

Utah K-12 Comprehensive School Counseling Program

On-Site Review Performance
Self-Evaluation for Existing Programs

School

District

Submitted by

Date

Table of Contents

| | |
|---|----|
| Preparing Each Student to be College, Career Ready | 3 |
| Existing Protocol Review | 4 |
| Program Approval Rating Scale Overview | 8 |
| Related Policies and Guidelines Plan for College and Career Readiness | 9 |
| Counselor to Student Ratio and Time/Task Allocation | 11 |
| Recommended Distribution of Total School Counseling Time | 11 |
| Each Student | 13 |
| Data Effectiveness | 15 |
| Plan for College and Career Ready Process | 17 |
| Career Literacy | 19 |
| Collaborative Classroom Instruction | 21 |
| Dropout Prevention and Responsive Services and Supports: | 22 |
| Alignment | 24 |
| Program at a Glance Overview | 25 |
| Program at a Glance | 26 |
| PROGRAM COMPONENT ASSURANCES: | 29 |
| Monitored annually by the LEA CTE/School Counseling Director | 29 |
| Formal Review Results and Recommendations | 34 |
| Formal On-Site Review Results and Signature Page | 37 |
| Formal On-Site Review Results and Signature Page | 39 |
| For programs on provisional status only | 39 |

Preparing Each Student to be College, Career Ready

The [Utah K-12 Comprehensive School Counseling Program Components](#) provide a comprehensive framework for school counselors to promote a whole child approach to academic/learning, life/career, citizenship, and qualities of character development for each student. This K-12 framework is also systemic in that it ensures student supports are deeply ingrained in the system to improve outcomes for students, not only academically but also for lifelong success. Taking a comprehensive approach offers school counselors, teachers, administrators, other school personnel, and policymakers a range of strategies and practical tips to work more effectively in their schools and communities. Effective collection, analysis, and use of data ensure school counselors are accountable for personal and program implementation while meeting the needs of each student. The data-driven process helps all stakeholders select and implement intentional supports and interventions to increase student achievement, daily attendance, increase protective factors, and evaluate program effectiveness.

Meeting the Needs of all Students

Utah Students come from many different cultural and ethnic backgrounds. School counselors are expected to develop specific skills and knowledge to support and advocate for all student populations served by the Utah K-12 Comprehensive School Counseling Program Components. The purpose of Component 1: Each Student is to show that the school counselor understands the ways in which each student differs and that adjustments have been made to the implementation of the School Counseling Program to accommodate individualized student needs.

Existing Protocol Review

According to [R277-462](#), school counseling programs are required to be evaluated annually. A formalized accountability process of program evaluation is established through program self-evaluations, Interim, and Formal On-Site Reviews. This manual is a tool to use for those evaluations in a formal and informal setting.

1. Annual Self-Evaluation: Complete this document with your team at the end of each school year. A copy of the completed document should be saved in the school counseling electronic working files.
2. Interim On-Site Review: Complete this document with your team and provide results and evidence to the review team for the Interim On-Site Review (Year 3).
3. Formal On-Site Review: Complete this document with your team and provide results and evidence to the review team for the Formal On-Site Review (Year 6).

On-Site Review Process

The on-site review is a process developed within the Utah K-12 Comprehensive School Counseling Program framework to ensure that the school counseling team has implemented the program elements described in the review components. The on-site review for the School Counseling Program serves to:

- Celebrate the Utah K-12 Comprehensive School Counseling Program;
- Recognize program strengths and accomplishments;
- Identify goals and areas for improvement;
- Minimize identified gaps in the areas of opportunity, achievement, attendance and behavior; and
- Ensure program implementation promotes a whole child approach to academic/learning, life/career, citizenship, and qualities of character development for all students.

Essential Elements for the On-Site Review Process

To be prepared for a successful performance evaluation, a school program must have the following two items in place:

1. A completed Performance Self-Evaluation (this document in a fillable PDF format) of the School Counseling Program.
2. Documentation in the form of electronic working files that supports program management, team effectiveness, and program evaluation and accountability.

General Format for the Annual Performance Self-Evaluation

Each year, the school counseling team completes a copy of the Performance Self-Evaluation (this document). Completing the annual self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the level of performance box for each indicator as it applies to the school counseling program. Upon completion, this document should be saved in the school counseling program electronic working files under Assurances – School Counseling Program Evaluation. The saved copy of this document will be documentation that this requirement has been completed and will be accounted for in both the interim and formal review process.

