

***Guidance/School Counseling Program  
Curriculum Council IIP***

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## **SCHOOL BASED SCHOOL IMPROVEMENT PLAN**

CURRICULUM AREA: School Counseling and Guidance

**GOAL:** By the end of the 2007-2008 academic year we will have successfully decreased the high school drop-out rate by 90%

**OBJECTIVE:** By the end of the 2006-2007 academic year we will have successfully decreased the drop-out rate by 75%.

**TARGETED AUDIENCE:** All Students

### **MILESTONES:**

School counselors hold semi-annual meetings with students to discuss accrual of credits. We have established a minimum number of credits necessary for each student to be on grade level. When the credit minimum is not met, students will attend summer school if possible. ACT Work Keys administration to assess skill levels, enhance academic performance, and help prepare students for future success is done annually. ACT/SAT score results are utilized as a skill level tool for college bound students.

### **EVALUATIONS:**

By the end of the 2006-2007 academic year, we will have successfully decreased the drop-out rate by 75%



<p><b>Counselors will meet with and support students through this process. Dropout prevention strategies will be utilized including groupwork.</b></p>					
<p><b>C) Connect the value of a high school Diploma to post high school planning And preparation</b></p>					
<ul style="list-style-type: none"> <li>• <b>Parent orientation for upcoming 7<sup>th</sup> grade students</b></li> </ul>	<p><b>March/April</b></p>	<p><b>O’Leary/Rourke Jr. High Teachers</b></p>	<p><b>Moyer</b></p>		<p><b>To provide a better adjustment to a new school by increasing interaction between students, faculty and parents</b></p>
<ul style="list-style-type: none"> <li>• <b>Visitation to 6<sup>th</sup> grade elementary classrooms to talk about what School Counselors provide for students</b></li> </ul>	<p><b>May</b></p>	<p><b>O’Leary Rourke</b></p>	<p><b>Moyer</b></p>		
<ul style="list-style-type: none"> <li>• <b>Student orientation to junior high. Students are provided with an overview of 7<sup>th</sup> grade and given a tour of the school</b></li> </ul>	<p><b>May/June</b></p>	<p><b>O’Leary Jr. High Teachers</b></p>	<p><b>Moyer</b></p>		<p><b>To bridge the gap between elementary and junior high school</b></p>
<ul style="list-style-type: none"> <li>• <b>Summer program to prepare incoming students for the upcoming school year. Includes Great Kids (4 weeks), or Orientation (3 days)</b></li> </ul>	<p><b>Summer</b></p>	<p><b>O’Leary Jr. High Teachers</b></p>	<p><b>O’Leary</b></p>		
<ul style="list-style-type: none"> <li>• <b>Seventh grade orientation to guidance programming done with individual student meetings and evening parent presentations</b></li> </ul>	<p><b>Fall</b></p>	<p><b>O’Leary</b></p>			
<ul style="list-style-type: none"> <li>• <b>A classroom career unit in the fall helping students gain the ability to locate, evaluate and interpret career information with a computerized interest inventory through Choices Junior</b></li> </ul>	<p><b>Fall/Spring</b></p>	<p><b>O’Leary H &amp; C teacher</b></p>	<p><b>Moyer</b></p>		<p><b>This will integrate technology in to the guidance curriculum</b></p>
<ul style="list-style-type: none"> <li>• <b>Celebrate success-Junior High Student of the Month</b></li> </ul>	<p><b>Monthly</b></p>	<p><b>O’Leary</b></p>	<p><b>Moyer</b></p>		<p><b>To provide recognition to students who demonstrate the Community of Caring traits on a monthly basis. Two students are chosen, one male,</b></p>

