ACTION PLANNING & MASTER CALENDAR

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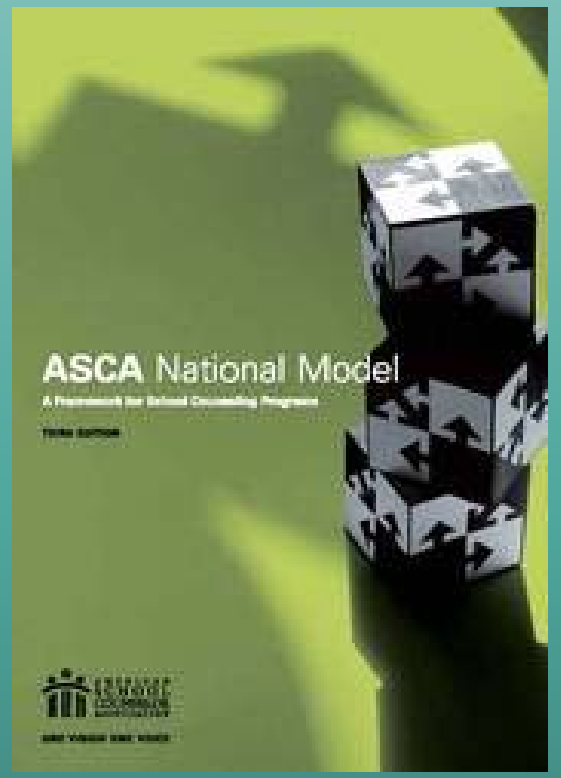
Agenda:

What is the point of:
Fine Tuning SMART Goal
Using your data points
Action Plans
Assessing Program



Why develop an action plan?

- Helps keep focus on program
- Helps keep focus on needs
- Takes School Counselors out of reaction mode
- Informs data driven practice
- Shows results

Where to Begin?