General Format for the Interim On-Site Review Process (Year 3)

1. At least one month prior to the interim review, the school counseling team and school administrators complete a copy of the Performance Self-Evaluation and submits the completed document to the LEA CTE/School Counseling Director. Charter schools will work with a resident district to complete their Interim On-site Review and follow the same process with the district leadership. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the level of performance box for each indicator as it applies to the school counseling program.
2. At least one month prior to the on-site review, the school counseling team and school administrators submit the completed Electronic Working Files to the LEA CTE/School Counseling Director. Charter schools will submit their electronic working files directly to the resident school district who will be completing the interim review.
3. Prior to the on-site review, district leadership will establish a review team. Team members include the LEA CTE/School Counseling Director and one district school counselor from the same grade levels as the program being reviewed. If no other school exists within the LEA of the same grade levels, one counselor from another school district/charter would be required. In the case of charter schools, the Utah K-12 Comprehensive School Counseling Program is evaluated by a team from the resident district.
4. The following time frame is recommended for the Interim On-Site Review (this process should take no more than two hours):
 - a. One to two hours for the school counselor(s), administration, and review team to discuss the school counseling program and Performance Self-Evaluation. A discussion based on items found in the electronic working files will show that each activity implemented as part of the school counseling program is developed from careful analysis

of school data, identified student needs, and parent feedback in support of school improvement plans. After the discussion, the review team will highlight program strengths and provide feedback for areas of improvement.

5. After the on-site review, leadership overseeing the review will acquire signatures from team members and district leadership on the Interim Reporting Document. In Charter school program reviews, the school counseling team will acquire appropriate charter leadership signatures. The interim reporting document must be submitted to a USBE School Counseling Program Specialist by May 1.

General Format for the Formal On-Site Review Process (Year 6)

1. At least one month prior to the on-site review, the school counseling team and school administrators complete a copy of the Performance Self-Evaluation and submits the completed document to the LEA CTE/School Counseling Director, who will provide it to a USBE School Counseling Program Specialist. Charter schools will submit their completed document directly to a USBE School Counseling Program Specialist. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the level of performance box for each indicator as it applies to the school counseling program.
2. At least one month prior to the on-site review, the school counseling team and school administrators submit the completed Electronic Working Files to the LEA CTE/School Counseling Director, who will submit it to a USBE School Counseling Program Specialist. Charter schools will submit their electronic working files directly to a USBE School Counseling Program Specialist.
3. According to the School Counseling Program approval process, a USBE School Counseling Program Specialist will perform the review.
 - a. Team members (which include the LEA CTE/School Counseling Director, school counselors, and school principal) should recognize that the on-site review is a formal process requiring professional etiquette. Schedules should be arranged to give full attention to the school counseling team.
4. The following time frame is recommended for the formal on-site review (this process should take no more than two hours):
 - a. One to two hours for the school counselor(s), administration, and review team to discuss the school counseling program and Performance Self-Evaluation. A discussion based on items found in the electronic working files will

show that each activity implemented as part of the school counseling program is developed from careful analysis of school data, identified student needs, and parent feedback in support of school improvement plans. After the discussion, the school counseling program specialist will highlight program strengths and provide feedback for areas of improvement.

5. After the on-site review, district leadership will acquire signatures from LEA administration, including the superintendent, on the Results and Signature Page. In Charter school program reviews, the school counseling program team will acquire appropriate charter leadership signatures. The Results and Signature page must be submitted to a USBE School Counseling Program Specialist within 30 days of the review.

General Format for Elementary School Counseling Programs Self-Evaluation Process

It is the goal of USBE to have 100 percent of students in grades K-12 receive support from a Utah K-12 Comprehensive School Counseling Program. This document may be used as a self-assessment to ensure effective implementation of a comprehensive elementary school counseling program. Elementary school counseling programs are not expected to complete a formal on-site review. However, using this document as a self-evaluation will aid elementary school counselors in meeting the expectations of the Utah K-12 Comprehensive School Counseling Program in order to support the earliest learners.

Level of Performance Rating Scale

Ratings include careful consideration of all indicators for each component.

MEETS Component:

An overall Meets Component rating indicates a FULLY functional level of development and implementation of the Utah K-12 Comprehensive School Counseling Program.

APPROACHING Component:

An overall Approaching Component rating indicates a limited level of development and implementation of the Utah K-12 Comprehensive School Counseling Program. Goals/recommendations are established to address the approaching component rating to improve the development and implementation of the Program.

ACTION ITEM:

An overall Action Item rating indicates no evidence of development and implementation of the Utah K-12 Comprehensive

School Counseling Program. A specific action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA CTE/School Counseling Director.

