

**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.

| <b>Changes in student learning behavior:</b>   | <b>Changing Instruction:</b>  | <b>Monitoring Progress with Timelines and Adjustments:</b>  | <b>Collaboration and Support:</b>  | <b>School and District Support and Resources:</b>  | <b>Evaluating Results/Reporting to Families and Community:</b>   |
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| <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> |

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| <p><b>Students will:</b></p> <p><b>B)</b> Utilize their Individual Learning Plans (ILP) to record their growth as a learner in the academic, personal-social and career domains, as well as plan for their schooling and post-secondary options.</p> | <p><b>Counselors will:</b></p> <p>Continue to research and review different ways to teach the academic, personal-social and career competencies that will be recorded in the ILP</p> <p>Continue to meet routinely with each student to help students develop, write and update components of their Individual Learning Plans.</p> <p>Monitor/review all students' ILPs to include:</p> <ul style="list-style-type: none"> <li>- yearly goal setting</li> <li>- a 4 year plan, a mechanisms to track academic attainment and growth</li> <li>- planning for life after high school</li> <li>- reflections</li> </ul> <p>Work with the PBGR office to utilize Guidance tasks as PBGR portfolio-worthy tasks</p> | <p><b>Counselors will:</b></p> <p>Continue to work with RIHEAA to explore the feasibility of the on-line ILP via the Way-to-Go-RI portal.</p> <p>Continue to work with advisory teachers to help students understand how the ILP helps track their growth, as well as develop an academic plan for them to follow through high school.</p> <p>Continue to monitor student progress in the academic domain by insuring Carnegie units are being met and that sufficient progress is being made towards meeting their Proficiency-based graduation requirements.</p> <p>Continue to monitor student progress in the personal-social domain by collecting and analyzing data of inappropriate or non-learned behaviors and designing a plan/referral to address the behaviors.</p> <p>Continue to monitor student progress in the career domain by assessing the student career/college plans (including career inventories, on-line</p> | <p><b>When we will collaborate:</b></p> <p>Continue to use common planning time meetings</p> <p>Guidance staffs from both schools will continue to meet to review ILP progress, trouble-shoot issues, discuss progress, and to review the potential use of the Way-to-Go-RI portal from the RI Higher Education Assistance Authority (RIHEAA)</p> <p>Strengthen the partnership with RIHEAA as we explore possibility of a digital ILP</p> <p>Explore collaboration between counselors and the PBGR coordinators and teachers of the Capstone class. As this required class includes a career exploration unit, counselors could possibly co-teach career development/ college information to students that will become a portfolio-worthy task.</p> <p>Guidance Advisory Council, comprised of parents, teachers and students, meets quarterly.</p> | <p><b>The school will provide the following support and resources:</b></p> <p>Funds to update and print additional ILPs if we stay with paper version</p> <p>Continued support of the guidance program in allowing counselors to access advisories on a weekly basis</p> <p>Use of computer labs, Smartboards and other technology to enable college and career searches, the results of which are part of the student's ILP.</p> | <p><b>Evaluating results:</b></p> <ul style="list-style-type: none"> <li>• Student's ILP, including the academic "Four Year Plan" is reviewed to insure student fully understands career choice, goals, and proper academic alignment to career interest. Plans, career goals, PSAT/SAT scores, ASVAB results, NECAP assessment scores, etc. are entered and used to help students plan their academic goals both in high school and in contemplating post-secondary options.</li> <li>• Pre-post tests in Advisory identify general understanding of career awareness.</li> <li>• Student results of their work investigating careers colleges, are reviewed and assessed, and added to the ILP.</li> <li>• Student's educational/ career goals are shared with parents of juniors via letter from counselor (data-merge) with final report card</li> <li>• Data is gathered from the senior survey regarding post-high school plans; additional –and more reliable – data is hoped to be gathered by phone calls six months following graduation</li> </ul> <p><b>Reporting to the community:</b></p> <ul style="list-style-type: none"> <li>• School Report Night</li> <li>• Newsletters</li> <li>• School committee presentations</li> <li>• School profile sheet</li> </ul> |
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|  |  | programs, ASVAB, etc) and insuring students understand all potential options and opportunities available   |  |   |  |
| <p><b>Students will:</b></p> <p>C) Develop a deeper understanding and appreciation of the importance of attending college or some other type of post-secondary training in order to develop a better understanding of the richer options and opportunities available to them</p> | <p><b>Counselors will:</b></p> <p>Continue to utilize the ILP (and career development/ college search computer/web-based programs) to track exploration and understanding of post-secondary educational options.</p> <p>Encourage the taking of the PSAT test, a good predictor of students who eventually will take the SAT. As this is no longer a paid assessment by the state, additional work must be done to help students understand its value.</p> <p>Re-engage in a variety of college support activities, including visits from college reps, speakers from the RI Higher Education Authority, classroom visits, evening workshops for</p> | <p><b>Counselors will:</b></p> <p>Provide further PSAT information and letters home in Sept. to encourage grade 10 and 11 students to take the PSAT</p> <p>To increase PSAT scores, further provide ELA and math teachers information and practice PSAT test questions in Sept.</p> <p>Increase by 5% the number of students enrolled in the SAT prep class via our continuing Partnership with Revolution Prep.</p> <p>Continue to stress college opportunities, scholarships, financial aid, etc. so that post-secondary education and colleg-going is a natural consequence of attending Coventry High. Counselors to track these discussions on spreadsheet.</p> | <p><b>When we will collaborate:</b></p> <p>Continue to work with math and ELA curriculum coordinators to encourage students to sign up for PSAT/SAT, look at colleges, etc. in Aug/Sept.</p> <p>Continue discussions (dept. meetings) with ELA and math regarding curriculum alignment in light of GSEs and NECAP results</p> <p>Collaboration among counseling staff, leadership meetings with curriculum coordinators and the PTSA.</p> <p>Continue to engage our partnership with Revolution Prep, a SAT prep class in our school</p> <p>Investigate how our Guidance Advisory Council can support this program (e.g. – staff a career &amp; college materials center).</p> <p>Begin to collaborate with our School Based Coordinator in hosting a Career Fair in the Fall of 2009.</p> | <p><b>The school will provide the following support and resources:</b></p> <p>Insure PSAT practice tests are ordered and distributed in a timely manner to students wishing to take PSAT.</p> <p>Financial support for college /career speaker honorariums</p> <p>Financial support for personnel to conduct post-graduate data tracking</p> <p>To encourage students to take more than one AP course, provide financial support for any student taking more than one AP exam (the AP exam is mandatory).</p> | <p><b>Evaluating results:</b></p> <ul style="list-style-type: none"> <li>• Since seniors graduation in 2010 would not have had RIDE funding support for the PSAT <ul style="list-style-type: none"> <li>• What is the effect on students taking the PSAT?</li> <li>• Scores affected?</li> <li>• SAT takers affected?</li> <li>• Any effect on college-going rate?</li> <li>• Has there been an economic factor?</li> </ul> </li> <li>• Examine PSAT and SAT results reported by the College Board and recorded on counselor data base</li> <li>• Scores disaggregated by demographic and academic variables to identify learning deficits.</li> <li>• Continue to examine the number of initial transcripts sent to colleges as well as the number of final transcripts sent out.</li> <li>• From self-reporting Senior Survey, ascertain the number of graduating seniors entering both 2 and 4 year colleges, the military, and the world of work – Is there a difference this year?</li> </ul> |

