



One-Year ASCA National Model Implementation Plan

Use the following as a guide to implementing the ASCA National Model in a school year

| Month | Component | Person Responsible | Description |
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| July, August or September | School Data Summary | | 1. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline, and |
| | | | 2. Review, disaggregate and interpret student achievement, attendance and discipline data to identify |
| July, August or September | Annual Student Outcome Goal Plan | | 1. Goal(s) address achievement, attendance, and/or discipline |
| | | | 2. Based on school data and focus attention on issues related to a gap in achievement, attendance or discipline |
| | | | 3. Align with school improvement plan goal(s) or may address subsets of students identified in the school improvement plan goal(s) |
| | | | 4. Annual Student Outcome Goal Plan template is completed (per goal) to identify supplemental data, Mindsets & Behaviors, learning objectives, and pre/post assessment items. |
| July, August or September | Closing-the-Gap Action Plan | | 1. Aligned with annual student outcome goal that addresses a gap or inequity. 2. Identifies appropriate Mindsets & Behaviors to address needs. 3. Identifies multiple direct and indirect services to address gap. 4. Delineates pre/post assessment items to measure acquisition of identified M&B. 5. Details data to be collected - participation, mindsets and behaviors, outcome |

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| July, August or September | Annual Administrative Conference | | <ol style="list-style-type: none"> 1. Conference held, form signed within first two months of school 2. One per school counselor 3. Provides rationale for school counselor's use of time 4. List school counselor's specific responsibilities 5. Reflects Annual Student Outcome Goals and Action Plans 6. Identifies areas for professional development |
| July, August or September | Calendars (annual & weekly) | | <p><u>Annual (one per program)</u></p> <ol style="list-style-type: none"> 1. Annual Calendar template used to Indicate activities of school counseling program 2. Reflects annual student outcome goals 3. Is published and distributed to appropriate persons 4. Indicates fair-share responsibilities <p><u>Weekly (one per school counselor)</u></p> <ol style="list-style-type: none"> 5. Weekly calendar aligns with planned use of time on the annual administrative conference form |

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| July, August or September | Classroom and Group Mindsets & Behaviors Action Plan | | <ol style="list-style-type: none"> 1. Use template to systematically outline school counseling activities to teach students knowledge, attitudes and skills informed by specific ASCA Mindsets & Behaviors. |
| October | School Counseling Advisory Council (Meeting 1) | | <ol style="list-style-type: none"> 2. Identified activities are appropriate for developmental level. 3. Plan includes activity, participants, and setting. |
| October | Use-of-Time Calculator | | <ol style="list-style-type: none"> 1. Membership includes administrator and representatives of school and community stakeholders 2. Meets at least twice a year and maintains agenda and minutes 3. Advises on school counseling vision, mission, annual student outcome goals and makes recommendations 4. Advocates and engages in public relations for the school counseling program 5. Advocates for school counseling program funding and resources |
| | | | <ol style="list-style-type: none"> 1. Completed twice per year (fall and spring) to inform Annual Administrative Conference 2. Direct and indirect services account for 80 percent of time or more 3. Program defining, managing and assessing and fair share responsibilities account for 20 percent of time or less |

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| November | Beliefs | | Review and adopt the mindset standards of the ASCA School Counselor Professional Standards and Competencies |
| November | Vision | | 1. States the best possible outcomes for students that are five to 15 years years away. |
| | | | 2. Creates a clear picture of success for all students. |
| | | | 3. Describes the future world where student outcomes are successfully achieved. |
| | | | 4. Aligns with school's and district's vision statement |
| | | | 5. Is shared with administrators, teachers and stakeholders |
| December | Mission | | 1. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements |
| | | | 2. Creates a clear focus for the school counseling program to reach the vision |
| | | | 3. Describes overarching focus or purpose of school counseling program. |
| | | | 4. Advocates for equity, access and success of every student |
| | | | 5. Indicates the long-range results desired for all students |
| December | Professional Standards and Competencies | | 1. ASCA School Counselor Professional Standards & Competencies Assessment completed |
| | | | 2. ASCA Ethical Standards for School Counselors have been reviewed |
| January | School Counseling Program Assessment | | School Counseling Program Assessment has been completed |

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| January | Lesson Plans | | <ol style="list-style-type: none"> 1. Developed for classroom instruction (3 stand alone lessons or one unit of at least 3 lessons) 2. Developed for one small group 3. Repeat each year until all lessons have been formalized. |
| February | Use-of-Time Calculator | | <ol style="list-style-type: none"> 1. Completed twice per year (fall and spring) to inform Annual Administrative Conference 2. Direct and indirect services account for 80 percent of time or more 3. Program defining, managing and assessing and fair share responsibilities account for 20 percent of time or less |
| February | Calendars (master & weekly) | | Annual and weekly calendars reviewed and adjusted, as needed |
| March | Advisory Council (Meeting 2) | | <ol style="list-style-type: none"> 1. Membership includes administrator and representatives of school and community stakeholders 2. Meets at least twice a year and maintains agenda and minutes 3. Advises on school counseling annual student outcome goals, reviews program results and makes recommendations 4. Advocates and engages in public relations for the school counseling program 5. Advocates for school counseling program funding and resources |

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| June, July or August | Program Results: Classroom and Group Mindsets & Behaviors Results Reports and Closing-the-Gap Results Reports | | <ol style="list-style-type: none"> 1. Classroom Mindsets & Behaviors Results Report completed for 3 stand alone lessons or unit of at least 3 lessons. 2. Classroom M&B Results Report is analyzed and implications are considered. 3. Small Group Mindsets & Behaviors Results Report completed for one small group. 4. Small Group M&B Results Report is analyzed and implications are considered. 5. Closing-the-Gap Results Report is analyzed, and implications are considered 6. Program results are shared with stakeholders |
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