What does this mean for program approval?

- Components 1-4 must reflect an overall “Meets Component” rating and a total of six out of seven overall “Meet Component” ratings are required for the School Counseling Program to be considered fully functioning.
- An “Approaching Component” overall rating in components 1-4, or two “Approaching Component” overall ratings in components 5-7, requires a re-review by a review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA CTE/School Counseling Director. The re-review will be scheduled within one year from the review date.
- An “Action Item” overall rating in any component requires a re-review by a review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA CTE/School Counseling Director. The re-review will be scheduled within one year from the review date.

Program Approval Rating Scale Overview

| | |
|--|---|
| <ul style="list-style-type: none"> • Each Student • Data Effectiveness & Program Improvement • Plan for College and Career Ready Process • Career Literacy | <p>Overall rating of “Meets Component” required for ALL components.</p> |
| <ul style="list-style-type: none"> • Collaborative Classroom Instruction • Dropout Prevention and Responsive Services and Supports • Alignment | <p>Overall rating of “Meets Component” required for 2 of the 3 components</p> |
| <p>Program Component Assurances</p> | <p>Required components to be reviewed annually</p> |

Related Policies and Guidelines Plan for College and Career Readiness

53E-2-304. School district and individual school powers—Plan for college and career readiness definition.

- 2(b) (i) As used in this title, “plan for college and career readiness” means a plan developed by a student and the student’s parent or guardian, in consultation with school counselors, teachers, and administrators that:
- A. is initiated at the beginning of grade 7;
 - B. identifies a student’s skills and objectives;
 - C. maps out a strategy to guide a student’s course selection; and
 - D. links a student to post-secondary options, including higher education and careers.
- (ii) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of an individual learning plan or a plan for college and career readiness for each student at the school site.
- (iii) The policies shall include guidelines and expectations for:
- A. recognizing the student’s accomplishments, strengths, and progress toward meeting student achievement components as defined in the core components for Utah public schools;
 - B. planning, monitoring, and managing education and career development; and
 - C. involving students, parents, and school personnel in preparing and implementing an individual learning plan and a plan for college and career readiness.
- (iv) A parent may request a conference with school personnel in addition to an individual learning plan or a plan for college and career readiness conference established by local school board policy.
- (v) Time spent during the school day to implement an individual learning plan or a plan for college and career readiness is considered part of the school term referred to in Subsection 53F-2-102.

R277-462-5. Planning for College and Career Readiness.

6. An LEA shall ensure the implementation for a plan for college and career readiness is consistent with the LEA's program goals and includes the following conference meetings:
 - a. at least one individual and one group conference meeting during:
 - (i) grades 7 and 8;
 - (ii) grades 9 and 10; and
 - (iii) grades 11 and 12.
 - b. other meetings as needed.

Counselor to Student Ratio and Time/Task Allocation

R277-462-6. School Counselor to Student Ratio.

To qualify for funding described in Section R277-462-6, an LEA shall have at least one school counselor for every 350 students.

Actual Student Ratio – Enter the current school counselor to student ratio

Current Ratio: 1 /

R277-462-3. Incorporation of Utah K-12 Comprehensive School Counseling Program Components Document

This rule incorporates by reference the Utah K-12 Comprehensive School Counseling Program Components Document.

R277-464-3. Incorporation of School Counselor Services Document

A minimum of counselor time should reflect at least 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students. These time percentages are designed to be programmatic not counselor specific, but each school counselor also maintains a balance of services, even though they may have areas of expertise. School counselors are encouraged to allot times based on program priorities and needs.

Recommended Distribution of Total School Counseling Time

| System Area | Elementary School % of Time | Middle School % of Time | High School % of Time |
|---|-----------------------------|-------------------------|-----------------------|
| Plan for College and Career Readiness | 5-10% | 35-45% | 45-55% |
| Collaborative Classroom Instruction | 35-45% | 25-35% | 15-25% |
| Dropout Prevention and Responsive Services and Supports | 30-45% | 25-30% | 15-20% |
| Systemic Program Management | 10-15% | 10-15% | 10-15% |

Actual Time Allocation – Enter the actual percentage of time spent in each area based on time/task study.

Plan for College and Career Readiness (direct services)

Collaborative Classroom Instruction (direct services)

Dropout Prevention and Responsive Services and Supports (direct services)

Systemic Program Management (indirect services)

Notes: Enter any additional notes you may have

1. Each Student

All program elements are to recognize and address the needs of each student. Opportunity, achievement, attendance, and behavior data for academic and non-academic student needs are used to guide the Comprehensive K-12 School Counseling Program. This component provides the foundation for the school counseling program to assist each student in meeting their academic goals while also adhering to all applicable federal and state law including those pertaining to student privacy or parental rights.