1. Complete the school data profile

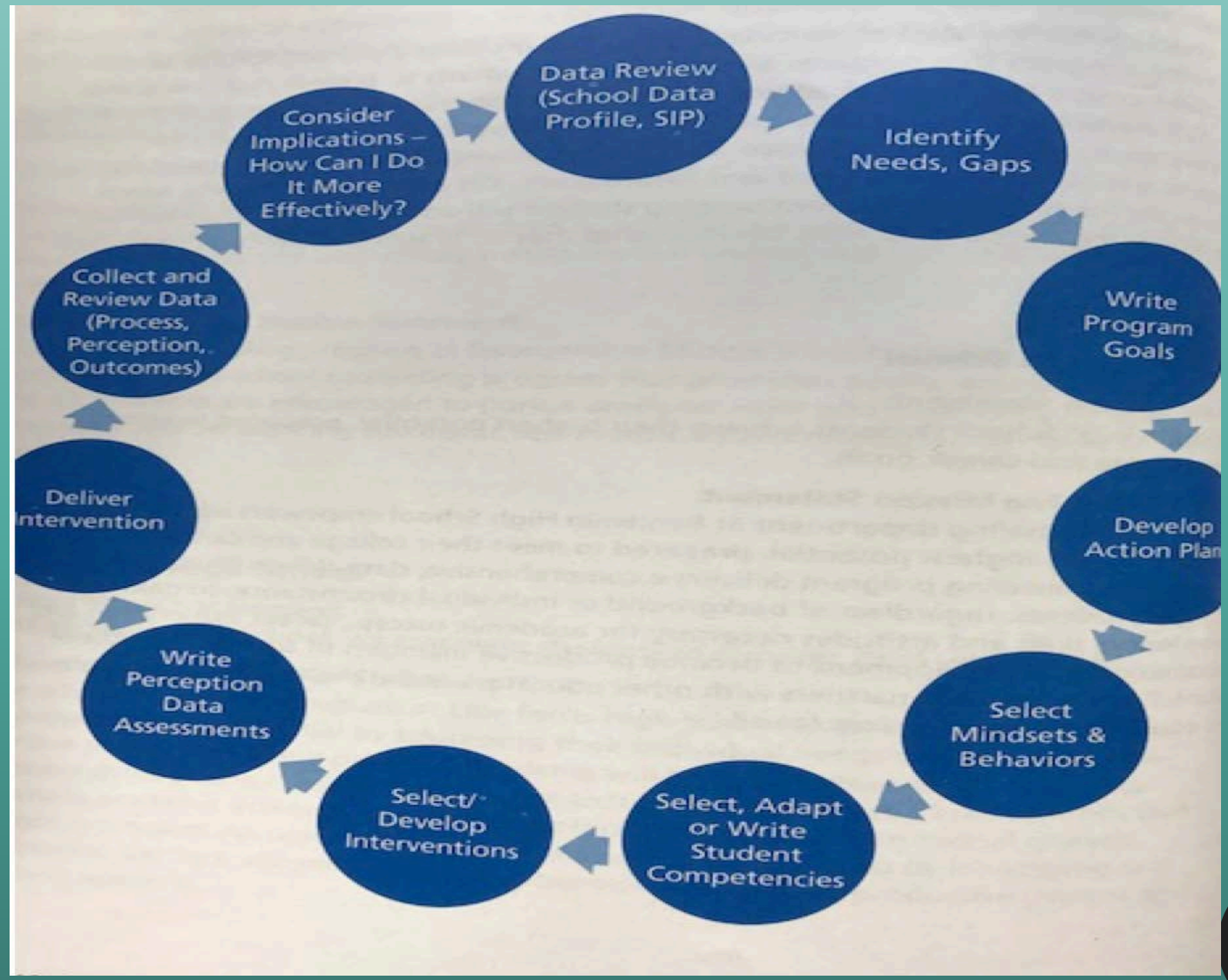
   know school demographics

2. Review School Improvement Plan

   Identify big needs

3. Seek contextual information (environmental scan)

   Ask stakeholders



Analyze the data: Achievement Data

Disaggregate by subgroups

Compare to with same subgroup in other settings

Look at Outcome data: achievement, attendance, behavior data

Consider multiple years

Look at over or underrepresented subgroups

EXAMPLES OF SCHOOL DATA PROFILE

Achievement Example

Number Enrolled	Percent M	Percent F	Percent AI/AN	Percent A	Percent B/AA	Percent H/L	Percent NH/PI	Percent W	Percent F&R	Percent EL	Percent SWD	Percent G
930	51	49	3	16	33	20	<1	28	26	15	13	10

Data Descriptor	Number Enrolled	Percent M	Percent F	Percent AI/AN	Percent A	Percent B/AA	Percent H/L	Percent NH/PI	Percent W	Percent F&R	Percent EL	Percent SWD	Percent G
Percent of Sixth-Grade Students Passing State Assessment in Math	84	90	75	76	86	74	70	<1	82	70	65	70	90
Percent of Seventh-Grade Students Passing State Assessment in Math	73	70	68	71	72	69	67	<1	76	66	70	69	8
Percent of Eighth-Grade Students Passing State Assessment in Math	78	82	71	74	81	72	69	<1	79	62	71	70	8

ATTENDANCE

What considerations do you factor in?

What Contextual Data do I need?

What is the administration focus?

What resources do I have available?

By the end of 2016–2017, Hispanic students will decrease the total number of attendance offenses (truancy, cutting class and tardiness) by 10 percent from 126 total attendance offenses (2015–2016) to 113 total attendance offenses (2016–2017).

	Percent AI/AN	Percent A	Percent B/AA	Percent H/L	Percent NH/PI	Percent W	Percent F&R	Percent EL	Percent SWD	Percent G
Truancy Offense	18	12	12	26	11	15	24	22	3	4
Cutting Class	3	0	31	52	7	16	4	38	5	6
Tardy	5	10	21	48	9	14	18	41	16	4
Total	26	22	64	126	27	45	46	101	24	14

BEHAVIOR

What do you consider?

What are the apparent discrepancies?

What subgroups do you pay attention to?

What is contributing to this discrepancy?

What contextual data do you have or get?