<ul style="list-style-type: none"> <li>• <b>Junior High Career Fair</b></li> <li>• <b>Five day comprehensive career and counseling program in the 8<sup>th</sup> grade utilizing study halls to explore post high school options and understand the skills necessary to achieve these options</b></li> <li>• <b>Day and evening student/parent planning meetings to discuss four year student plans and graduation requirements</b></li> <li>• <b>Individual four year plan review for all students at each grade level</b></li> <li>• <b>Academic progress review for all students</b></li> <li>• <b>Student/parent teacher conferences</b></li> <li>• <b>PLAN Test for 10<sup>th</sup> grade students</b></li> <li>• <b>School-to-Work job shadowing for all high school students</b></li> </ul>	<p><b>Spring</b></p> <p><b>Spring</b></p> <p><b>Spring</b></p> <p><b>Fall/Spring</b></p> <p><b>Ongoing every five weeks</b></p> <p><b>As Needed</b></p> <p><b>November</b></p> <p><b>Ongoing</b></p>	<p><b>O’Leary Guest Speakers</b></p> <p><b>O’Leary</b></p> <p><b>Moyer O’Leary/Rourke</b></p> <p><b>Moyer O’Leary/Rourke</b></p> <p><b>Moyer O’Leary/Rourke</b></p> <p><b>Moyer O’Leary/Rourke</b></p> <p><b>Moyer O’Leary/Rourke</b></p> <p><b>Moyer School-to-Work Coordinator</b></p>	<p><b>Counselor</b></p> <p><b>Counselor</b></p> <p><b>Counselor</b></p> <p><b>Moyer</b></p> <p><b>Moyer</b></p> <p><b>Moyer</b></p> <p><b>Moyer</b></p>	<p><b>one female.</b></p> <p><b>To expose students to various careers and better understand the benefits of high school success</b></p> <p><b>To integrate technology in to the school counseling curriculum and expose students to career exploration and interest inventories</b></p> <p><b>Ensure successful graduation</b></p> <p><b>To allow for any revision or updating from year to year based on student performance</b></p> <p><b>Comprehensive guidance resource to help students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years</b></p>
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<ul style="list-style-type: none"> <li>• <b>Boy Scout Hiawatha Council Career Exploration survey for 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students</b></li> </ul>	<p><b>February</b></p>	<p><b>Moyer O’Leary/Teacher</b></p>	<p><b>Moyer</b></p>		<p><b>Exploring Careers, understanding the benefit of high school success</b></p>
<ul style="list-style-type: none"> <li>• <b>Exploration of vocational programs in 10<sup>th</sup> grade</b></li> </ul>	<p><b>Feb/March</b></p>	<p><b>BOCES Staff/ Counselors/ Teacher</b></p>			
<ul style="list-style-type: none"> <li>• <b>Work Keys assessment for 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students</b></li> </ul>	<p><b>Spring</b></p>	<p><b>Counselors</b></p>			<p><b>Integrating technology in to the school counseling curriculum Provides students with a snapshot of their potential for specific occupations</b></p>
<ul style="list-style-type: none"> <li>• <b>CHOICES Interest Inventory as needed and specifically for 8<sup>th</sup> and 11<sup>th</sup> grade students</b></li> </ul>	<p><b>Ongoing, as needed</b></p>	<p><b>Counselors</b></p>			
<ul style="list-style-type: none"> <li>• <b>PSAT Testing for 11<sup>th</sup> grade students and accelerated 10<sup>th</sup> grade students</b></li> </ul>	<p><b>October</b></p>	<p><b>Moyer/Rourke</b></p>			<p><b>Feedback is given on strengths/weaknesses on skills necessary to study. Preparation for SAT college admission test.</b></p>
<ul style="list-style-type: none"> <li>• <b>SAT/ACT standardized testing for 11<sup>th</sup> and 12<sup>th</sup> grade students</b></li> </ul>	<p><b>All year</b></p>	<p><b>Moyer/Rourke</b></p>			<p><b>Supplement to the college admission process</b></p>
<ul style="list-style-type: none"> <li>• <b>Investigation of college and career resources in 11<sup>th</sup> grade</b></li> </ul>	<p><b>Fall</b></p>	<p><b>Moyer/Rourke</b></p>			<p><b>Strengthens knowledge of future options</b></p>
<ul style="list-style-type: none"> <li>• <b>Investigation of Armed Forces in 11<sup>th</sup> grade</b></li> </ul>	<p><b>Fall/Winter Spring</b></p>	<p><b>Moyer/Rourke</b></p>			
<ul style="list-style-type: none"> <li>• <b>College Fair attendance for 11<sup>th</sup> grade students</b></li> </ul>	<p><b>Winter</b></p>	<p><b>School Counselors</b></p>	<p><b>Moyer</b></p>		<p><b>Explore college options for students</b></p>
<ul style="list-style-type: none"> <li>• <b>Expanding the Circle</b></li> </ul>	<p><b>Ongoing</b></p>	<p><b>Rourke</b></p>			<p><b>A curriculum to support and prepare student transitions in an educational setting and to better understand themselves</b></p>