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. Identification & Analyses of Diverse Populations/Students

- A. Counselors have identified and analyzed student populations according to their diversity and services in the areas of opportunity, attainment and achievement. This includes, but is not limited to:
- Students who need academic support.
 - Students from low-income families or experiencing homelessness.
 - Students of ethnically or culturally diverse backgrounds.
 - Students with disabilities.
 - Students who need academic enrichment.
 - Students who are learning English (EL)/emergent bilingual.
 - Students from refugee, immigrant, or undocumented families.
 - Students who are first-generation college-going.
 - Students of American Indian/Alaska Native backgrounds.

Meets Approaching Action

2. Equitable Educational Opportunities

- A. Counselors use disaggregated opportunity, achievement, attendance and behavior data to compare school demographics to student populations participating in courses and school programs to provide equitable educational opportunities for each student.

- B. Counselors use relevant, longitudinal, closing-the-gap data to analyze trends in student outcomes.

Meets **Approaching** **Action**

Meets **Approaching** **Action**

Overall Component Rating:

2. Data Effectiveness

Systemic program management and implementation are driven by the collection and analysis of current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to increase student achievement, daily attendance, increase protective factors, and evaluate program effectiveness. Modification to program implementation based on identified gaps from this component should be reflected in the remaining components.

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. Administration of Systemic Assessment

A. An appropriate formal School Counseling Program Systemic Assessment is completed every 3 years.

- Includes feedback from a significant representation of parents, students and teachers.
- Participants are reflective of school demographics.
- Completed 1 year prior to review.

Meets **Approaching** **Action**

2. Analysis and Implementation of Systemic Assessment and other data sources.

A. Counselors identify top gaps and student needs based on data analysis (e.g., Systemic Assessment, SOAR, other data sources).

Meets **Approaching** **Action**

B. Program goals and interventions are developed and prioritized for identified gaps, based on an analysis of the Systemic Assessment, school data, and the School Counseling Program Delivery System.

Meets **Approaching** **Action**

Indicator

3. Data Projects for Program Effectiveness

A. A data project is completed annually.

- Designed and implemented based on the analysis of multiple data sources and targeted top needs.
- Aligned to school improvement goals.
- Interventions support a multi-level, systemic approach.

Meets **Approaching** **Action**

4. Sharing of Data & Student Outcomes

- #### A. Data projects, Systemic Assessment results, and other data analyses (including outcome data and school improvement alignment) are shared and discussed with school faculty, the local school board and other stakeholders.

Meets **Approaching** **Action**

Overall Component Rating:

3. Plan for College and Career Ready Process

Programs shall establish Plans for College and Career Readiness both as a process and a product, consistent with local board policy, Utah Code 53E-2-304, and Utah State Board of Education Rule 277-462. Each student, along with their parents, is an active participant in creating this Plan.

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. Student and Parent Engagement in Plan for College and Career Readiness

A. Counselors conduct Plan for College and Career Readiness meetings in accordance with R277-462. Mark the box indicating when individual and group meetings are offered for each grade level:

- Individual Planning Meetings

7 8 9 10 11 12

- Group Planning Meetings

7 8 9 10 11 12

B. Documentation of student and parent participation is maintained.

Meets Approaching Action

C. Tiered interventions have been made to include a parent in the planning process.

Meets Approaching Action

Indicator

2. Plan for College and Career Readiness Process

A. Students are involved in planning for college, career, and life readiness by participating in the Plan for College and Career Readiness process. This process is personalized to individual student goals and shall include, but is not limited to:

- Student academic and non-academic well-being.
- College affordability (e.g., financial aid, scholarships).
- Post-secondary exploration and training options (e.g., YouScience, Keys to Success).
- Post-secondary admission processes (e.g., admission exams, application process).
- CTE Pathway completer and concentrator information and options.

Meets Approaching Action

B. Through the 4-year course plan and next-step planning process, counselors help students develop a plan beyond graduation requirements and understand a rigorous program of study that prepares them for one, two, or four-year degrees to ensure planned coursework is intentional and aligns with individual goals. This plan is initiated at the beginning of a student's 7th grade year; or within the first year the student is enrolled in grades 7-12.

Meets Approaching Action

Overall Component Rating:

4. Career Literacy

Career Literacy provides students with the capacity to make informed decisions regarding their college and career readiness plan. Through career development assistance for all students – which includes career awareness and exploration, job applications, interview skills, and understanding of Career and Technical Education (CTE) Pathways and 1, 2, 4, or more years of postsecondary educational opportunities – students will complete high school with the skills outlined in [USBE’s vision statement](#).