Behavior Example

Number Enrolled	Percent M	Percent F	Percent AI/AN	Percent A	Percent B/AA	Percent H/L	Percent NH/PI	Percent W	Percent F&R	Percent EL	Percent SWD	Percent G
930	51	49	3	16	33	20	<1	28	26	15	13	10

Data Descriptor	Number Enrolled	Percent M	Percent F	Percent AI/AN	Percent A	Percent B/AA	Percent H/L	Percent NH/PI	Percent W	Percent F&R	Percent EL	Percent SWD	Percent G
Weapons Offenses	5	80	20	0	0	40	10	<1	40	20	20	0	20
Offenses Against Students	36	35	65	5	5	40	20	<1	30	32	15	30	20
Offenses Against Staff	5	60	40	20	0	20	20	<1	40	60		10	0
Disorderly or Disruptive Behavior	184	54	46	4	8	35	22	<1	31	45	30	25	16
Technology Offenses	17	70	30	0	20	33	14	<1	33	10	15	10	32

Data Sources

Behavior

- Discipline referrals
- 1 discipline referral
- Referral for in school suspension
- Referred for alternation placement
- Referred to SC for behavioral concerns

Referrals by offense

More than 1 referral

Unsatisfactory conduct

MTSS referral

Identified by teacher as a behavior problem.

Attendance:

- Excused vs. unexcused
- 5-8 absences
- 9-15 absences
- 16+ absences
- 10+ late arrivals

Students referred for absences

Enroll after fist day of school

Students identified as avoiding class

3+ health clinic visits

10+ early checkouts

Achievement

Failing required standardized tests

Standardized test are on bubble

Below grade level reading/math

Identified Sped

Accelerated classes

Failed Algebra 1

Taking college entrance exams

Failing 1 core class

Failing 2-3 core classes

on track for promotion

Remedial classes

Gifted enrollment

On track for graduation

Accepted to college or enrolled in

Student Needs

Based on your interviews/conversations with relevant stakeholders
(parents, teachers, students, administration, etc.),

what have you learned about the specific needs of this

targeted population around this issue?

Effective Program Goals

- Promote achievement, attendance and/or behavior. (Program goals are based on school data.)
- Are based on school outcome data (see pages 24-35 of the "ASCA National Model Implementation Guide").
- Address achievement, opportunity or attainment.
- Are written in SMART format:

SMART Goals

S-pecific
M-easureable
A-ttainable
R-esults-oriented
T-ime-bound

Goal suggestions:

- Write goals that can be addressed by delivery activities.
- Keep your vision of your program in mind.
- Write goals that matter the your administration.
- Write goals that validate your contribution to the school
- Revise and report annually
- Use your goal to focus the delivery of your action plan
- Learn from failures as well as successes.
- Stay focused on outcomes data: achievement, attendance, behavior.
- Don't right goals that validate your preconceived notions.
- Stretch yourself and your program.

The Who? Specific Pop	• 8th Grade Girls • F & R 8th graders
The What? Specific Baseline Data	• State Test Scores • Discipline Referrals
The How? Interventions	• Small girls groups
The other What? Target increases	• Increase test scores • Discipline referral Drop

SMART GOAL

8TH Grade Girls scoring in the Basic level in Math and English State Scores, and have two discipline referrals will be targeted for Tier 2 interventions of Girls On The Run small groups and will result in a decrease in discipline referrals by 10% by May, 26,18.

Program Goals:

SMART goal format:

By _____,
(end date)

_____
(description of identified students needing intervention)
will increase/decrease

_____
(description of desired achievement, attendance, or behavioral change)

by ____ % from _____ to
_____ .
(measure of change) (baseline data) (target data)

MS&B

Identify 1 – 2 Mindsets/Behaviors that are most relevant for this targeted group and goal:

MS&B Descriptor

MS #

B #

What will Students Learn?

Based on the goal, identified needs, and selected mindsets/ behaviors, what do you want this targeted group to learn from your school counseling intervention?"