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|  | parents , letters and newsletter sent home, “Senior Bulletin, guidance Website, SAT prep class, etc.  |  |   |   | <ul style="list-style-type: none"> <li>• Conduct telephone survey of graduates 6 months after graduation</li> </ul> <p><b>Reporting to the community:</b></p> <ul style="list-style-type: none"> <li>• School Report Night</li> <li>• Newsletters</li> <li>• School committee presentations</li> <li>• School profile sheet</li> </ul>   |
| <p><b>Students will:</b></p> <p>D) upon entering ninth grade, experience less anxiety and stress regarding their move to the high school from the middle school and will perform better academically as a result of personalizing their transition from middle to high school.</p> | <p><b>Counselors will:</b></p> <p>Assist at a more involved level the middle-to-high school transition program that includes evening parent, student, and counselor meetings. Goal will be to have these events attended by 80% of the middle school families.</p> <p>Be involved in the programming and activities of <i>First Night</i> for incoming 9<sup>th</sup> graders, hoping to serve 90% of families at this program.</p> | <p><b>Counselors will:</b></p> <ul style="list-style-type: none"> <li>○ Jan – Counselors to continue to meet with students in the middle school and then host parent-student evening meeting to give over-view of the school, review scheduling</li> <li>○ Expand the collaboration of professional staff at these parent meetings to include both principals, dept. heads, and key staff (ROTC instructor).</li> <li>○ May – Continue to increase attendance at meeting with parents of 8<sup>th</sup> graders and curriculum coordinators to review course content and curriculum.</li> <li>○ Spring - partner with middle school counselor to work with 8<sup>th</sup> graders and parents to give tours</li> </ul> | <p><b>When we will collaborate:</b></p> <ul style="list-style-type: none"> <li>○ Continue to receive the support and assistance of middle school administration and counselors.</li> <li>○ Continue to work with grade 9 teachers to investigate ways to restructure ninth grade teaming to improve teaching and learning.</li> <li>○ Assistance from the Guidance Advisory Council.</li> </ul> | <p><b>The school will provide the following support and resources:</b></p> <ul style="list-style-type: none"> <li>○ For evening overview meeting, middle school to provide invites via listserve, mail.</li> <li>○ FLEX time for counselors working in the evening.</li> <li>○ Planning time to develop PowerPoint slide show for parents and students .</li> <li>○ Students to act as guides and volunteers to help.</li> <li>○ Funding for professional development to collaborate on events</li> </ul> | <p><b>Evaluating results:</b></p> <p>Results seen in:</p> <ul style="list-style-type: none"> <li>• Numbers of parents and students who attend the evening meetings;</li> <li>• short survey to parents to determine program effectiveness and to see if child’s confidence/comfort level have improved.</li> <li>• Numbers of freshman who feel prepared when entering 9<sup>th</sup> grade in September (survey when advisories visited by counselors)</li> </ul> |