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. College and Career Awareness Course (Grade 7 or 8)

- A. Counselors collaborate with CTE College and Career Awareness (CCA) teachers to effectively implement classroom instruction that aligns with the CCA Strands and Standards as outlined by the USBE CTE College and Career Awareness Program.

| | | |
|-----------------------|--------------------|---------------|
| Not Applicable | | |
| Meets | Approaching | Action |

2. Career Literacy and CTE Collaboration

- A. Career exploration and activities are provided for all students at each grade level to support career literacy (e.g., Keys to Success, YouScience activities, CTE Pathway activities, career fair, college tours).

| | | |
|--------------|--------------------|---------------|
| Meets | Approaching | Action |
|--------------|--------------------|---------------|

- B. Activities are provided to increase employability skills and support next step planning (e.g., college application, job application, resume).

| | | |
|--------------|--------------------|---------------|
| Meets | Approaching | Action |
|--------------|--------------------|---------------|

C. Counselors work with the Work Based Learning (WBL) Coordinator to facilitate supports for students in internships, or other career exploration activities (e.g., Job Shadows), that align with students' goals as outlined in their Plan for College and Career Readiness.

Meets **Approaching** **Action**

D. Counselors collaborate with CTE teachers to increase understanding of the connection between pathways and entry into careers to best guide students during the 4-year planning process.

Meets **Approaching** **Action**

Overall Component Rating:

5. Collaborative Classroom Instruction

The program delivers a developmental school counseling curriculum. The curriculum is prioritized according to the results of the school systemic assessments, and other data analyses to improve student outcomes.

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. Curriculum Delivery Survey

- A. Teachers have completed the Curriculum Delivery Survey to determine which of the identified Student Mindsets and Competencies they are teaching. Results are compiled every 3 years and are used to provide meaningful analysis to drive classroom curriculum implementation.

Meets **Approaching** **Action**

2. Curriculum

- A. Counselors provide school counseling presentations/lessons that target Mindsets and Competencies not being covered by the classroom teachers as identified in the Curriculum Delivery Survey and other data sources.

Meets **Approaching** **Action**

- B. Tier 1 curriculum supports school-wide goals and promotes student academic and non-academic development.

Meets **Approaching** **Action**

Overall Component Rating:

6. Dropout Prevention and Responsive Services and Supports:

In coordination with the family, the program provides a systemic approach to addressing the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and community resources.

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. Responsive Services

A. Provisions have been made for counselor availability and timely response to student, staff, and parent needs. (e.g., a counselor schedule rotation during Plan for College and Career Readiness meetings has been established).

Meets **Approaching** **Action**

B. Counselors effectively follow-up with students as needed following a responsive services contact.

Meets **Approaching** **Action**

2. Tiered Model of Student Supports

A. Counselors use a systemic tiered approach (e.g., MTSS, RTI Model) that addresses non-academic supports to empower students to successfully navigate developmental challenges and life events (e.g., suicide prevention, anxiety, stress management).

Meets **Approaching** **Action**

3. Prevention

A. Counselors use dropout data (academic, attendance and behavior) to monitor and help students who are not on target for grade promotion and high school graduation. An individualized plan is developed to meet the needs of the student.

Meets **Approaching** **Action**

B. Counselors effectively collaborate with school, community, and family resources to ensure wraparound services are available to support students.

Meets **Approaching** **Action**

4. Intervention

A. Academic and non-academic supports have been implemented that address issues identified from data analysis, including the Systemic Assessment.

Meets **Approaching** **Action**

B. The school counseling program implements and/or collaborates with outside resources to provide ongoing effective group counseling (e.g., grief, divorce, transitions, bullying) in response to school data and identified needs.

Meets **Approaching** **Action**

Overall Component Rating:

7. Alignment

Program alignment includes communication, collaboration, and coordination with the K-12 feeder system regarding the Comprehensive K-12 School Counseling Program.

Level of Performance

Mark the level of performance for each indicator:

- **MEETS** component (fully functioning level of development and implementation).
- **APPROACHING** component (limited level of development and implementation).
- **ACTION ITEM** (no evidence of development and implementation).

Indicator

1. K-12 Collaboration

A. Counselors have planned, formal, calendared meetings within feeder system(s). Agenda and minutes should include, but are not limited to:

- Transition activities, including specific activities for diverse populations.
- Individual student needs for dropout prevention and responsive services.
- Curriculum and tiered interventions.
- Plan for College and Career Readiness process and materials.
- Review of student data (e.g., Systemic Assessment).

