Together Everyone Achieves More

Webinar Presenters: Barbara Micucci & Steven Van Mater
Webinar Date: February 28, 2018

Learning outcomes:

• Discuss the value of developing a collaborative partnership with the principal while completing the annual agreement.
• Explain how to engage stakeholders in growing your school counseling program through the advisory council.
• Assess your school counseling program as you assess needs and develop program goals.
• Explain how your program goals and closing-the-gap plan can support your school improvement plan.
Barbara Micucci

- Certifications
  - Elementary Education
  - Special Education
  - School Counselor
- Adjunct Professor
- Counselor at Caley Elementary in the Upper Merion Area SD since 1998.
- 2010 School Counselor of the Year
- ASCA Governing Board 2012-2015
- 2017 RAMP Recipient/Reviewer

Steven Van Mater

- Certifications
  - Special Education
  - Mid Level English
  - Mid Level Social Studies
  - Principal
- Principal at Caley Elementary in the Upper Merion Area SD since January, 2013.
Caley Elementary School

King of Prussia, Pennsylvania

Is Your Counseling Program Under Construction?
How do you build a school culture using the ASCA Model?

Plan

You don’t have to see the whole staircase, just take the first step.

☐ Tomorrow
☐ Later
✓ NOW

MAKE IT HAPPEN.

Plan
1/2013 – Started with a conversation about our professional goals.

1/2015 – Began No Place for Hate

9/2015 – Counseling Advisory Council

9/2015 – Implemented school-wide cafeteria program.

7/2013 – Began tiering and refining our discipline tracking system.

6/2017 – Awarded RAMP Designation

The Power of the Annual Agreement

- Identifies your mission.
- Gets you on the same page as your administrator.
- Helps to prioritize goals.
- Provides direction of where your time will be spent.
- Improves the efficiency and effectiveness of the program.
The ASCA Model

- Uses the themes of the ASCA Model.
  - Advocacy
  - Leadership
  - Collaboration
  - Systemic Change
- These themes play an important role in developing an annual agreement and ultimately growing your counseling program.

How are you spending your time?

- Set up weekly meetings
- Are you spending 80% of your time in direct or indirect services?
Principal-Counselor Collaboration

• Together
  • Where are you at in the process of developing an annual agreement?
  • What is your next step?

Time to Self-Reflect

What is a School Counseling Advisory Council?

• “An Advisory Council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The Council meets at least twice a year and maintains an agenda and minutes for each meeting.”

ASCA National Model, 3rd Ed p.47
What is the purpose of having an Advisory Council?

• Educating stakeholders of your role and how you support students and academic achievement
• Looking to update your counseling program
• Advocacy effort
• Counselor evaluation component

Impact of Advisory Council

• Educated stakeholders on ASCA National Model
• Reviewed and revised our mission and vision statements
  – Answered the question... Does our work support the mission and vision of our school counseling program?
• Shared Important School-wide Data and Counseling Goals
• Got Feedback on our School Counseling Program
• Got Input on our Core Curriculum
• Got Input on school-wide initiatives based on feedback and data
Pennsylvania requires all school districts to have a K-12 School Counseling Plan as part of Chapter 339.

ASCA requires a school counseling program to have a fully functioning Advisory Council independent of district committees in order to be eligible for RAMP.

Advisory Council

- Everyone
  - Where are you at in the process of developing an Advisory Council for your school?
  - Are there systems and structures that already exist in your school? How can you capitalize on them?
  - What is your next step?

Time to Self-Reflect
Goal Setting

*Are you admiring your data?*

“We’re holding our own, but I’d really like to see some growth.”

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All results - good or bad - are ultimately good, because they provide us feedback that can guide us, telling us what to do next and how to do it better---feedback is synonymous with results.

---Mike Schmoker (2001)
What is your area of need?

- Demographic data
- Closing the Achievement Gaps
- Guidance lesson results data
- Achievement-related data (ex. homework)
- Attendance
- Discipline
- Graduation rates

Multi-Tiered Systems of Support
Program Goals from 2015-16

Goal 1
• By the end of May 2016, we will decrease the number of discipline referrals in the cafeteria for all students grades 1st - 4th by 25% from the 2014-2015 school year, from 28 referrals to 21 referrals.

Goal 1 Results
• Discipline referrals decreased by 29% or from 28 referrals to 20 referrals.