8th grade students participating the Girls on The Run program will learn:

- How to deal with stress in a positive manner
- How to manage their emotions to avoid conflict
- How to mediate a conflict between friends

Based on what you want this group to learn (previous slide)

Write 1 – 2 sentences that describe what you want students to believe, know, or be able to do. These become the foundation

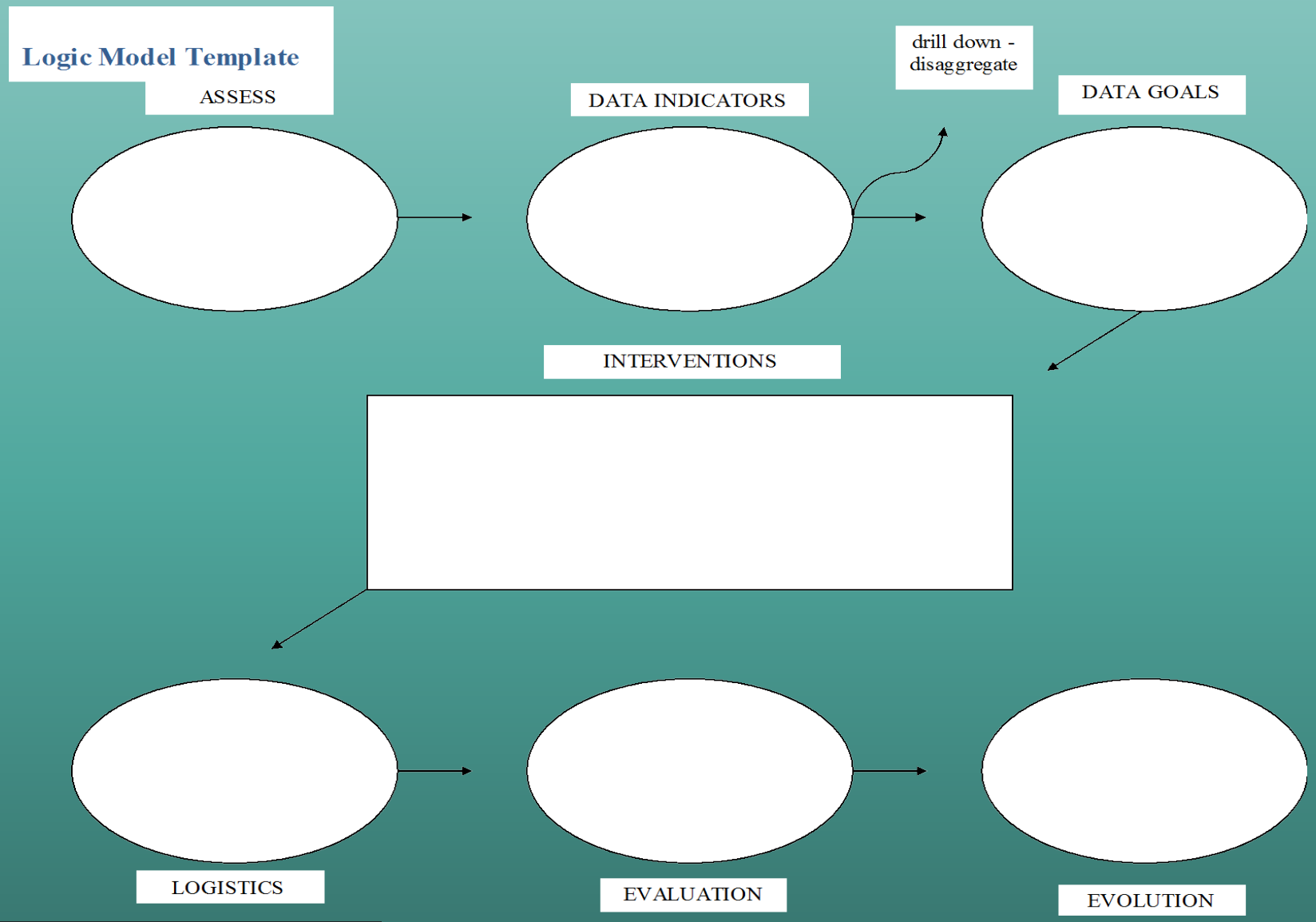
for your perception data measure.

