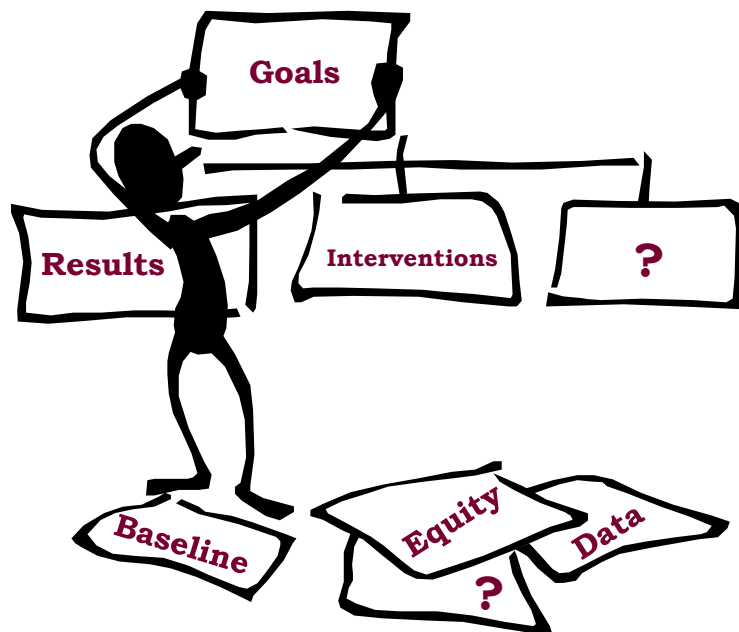# Strategic Planning:
The School Counselor's Tool for Accountability

Vivian V. Lee
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National Office for School Counselor Advocacy
The College Board

What are Random Acts of Guidance? or "RAG's"

Goals

Results

Interventions

?

Baseline

Equity

Data

?

How can Strategic Planning Eliminate the "RAG's" in School Counseling?

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What is Strategic Planning?

- A step by step process of using data to drive school counselor goal development, program planning and development and practice for measurable results that align with the school improvement process in schools.

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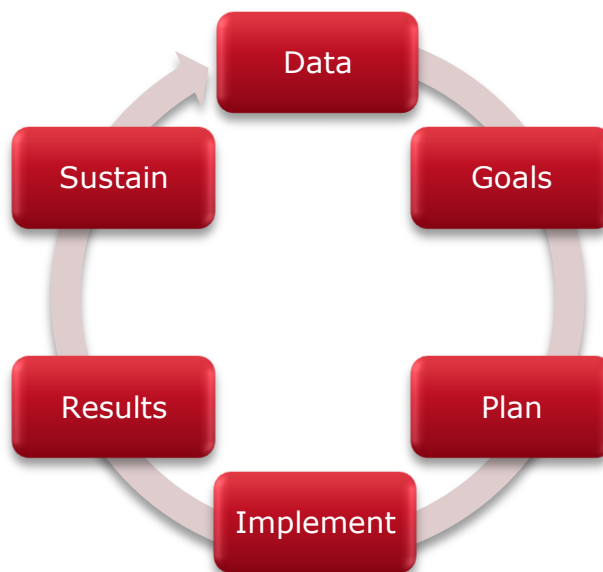
Why Strategic Planning?

- Maximize counselor time and resources.

- Link goals and interventions to outcomes.

- Provides evidence to advocate for systemic change.

- Eliminates "random initiatives" otherwise known as random acts of guidance!

- Provides results measured in student outcomes.
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Strategic Planning – Moving Forward Aligned to School Improvement and Transformation

Strategic Planning – A powerful tool to demonstrate School Counselor and Program Accountability at the "Big Table"

YOU

"Own the Turf for School Counseling"

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Using a Strategic Plan to Assess Current Programs and Services to Become Data-Driven for Systemic Change

Step 1: Collect, analyze and interpret data to identify areas of inequity.

Step 2: Develop and prioritize measurable data-driven goals aligned with school, district, state and national directives.