Meets **Approaching** **Action**

Overall Component Rating:

Program at a Glance Overview

After the school counseling team has thoroughly evaluated each component and indicator, use the Program at a Glance to identify strengths and set 2-3 goals for areas of improvement in order to strengthen program implementation and student outcomes.

Program Strengths

Use this section to identify areas of strengths for each component based on component and indicator ratings.

Areas of Improvement

This section is a place to set 2-3 goals to improve the quality of services provided by a comprehensive school counseling program. Based on component and indicator ratings and needs assessment data (e.g., perception data), set goals that will help strengthen the implementation of the school counseling program to ensure quality services are in place to best meet the needs of the students. IT IS NOT REQUIRED TO SET A PROGRAM GOAL FOR EACH COMPONENT. Recommendations from your interim and formal reviews can also be used as guidance to establish program improvement goals.

Measurable Goals Based on Data Analyses and Identified Top Gaps

This section is a place to set goals to improve student outcomes. Based on data analyses and identified top gaps, set 2-3 measurable goals (e.g., SMART Goal: specific, measurable, attainable, relevant, and time-bound). **It is not required to set a measurable goal for each component.** Remember, measurable goals should be intentional and target specific identified gaps to improve student outcomes in the areas of opportunity, achievement, attendance and/or behavior.

How to Write a Measurable Goal

This example illustrates: Increase Latinx student's FAFSA completion rate by 10% by the end of the year.

| 1. Direction | 2. Group | 3. Data Element | 4. Expected Outcome | 5. Date of Outcome |
|--------------|-----------------|-----------------------|---------------------|--------------------|
| Increase | Latinx Students | FAFSA completion rate | by 10% | by end of the Year |

Alignment to School Goals

The school counseling program is most impactful when aligned to the overall goals of the school. Specify how measurable goals align to school improvement plans. **You only need to identify alignment to school goals for the identified measurable goals.**

Program at a Glance

Each Student

**Program
Strengths**

**Areas of Program
Improvement**

**Measurable Student
Outcome Goals**

**Alignment to
School Goals**

Data Effectiveness and Program Improvement

**Program
Strengths**

**Areas of Program
Improvement**

**Measurable Student
Outcome Goals**

**Alignment to
School Goals**

Plan for College & Career Readiness Process

**Program
Strengths**

**Areas of Program
Improvement**

**Measurable Student
Outcome Goals**

**Alignment to
School Goals**

Career Literacy

Program Strengths

Areas of Program Improvement

Measurable Student Outcome Goals

Alignment to School Goals

Collaborative Classroom Instruction

Program Strengths

Areas of Program Improvement

Measurable Student Outcome Goals

Alignment to School Goals

Dropout Prevention and Responsive Services and Supports

Program Strengths

Areas of Program Improvement

Measurable Student Outcome Goals

Alignment to School Goals

Alignment

**Program
Strengths**

**Areas of Program
Improvement**

**Measurable Student
Outcome Goals**

**Alignment to
School Goals**

Notes: Enter any additional notes you may have

PROGRAM COMPONENT ASSURANCES:

Monitored annually by the LEA CTE/School Counseling Director

Required Components to be Reviewed Annually

To implement an effective school counseling program, all Assurances should be in place and are the responsibility of the school counseling and school administration team. Evidence of Assurances should be maintained in the electronic working files for effective program management and interim/formal reviews.

1. **Board Adoption and Approval:** Adoption and approval of the Utah Comprehensive K-12 School Counseling Program by the local board or governing board and ongoing communication with the local board regarding program goals and outcomes supported by data.
 - » **Approval**
 - Written evidence that the board has adopted the Utah Comprehensive K-12 School Counseling Program as a model for school counseling programs.
 - » **Communication**
 - LEA CTE/School Counseling Director provide an annual written report to the local board of education/governing board regarding student achievement related to the Utah Comprehensive K-12 School Counseling Program. This report describes how each school is adhering to the LEA's Plan for College and Career Readiness policy and includes data on program effectiveness.
2. **Structural Components:** Structural components and policies support the Utah Comprehensive K-12 School Counseling Program. This includes adequate resources and support for the school counseling facilities, materials, equipment, clerical staff, and school improvement processes.
 - » **Student Ratio**
 - Full time student/licensed school counselor ratio is 350:1 or less (e.g., a half-time school counselor should be 175:1 or less).
 - » **Structural Components**
 - The school counseling team has worked with the LEA and the school administration to establish a budget that adequately supports the School Counseling Program.