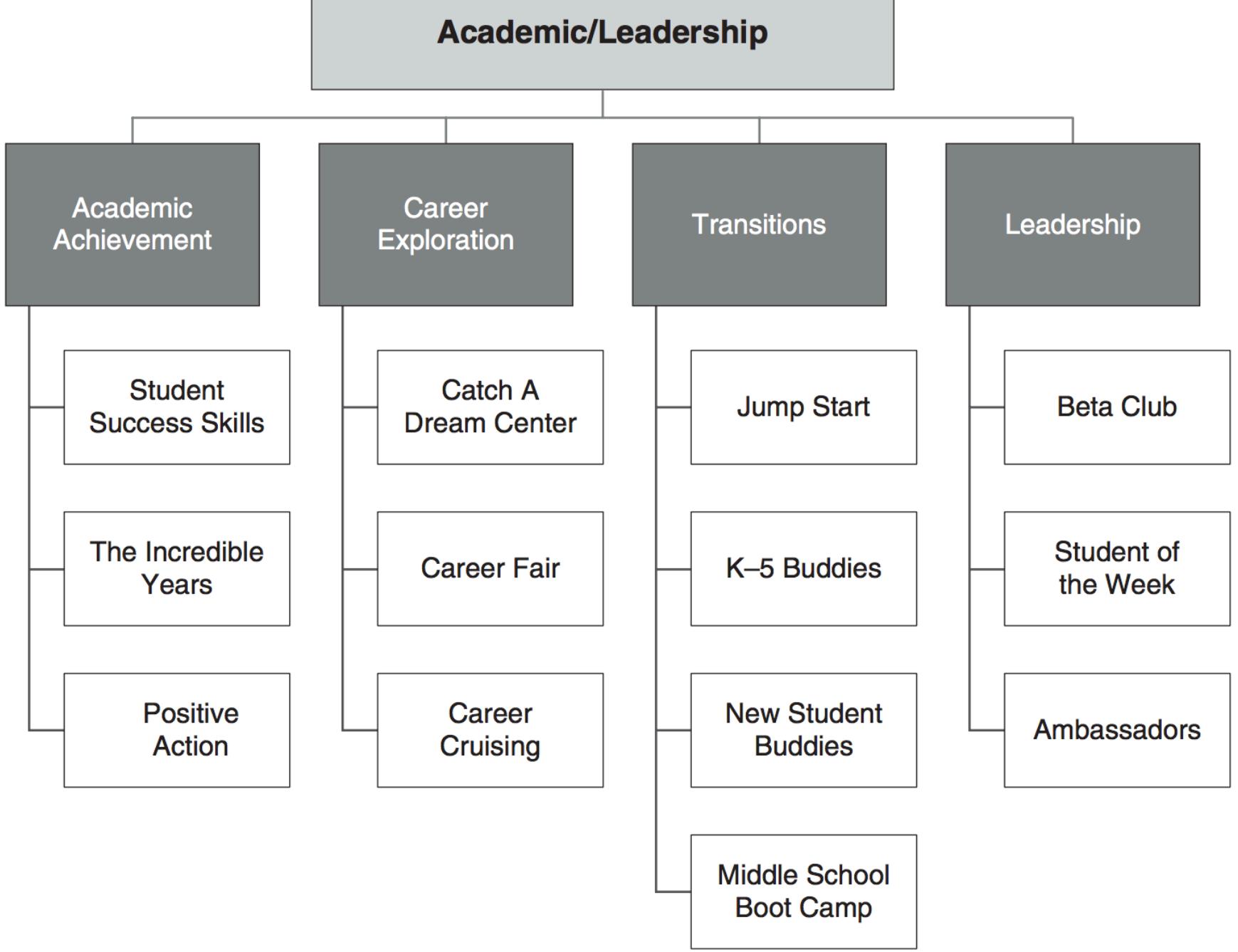
Develop a Likert Scale for your perception assessment

My friendships are:
1 Not very important 5 The most important part of my life

My behaviors toward my friends: 1.has no impact on my friendships- 5.can make me lose friendships

Using conflict mediation skills: 1 have little value in managing my friendships - 5. Has important value to managing my friendships.