Step 3: Develop interventions for each goal and prioritize. Determine feasibility.

Step 4: Develop and implement intervention plan for each goal. Set benchmarks to monitor progress & revise plan as needed .

Step 5: Collect outcome data, develop accountability report and distribute to all stakeholders.

Step 6: Institutionalize change through systemic policies, practices and procedures to sustain gains in equity.

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[OWN THE TURF]
College and Career Readiness Counseling

Transformative School Counseling Practice

Content

NOSCA's Transformative Process

Outcome

Cultural Competence

Context

Data

Multi-Level Delivery
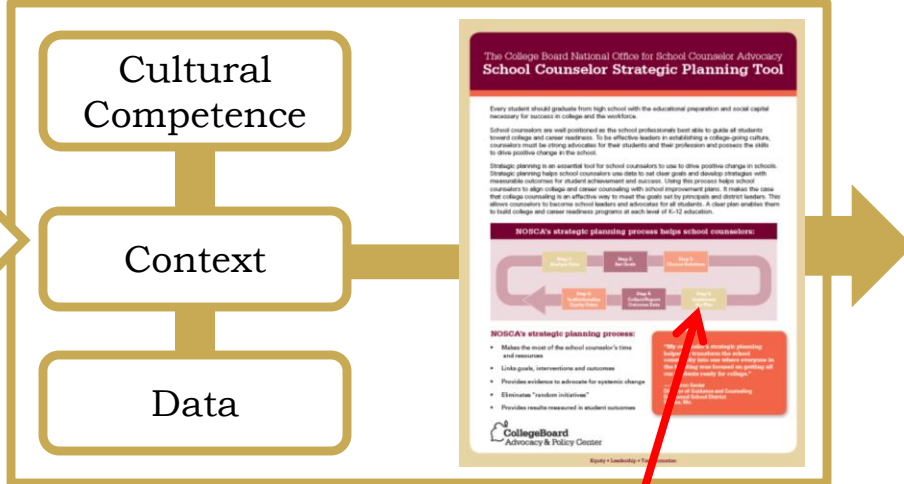
Equitable Outcomes
College and Career Readiness for all Students

Step 1 **Collect and Analyze Data**

◦ What data should be collected?

◦ How is the data disaggregated?

◦ What information will the data reveal?

◦ Where does the data come from?

◦ How are data elements prioritized?

◦ Who owns the data?

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Step 1

Vision: All children will receive a world class education necessary to become a productive global citizen

Mission: Through a systemic Pre-K-12 data driven school counseling program all students will receive developmentally appropriate school counseling services that ensure that are academically, socially prepared for productive careers and life roles in a pluralistic society and world economy.

Mission Statement into Data Elements
Defining and Directional Words

Developmentally Appropriate Socially	Developmentally Appropriate Academically	Careers and Life Roles	Pluralistic Society and World Economy
Data Elements	**Data** Elements	**Data** Elements	**Data** Elements

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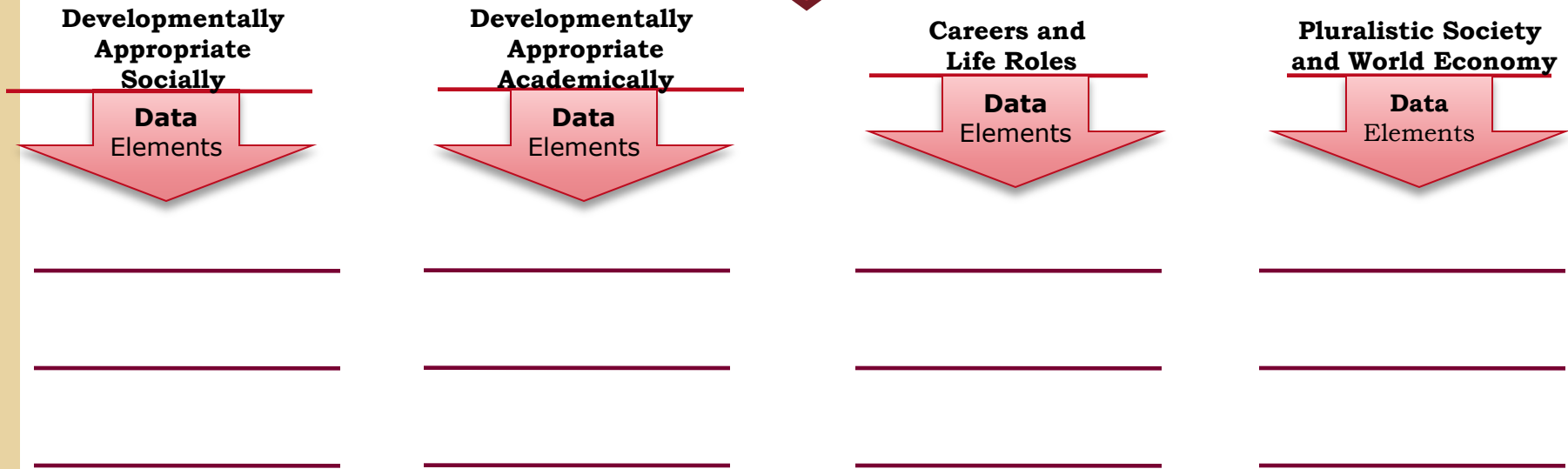
Step 2 **Writing a Measurable Goal**

Generic Goal: Increase the number of students in rigorous courses by 10% by the end of the 2010 academic year.

The Parts of a Goal
‣ Direction – **1**
‣ Group – **2**
‣ Data element(s) – **3**
‣ Expected outcome – **4**
‣ Date of expected outcome – **5**

School Level – Making Goals Equity-Focused

‣ Increase the number of **Latino/gender/SES students** in AP and/or IB courses in **High** schools by 10% by the end of the 2010 academic year.

‣ Increase the number of **African-American/gender/SES students** in Algebra I in **Middle** schools by 10% the end of the 2010 academic year.

‣ Increase the number of **low-income students/gender/specific group** in upper level reading groups in **Elementary** schools by 10% the end of the 2010 academic year.

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Step 2

Writing a Measurable Goal

Directions: Using the data elements assigned to each of the 8 components, write a measurable goal using all five parts of a goal.

The Parts of a Goal
- Direction – **1**
- Group – **2**
- Data element(s) – **3**
- Expected outcome – **4**
- Date of expected outcome – **5**

Example

Increase	Latino students	FAFSA Completion rate	by	10%	by	the end of the year.
Direction (1)	Group (2)	Data element (3)		Desired outcome (4)		Date completed (5)

_____	_____	_____ by	_____ by	_____
Direction (1)	Group (2)	Data element (3)	Desired outcome (4)	Date completed (5)

_____	_____	_____ by	_____ by	_____
Direction (1)	Group (2)	Data element (3)	Desired outcome (4)	Date completed (5)

_____	_____	_____ by	_____ by	_____
Direction (1)	Group (2)	Data element (3)	Desired outcome (4)	Date completed (5)

_____	_____	_____ by	_____ by	_____
Direction (1)	Group (2)	Data element (3)	Desired outcome (4)	Date completed (5)

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Develop and Select Solutions

▸ Conduct gap analysis that compares current initiatives with identifies need.

▸ Develop potential multi-level interventions for each goal.

▸ Ensure interventions that respond to the diversity of all student groups, parent/families in the school community.

▸ Determine the feasibility of interventions – self and staff skill, faculty buy-in and, resources.

▸ Select and prioritize interventions, identify staff responsibilities, benchmarks, and timelines.

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Step 4

Multi-level Interventions

Delivering a consistent message of college and career readiness across the school community!