- The School Counseling Program facilities include separate offices, an inviting outer welcoming area, a conference room, and a Career Center.
- Sufficient clerical staff to support school counseling program activities, which includes scheduling Plan for College and Career Readiness meetings.
- Up-to-date computer facilities, software, and assessment tools to meet the needs of students and personnel.
- The School Counseling Program effectively uses all available strategies, including technology, to communicate with parents/guardians, students, and staff (e.g., translation services, email, technology platforms, etc.).
- The school counseling website is updated regularly to provide accurate and timely resources to students, parents, and other stakeholders. A full-year calendar is posted, updated regularly, and available to parents and students on the school counseling program webpage.
- Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used when applicable.
- LEA and school crisis response plans are in place and updated. Counselor training has been provided and counselors are fully aware of the execution of crisis response plans.
- Extended days or hours aimed to be responsive to students' and parents'/guardians' needs are available and funded adequately.

3. Administrative Assurances: Administration (LEA Career and Technical Education Director and building administrators) understands the value of the Utah Comprehensive K-12 School Counseling Program and its relationship to school improvement plan.

» **Support**

- Administration support counselors in accessing individual classrooms to deliver school counseling curriculum activities.
- Administration and counselors meet regularly. Discussion topics should reflect, but are not limited to, data for improved student outcomes (e.g., identified gaps from disaggregated data), Program at a Glance and alignment to school improvement plans, program management (e.g., ratios, roles and responsibilities, budget, time allocation, calendar, website, etc.), and training for faculty.
- Administration is part of an annual program evaluation process, has reviewed the checklist of appropriate and inappropriate activities, and works to eliminate the amount of counselors' time spent in non-counseling duties.

4. **Use of Data:** The program uses multiple data sources, including the formal systemic assessment, for strategic program implementation to improve student outcomes.
 - » **Use of Data**
 - Opportunity to relevant school-wide data is available and considered in the implementation of the school counseling program.
5. **Program Leadership and Management:** Structures and processes are in place to ensure effective school counseling program management, including an advisory council. School counselors work as program leaders and are an integral part of various school leadership teams
 - » **Advisory**
 - The Utah Comprehensive K-12 School Counseling Program Advisory Council includes members from a diverse representation of counselors, administration, faculty, parents, community members, business partners, and students. The membership represents the diverse populations in the community. The advisory council supports and assists the school counseling program in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data and is consistent with school improvement plans. The advisory council meets at least quarterly.
 - » **Program Leadership**
 - The school counseling team provides training for the staff related to the School Counseling Program, including student outcomes in the areas of opportunity, achievement, attendance and/or behavior. The school counseling team also provides training for the staff related to non-academic student supports (e.g., suicide prevention, diverse populations, dropout prevention).
 - » **School Leadership Team**
 - The school counseling team is actively involved with the administration, school staff, and community council in designing, implementing, and evaluating goals that support the Teacher and Student Success Act (TSSA) plan.
6. **Time Allocation:** 85% of aggregate school counselors' time is devoted to direct services to students through a balanced program of individual planning, collaborative classroom instruction, and dropout prevention and responsive services and supports consistent with the results of school data, identified student needs, and parent feedback.

» **Target Time Allocation**

- Time/task analysis is charted by each counselor (e.g., one day each week or one week per month – at least ten sample days).
- Target time based on program recommendations are customized to meet the individual needs of the school based on the data analyses.
- Non-counseling activities are eliminated from every counselor’s duties through a strong integration with the Utah Comprehensive K-12 School Counseling Program.
 - Counselors have no responsibility for standardized test administration or coordination.
 - Counselors serve as advisors and provide input for the master schedule, but do not have primary responsibility of master schedule building.

» **Calendar**

- A full-year calendar is posted, updated regularly, and available to parents and students on the school counseling program website.
- A full-year school counseling program calendar is completed annually that includes items required, such as: extended time activities, advisory council and other team meetings, Plan for College and Career Readiness meetings, 7th grade College and Career Awareness lessons (if applicable), small group counseling, and cone feeder school meetings.

7. Comprehensive School Counseling Program Training: Regular participation of all team members in USBE-sponsored Utah Comprehensive K-12 School Counseling Program trainings.

» **School Counseling Program Training & Updates**

- All counseling team members, district, and school administrators have participated, within the last 6 years, in USBE-sponsored Updates and Essentials Training to support the integration of the Utah K-12 Comprehensive School Counseling Program with the school goals.