Logic Model Template
ASSESS
DATA INDICATORS
drill down - disaggregate
DATA GOALS
INTERVENTIONS
LOGISTICS
EVALUATION
EVOLUTION



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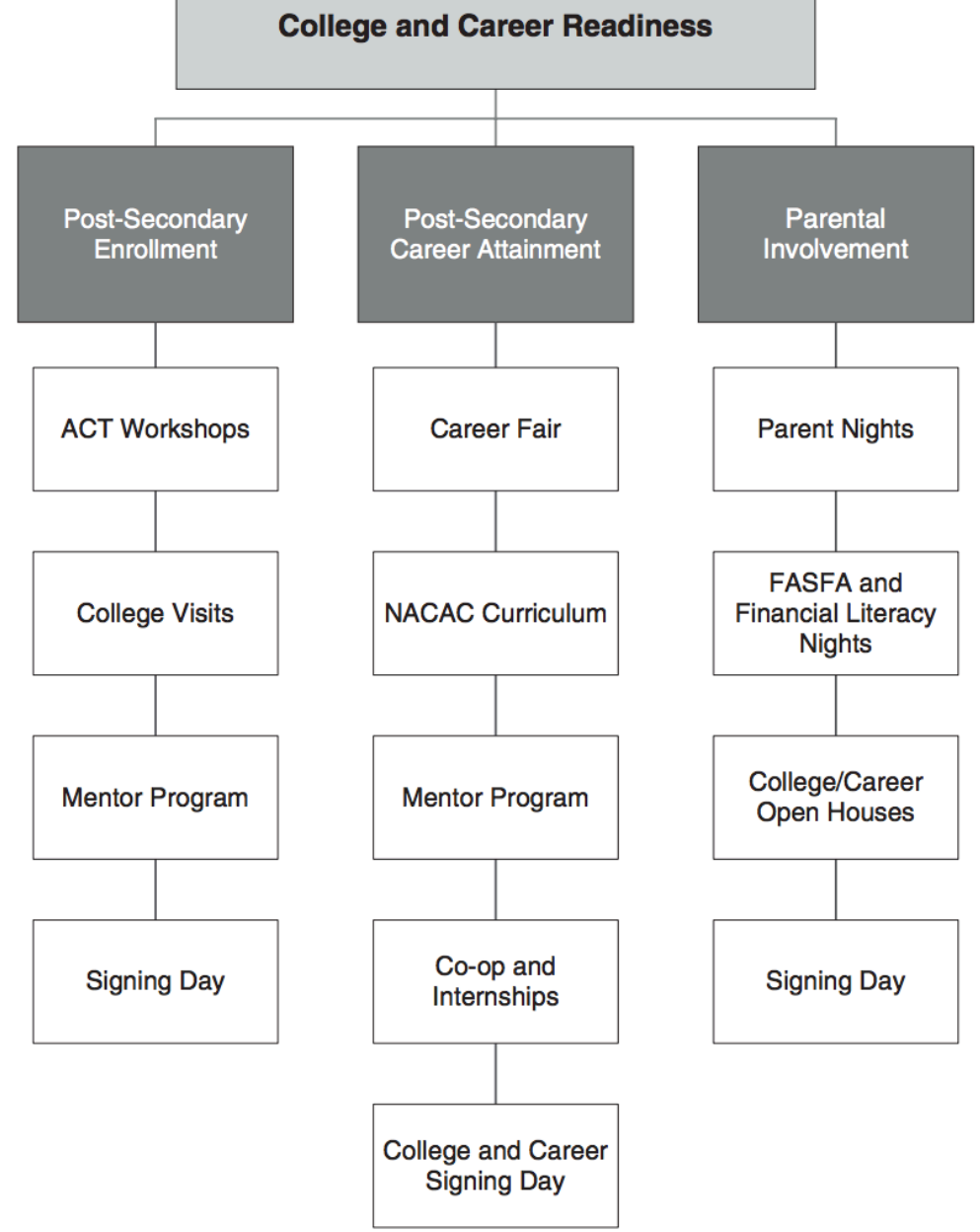

Source: Created by Corey Hatfield, Linda Bates, and Ben Ehemann.