<ul style="list-style-type: none"> <li>Dropout prevention workshops</li> </ul>	Ongoing	School Counselors			Portfolio Development
<p>Ensure that any commonalities among students who have previously dropped out of school are evaluated and used as a tool to draw conclusions about how to improve student retention</p>	Ongoing	Counselors in conjunction with BOCES support data	Moyer		Review of the drop out rate at the end of each school year; using data to evaluate the methods for working with students to decrease variables contributing to the drop out rate
<p>A) Gather 5 year data from BOCES</p>	Summer	Director of Guidance	Moyer		Review data to assist
<p>B) Analyze Cohort reports from the past 5 years</p>	Summer	Director of Guidance	Moyer		Review data to assist
<p>C) Look at suspensions and disciplinary referrals of students that have previously dropped out</p>	Ongoing, through out the year	School counselors	Moyer		High school transcripts and four year plans may provide indication of what patterns to look for in current students that may be at risk.
<p>D) Review programming for each student that has dropped out of school.</p>	Ongoing	Moyer	Moyer		Look for patterns
<p>E) Look at school data regarding patterns of poor attendance, tardiness, unexcused absences, suspensions (in and out of school), and behavioral referrals</p>	Ongoing, through out the school year	School counselors with the support of the school nurse/attendance officer and /or HS Administration	Moyer		Information will be used to evaluate and compare student progress, using SIS data base to see if lack of attendance lends itself to increased incidence of students dropping out of school
<p>F) Observe attendance patterns including absences, tardiness, out of school suspensions, medical absences</p>	Ongoing, throughout the school year	School counselors with the support of school nurse/attendance	Moyer		Information will be used to keep in close contact with students and families to reduce the likelihood of drop-out. Parent conferences might

<p><b>G) Review transcripts of students who have previously dropped out of school, looking for patterns. This may include the type of courses taken, whether a student has repeated a course, any summer school attendance, overall success in individual courses, how many years they have spent in high school, if the student was age appropriate for their grade, how much course/regents success they experienced, as well as how many credits they had earned.</b></p> <p><b>H) Review retention rates; jr. high, Elementary, high school</b></p> <p><b>I) Elementary level review of data</b></p> <ul style="list-style-type: none"> <li>• <b>Patterns of school attendance</b></li> <li>• <b>Tardiness</b></li> <li>• <b>Grade retention</b></li> <li>• <b>Discipline referrals</b></li> <li>• <b>Suspensions (both in and out of school)</b></li> </ul>	<p><b>Ongoing, through out the school year as available</b></p> <p><b>Ongoing, through out the school year</b></p> <p><b>Ongoing, As available</b></p>	<p><b>officer</b></p> <p><b>School counselors</b></p> <p><b>School counselors</b></p> <p><b>Grimshaw and ONS administration</b></p>	<p><b>Moyer</b></p> <p><b>Moyer</b></p>		<p><b>be suggested at this time.</b></p> <p><b>Measured by successful completion of high school in an age/grade appropriate program (goal). Transcript review of students now to compare and look for patterns of improvement.</b></p> <p><b>Measured by a review of current students at the end of the year to look for patterns established by previous drop outs using cumulative folders, transcripts, and SIS data base</b></p> <p><b>Patterns indicated in data collected will assist in intervention for the at-risk traits at an earlier age at the elementary level. Intervention in a timely fashion will increase the likelihood of successful high school completion.</b></p>