG, I need help!

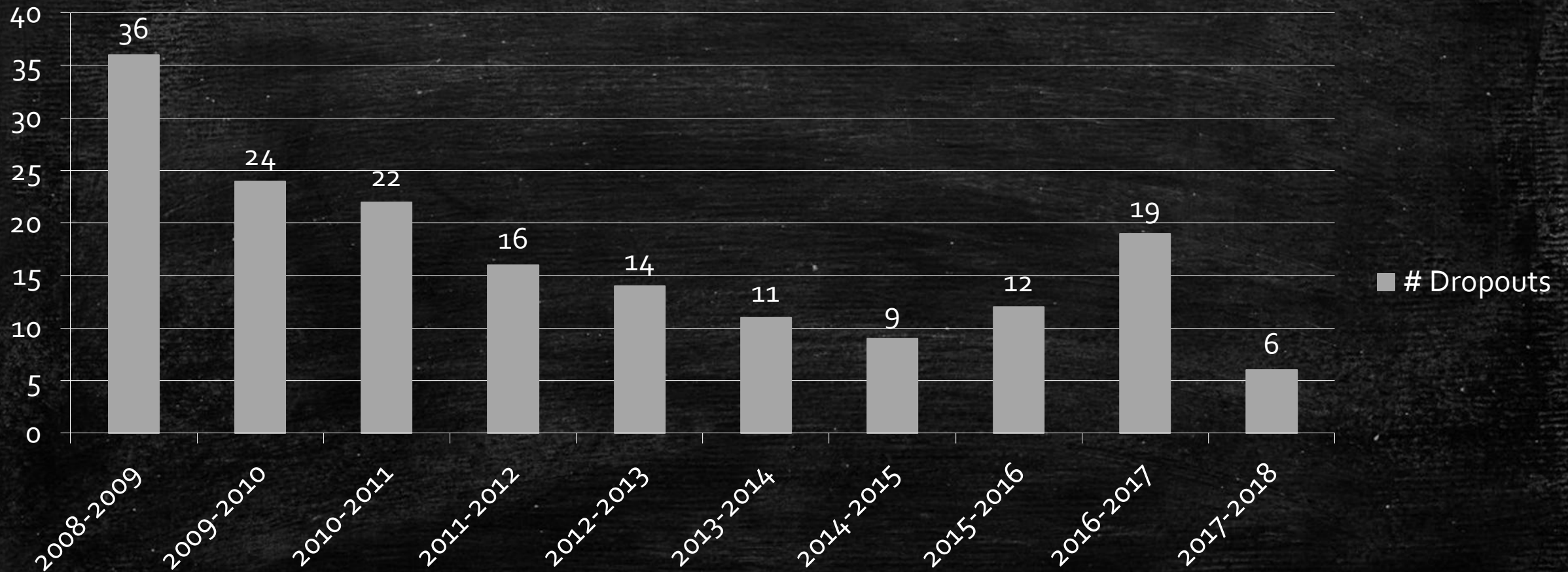
QUICK GUIDE ON ANALYZING DATA AND CREATING CHARTS

Sample Data Analysis

Last Name	First Name	Grade Level	Pre Test	Post Test	Difference
Doe	Jane	12	0	0	0
Doe	John	12	1	5	4
Person	Fake	12	2	5	3
Person	Ima	12	3	5	2
			6.0	15.0	150%
Formula:			(Post - Pre) / Pre = % increase in knowledge		
Steps to Determine Increase in Knowledge					
Students X total questions				20	Possible Pts
Percent Correct				30%	Pre
Percent Correct				75%	Post
Increase in Knowledge				150%	

Sample BOE Presentation

10-Year Dropout Trend



Creating Charts

<https://youtu.be/Ljc9aizzjsM>

“Work Smarter,
Not Harder”

~ Christopher Thomas ~

TIPS & TRICKS

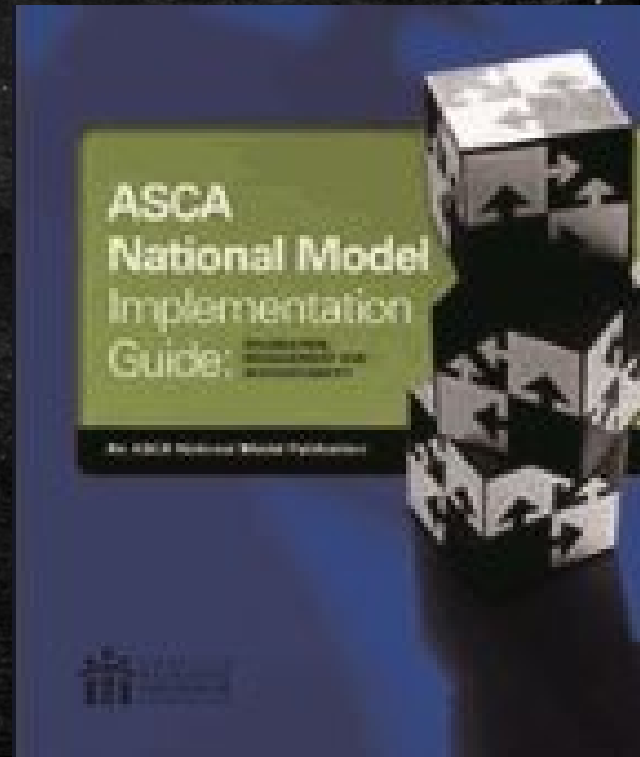
- Use the computer to do as much as possible for you!
 - [Mail merge](#) with template letters (e.g., In Danger letters, extra help/tutoring)
 - [Google Docs](#), Naviance, [Kahoot](#), and many more...
 - [Student contact log](#), [Counselor request form](#), Needs Assessments

REFERENCES

- *American School Counselor Association. (2019). The ASCA national model: A framework for school counseling programs. Alexandria, VA: Author.*
- *American School Counselor Association. (2016). ASCA national model implementation guide: Foundation, management and accountability. Alexandria, VA: Author.*
- *Kaffenberger, C. & Young, A. (2018). Making data work (4th ed.). Alexandria, VA: ASCA.*

RESOURCES

- [Creating Compelling Charts](#) – Russell Sabella
- [Center for Excellence in School Counseling & Leadership](#)
- [SPARC Report Cards](#)
- [Schedule Once](#) (scheduling appointment system)
- [RAMP Examples](#)
- [All today's resources and SO MUCH MORE!!!](#)



CONTACT INFORMATION

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