» **Professional Development**

- All counseling team members have regularly accessed state professional learning opportunities. Counselors also participate in school/district professional development activities to support school improvement plans and

desired results for student learning.

- Counselors have membership in and participate in professional organizations (e.g., ASCA, USCA).

» **Advanced Professional Development**

- College and Career Readiness Certificate - Counselors are working toward fulfilling the components of the College and Career Readiness Certificate.

8. School Counseling Program Evaluation: A school counseling program annually evaluates program implementation and effectiveness to meet accountability requirements.

» **School Counseling Program Evaluation**

- Annual evaluation of the School Counseling Program through completion of the performance review self-evaluation document (this document).
- Electronic working files provide clearly defined evidence of working documents that fully support program implementation and Assurances. Working files are updated annually for program effectiveness and efficiency.

9. Law Alignment: A comprehensive school counseling program aligns with key provisions of federal and state law and LEA policies related to program implementation, including working within the parameters of licensure and data privacy.

Use this section to check off each component that has been met

Board Adoption and Approval

Structural Components

Administrative Assurances

Use of Data

Time Allocation

Program Leadership and Management

Comprehensive School Counseling Program Training

School Counseling Program Evaluation

Law Alignment

Formal Review Results and Recommendations

Each Student

| | | |
|-------|-------------|--------|
| Meets | Approaching | Action |
|-------|-------------|--------|

Strengths:

Recommendations

Data Effectiveness and Program Improvement

| | | |
|-------|-------------|--------|
| Meets | Approaching | Action |
|-------|-------------|--------|

Strengths:

Recommendations

Plan for College and Career Readiness

| | | |
|-------|-------------|--------|
| Meets | Approaching | Action |
|-------|-------------|--------|

Strengths:

Recommendations

Career Literacy

Strengths:

Meets

Approaching

Action

Recommendations

Collaborative Classroom Instruction

Strengths:

Meets

Approaching

Action

Recommendations

Dropout Prevention and Responsive Services and Supports

Strengths:

Meets

Approaching

Action

Recommendations

Alignment

Meets

Approaching

Action

Strengths:

Recommendations

Program Component Assurances

Meets

Approaching

Action

Strengths:

Recommendations

Electronic Working Files

Meets

Approaching

Action

Strengths:

Recommendations

Formal On-Site Review Results and Signature Page

School Name

Date

Based on rating expectations, components must be met to be an approved Utah K-12 Comprehensive School Counseling Program. Schools on provisional status may be held harmless without losing funding, provided the program passes a re-review.

The overall recommendation by the On-Site Performance Review Team of the Utah K-12 Comprehensive School Counseling Program is:

Select one and provide dates

Pass: Minimum of six overall “Meets Component” ratings, indicating a fully functioning program. Including “Meets Component” overall rating in Components 1-4, and a minimum of two of three “Meets Component” overall ratings in Components 5-7.

- Next Interim review will take place in the school year:
- Next On-site review will take place in the school year:

Provisional: One or more “Approaching Component” overall ratings in Components 1-4, two “Approaching Component” overall ratings in Components 5-7, or an “Action Item” overall rating in any component requires a re-review by an on-site review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA CTE/School Counseling Director.

- Followup Re-Review Date

School Counseling Team Member Signatures

LEA Approval Signatures

School Administrator

LEA CTE/School Counseling Director

LEA Superintendent

This form must be received by a USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures

Formal On-Site Review Results and Signature Page

For programs on provisional status only

School Name

Date

Based on the implementation of the outlined action plan and on-site re-review, components must be met to remain an approved Utah K-12 Comprehensive School Counseling Program.

The overall recommendation by the On-Site Performance Re-Review Team of the Utah K-12 Comprehensive School Counseling Program is:

Select one and provide dates

Pass: Minimum of six overall “Meets Component” ratings, indicating a fully functioning program. Including “Meets Component” overall rating in Components 1-4, and a minimum of two of three “Meets Component” overall ratings in Components 5-7.

- Next Interim review will take place in the school year:
- Next On-site review will take place in the school year:

Fail: One or more “Approaching Component” overall ratings in Components 1-4, two “Approaching Component” overall ratings in Components 5-7, or an “Action Item” overall rating in any component requires a re-review by an on-site review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA CTE/School Counseling Director.

- Second Re-Review Date:
- Removal of approved school counseling funding, effective:
- LEA CTE/School Counseling Director Initials

Can be re-considered for approval status following the steps outlined in the School Counseling Program.

School Counseling Team Member Signatures

LEA Approval Signatures

School Administrator

LEA CTE/School Counseling Director

LEA Superintendent

This form must be received by a USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures