



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
July, August or September	Annual Agreement		1. 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 mission and goals
			6. Identifies areas for professional development
July, August or September	School Counseling Program Goals		1. Promote achievement, attendance, behavior and/or school safety
			2. Are based on school data
			3. Address schoolwide data, policies and practices to address closing-the-gap issues
			4. Address academic, career and/or social/emotional development
July, August or September	Calendars (annual & weekly)		<u>Annual (one per program)</u>
			1. Indicate activities of a comprehensive school counseling program
			2. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans
			3. Are published and distributed to appropriate persons
			4. Indicate fair-share responsibilities
			<u>Weekly (one per school counselor)</u>
5. Weekly calendar aligns with planned use of time in the annual agreement			

July, August or September	Action Plans (Curriculum, Small Group and Closing the Gap)		<ol style="list-style-type: none"> 1. Data are used to develop curriculum, small group and closing the gap action plans using action plan templates 2. Action plans are consistent with the program goals and competencies 3. Projected results (process, perception and outcome) data are identified 4. Projected outcome data are stated in terms of what the student will demonstrate
October	Advisory Council (Meeting 1)		<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 program 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
October	Use-of-Time Assessment		<ol style="list-style-type: none"> 1. Use-of-time assessment completed twice a year 2. Direct and indirect services account for 80 percent of time or more 3. Program management and school support activities account for 20 percent of time or less

November	Beliefs		<ol style="list-style-type: none"> 1. Indicate an agreed-upon belief system about the ability of all students to achieve 2. Address how the school counseling program meets student developmental needs 3. Address the school counselor's role as an advocate for every students 4. Identifies persons to be involved in the planning, managing, delivering and evaluating of school counseling program activities 5. Includes how data inform program decisions 6. Include how ethical standards guide the work of school counselors
November	Vision		<ol style="list-style-type: none"> 1. Describes a future where school counseling goals and strategies are being successfully achieved 2. Outlines a rich and textual picture of what success looks and feels like 3. Is bold and inspiring 4. States best possible student outcomes 5. Is believable and achievable
December	Mission		<ol style="list-style-type: none"> 1. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements 2. Written with students as the primary focus 3. Advocates for equity, access and success of every student 4. Indicates the long-range results desired for all students
December	Professional Competencies		<ol style="list-style-type: none"> a. ASCA School Counselor Competencies Assessment completed b. ASCA Ethical Standards for School Counselors have been reviewed
January	School Counseling Program Assessment		School counseling program assessment has been completed

January	ASCA Mindsets & Behaviors		1. Standards are identified and align with program mission and goals
			2. Competencies selected align with learning objectives for lesson plans and provide focus for individual and small group counseling.
February	Use-of-Time Assessment		1. Use-of-time assessment completed twice a year
			2. Direct and indirect services account for 80 percent of time or more
			3. Program management and school support activities account for 20 percent of time or less
February	Calendars (master & weekly)		<u>Calendars Reviewed</u>
			1. Indicate activities of a comprehensive school counseling program
			2. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans
			3. Are published and distributed to appropriate persons
			4. Indicate fair-share responsibilities
5. Weekly calendar aligns with planned use of time in the annual agreement (one per school counselor)			
March	Advisory Council (Meeting 2)		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 program 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

June, July or August	Program Results: Curriculum, Small-Group and Closing-the-Gap Results Reports		<ol style="list-style-type: none"> 1. Curriculum results report is analyzed and implications are considered 2. Small-group results reports are analyzed, and implications are considered 3. Closing-the-gap results reports are analyzed, and implications are considered 4. Program results are shared with stakeholders
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