Goal 2
• By June 2016, identified fourth grade students (10) performing basic on the PSSA in ELA from the 2014-2015 school year, will decrease by 40%, from 10 students to 6 students.

Goal 2 Results
• 10% scored proficient.
• 10% were within 3 points of proficient.
• 50% of students made progress in closing the Achievement Gap.
Closing the Gap

50% of students improved

Caley Elementary School ~ Where We Make Every Minute Count!

School Matters!
Attend Today, Achieve Tomorrow
Program Goal

• By the end of May 2017, we will reduce the number of unexcused student tardies in grades 1-4 by 25% (or from 459 to 344.25) when compared to their 2015-2016 attendance data.

Attendance Plan

• **Tier 1 Intervention:**
  • Develop a tiered system
  • Collaborate with attendance clerk and principal
  • Post monthly attendance results outside office
  • Spotlight on attendance in each counselor newsletter
  • Improving home-school communication

• **Tier 2 Intervention:**
  • Meet with students to develop a plan following 2 unexcused latenesses *when minutes exceed 20 minutes.*
  • Follow district protocols
Tier 3 Intervention Attendance Check-in

- Identified 7 students with 7 or more unexcused latenesses
- Sent letters home to parents
- Gave each student a tracking form
- Met with students weekly
- Tracked progress with incentives

Tier 3 Attendance

43% of students made all attendance goals.
Attendance Results

<table>
<thead>
<tr>
<th>2015 - 2016</th>
<th>2016-2017 (Goal&lt; 359 or 25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexcused Tardies</td>
<td>Unexcused Tardies</td>
</tr>
<tr>
<td>479</td>
<td>295 (for Grades 1-4)</td>
</tr>
</tbody>
</table>

This is 184 fewer tardies than last year.

Findings:
Focusing on attendance and tardies using a multi-faceted approach was helpful.

Recommendations:
Be more preventative and send communication to high-risk families prior to the school year. Continue to monitor student attendance.

2016-17 & 2017-18 Unexcused Tardies

Number of Tardies

| Number of Minues |

63

137

133

333

736

39%
Attendance at Caley

Caley Elementary School ~ Where We Make Every Minute Count!

<table>
<thead>
<tr>
<th>Month</th>
<th>Average Monthly Attendance</th>
<th>Student Absences</th>
<th>Excused Tardies</th>
<th>Unexcused Tardies</th>
<th>Early Dismissals</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>98.46%</td>
<td>134</td>
<td>17</td>
<td>17</td>
<td>57</td>
</tr>
<tr>
<td>October</td>
<td>97.50%</td>
<td>187</td>
<td>18</td>
<td>36</td>
<td>55</td>
</tr>
<tr>
<td>November</td>
<td>97.80%</td>
<td>165</td>
<td>15</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>December</td>
<td>96.7%</td>
<td>207</td>
<td>20</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>January</td>
<td>96.38%</td>
<td>287</td>
<td>35</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>February</td>
<td>97.11%</td>
<td>196</td>
<td>19</td>
<td>46</td>
<td>53</td>
</tr>
<tr>
<td>March</td>
<td>95.77%</td>
<td>353</td>
<td>33</td>
<td>99</td>
<td>80</td>
</tr>
<tr>
<td>April</td>
<td>95.97%</td>
<td>224</td>
<td>20</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>May</td>
<td>97.23%</td>
<td>243</td>
<td>38</td>
<td>61</td>
<td>92</td>
</tr>
</tbody>
</table>

School-Wide Initiatives/Data

- **Achieves**
  - What is a school-wide initiative that you can turn into a program goal?
  - What is your next step?

*Time to Self-Reflect*
Recognized ASCA Model Program Benefits

• Is based on the ASCA National Model.
• Is a recognition program for individual schools, not districts or school counselors.
• Gives you the confidence that your program aligns with a nationally accepted and recognized model.
• Helps you evaluate your program and areas for improvement.
• Increases your skills and knowledge.
• Enhances your program's efforts to contribute to student success.

Recognized ASCA Model Program

• More
  • What is your next step? What can you add to your program in order to RAMP it up?

Time to Self-Reflect
Quotable

• “Identifying a need of importance and value, engaging stakeholders in the process, sustaining energy over time, and being open to feedback throughout the process will result in a sweeter product.”
  – Barb and Steve
  • ~2017
Thank You

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