Individual – Meet with individual students

Group – Conduct group counseling

Classroom – Collaborate with teachers in collaborative classroom instruction

Grade-level – Facilitate grade-level transitions

School-wide – Impact system through policies and procedures

District – Use vertical teams to build a systemic pipeline

Parents/Families – Build social capital to promote empowerment

Community – Create collaborative partnerships

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Columbus, OH: Pearson Merrill Prentice-Hall.

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Readiness Counseling

Component:

Level: Elementary, Middle, High

<u>**Systemic Interventions**</u>

➢Individual –

➢Group –

➢Classroom –

➢Grade-level –

➢School-wide –

➢District –

➢Parents/Families –

➢Community –

Source: Lee, V. V. & Goodnough, G. E. (2011).
        Systemic data-driven school counseling practice and programming for equity.
        In B. T. Erford (Ed.) *Transforming the school counseling profession* **(3rd.).**
        Columbus, OH: Pearson Merrill Prentice-Hall.

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Accountability Using Data

➤ What is the desired outcome?

➤ How will the outcome be demonstrated?

➤ Who will receive the outcome data?

➤ How will the outcome data be used to address inequities?

➤ How will the data inform instruction and policy?

➤ What accountability reports are used in your school/district and do they adequately display targeted gains and needs?
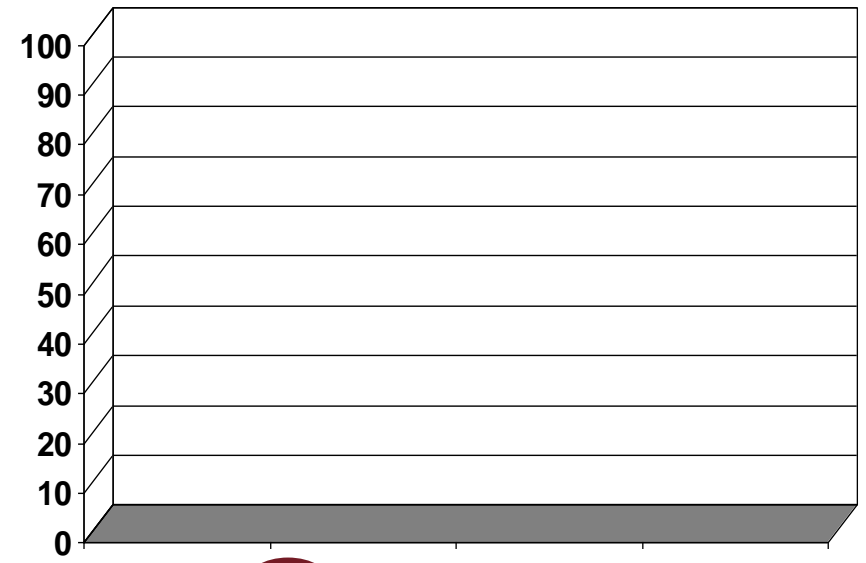
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College and Career
Readiness Counseling

School Level Accountability Report

1 **Baseline Data:**

_____
_____
_____

2 **Goal Statement:**

_____
_____
_____

3 | Systemic Interventions | |
|---|---|
| Individual Level | |
| Group Level | |
| Classroom Level | |
| Grade Level | |
| School-wide Level | |
| Family Level | |
| District | |
| Community Level | |

(Lee & Goodnough, 2011)

100
90
80
70
60
50
40
30
20
10
0

5 **Legend**

4 **Results/Outcome Statement:**

_____
_____
_____
_____

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Institutionalize Change to Sustain Gains in Equity

➤Identify the interventions that resulted in equity gains and make those interventions regular "operating procedure".

➤Identify and change any corresponding policies practices, or procedures necessary to maintain gains.

➤Identify and implement ways to communicate new "operating procedure" to all stakeholders.

➤Continue to monitor data to ensure new "operating procedures" are working.

Now, there are some who question the scale of our ambitions, who suggest that our system cannot tolerate too many big plans.

Their memories are short, for they have forgotten what this country has already done, what free men and women can achieve when imagination is joined to common purpose and necessity to courage.

President Barack Obama

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