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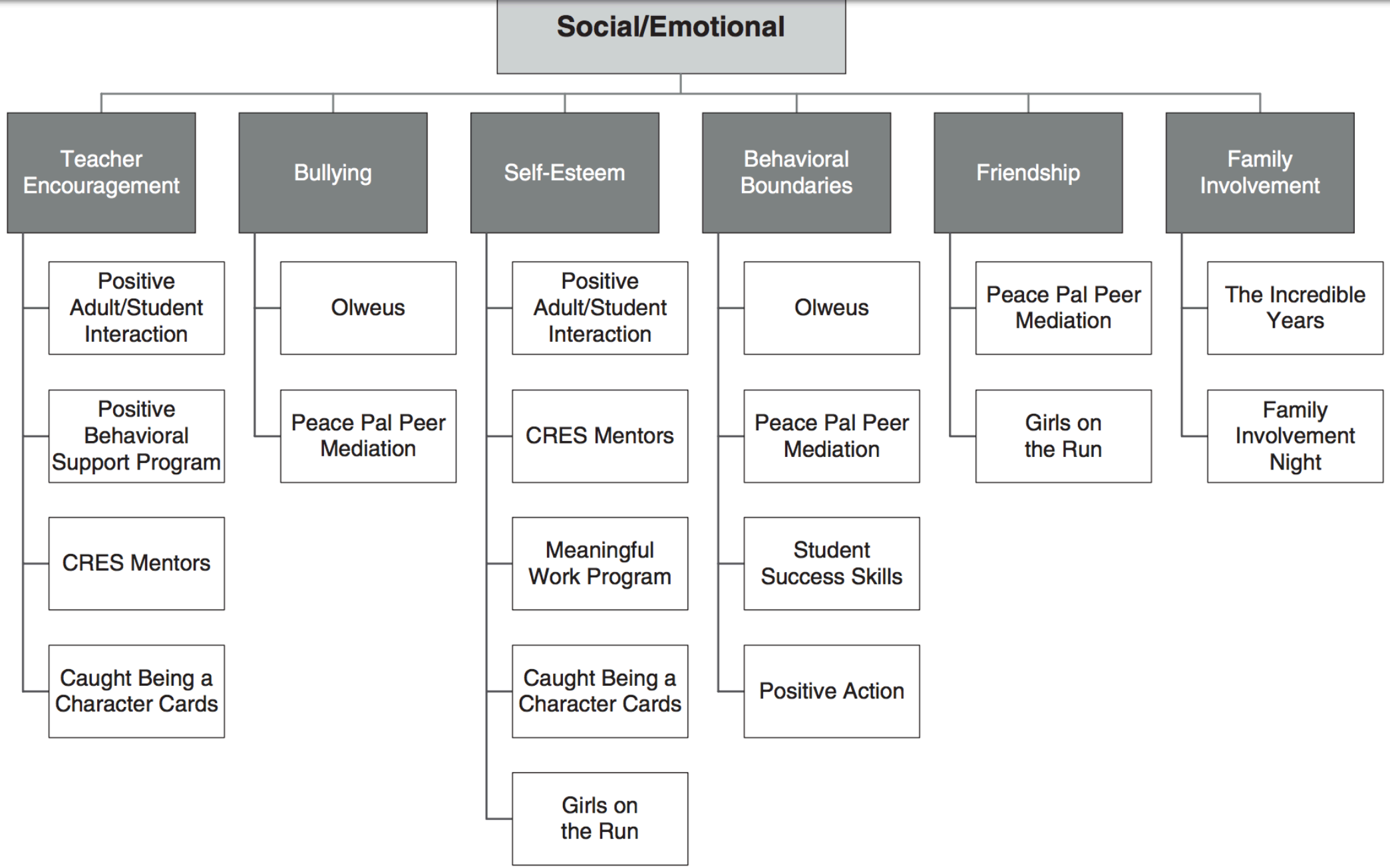

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QUESTIONS?