Ready to RAMP

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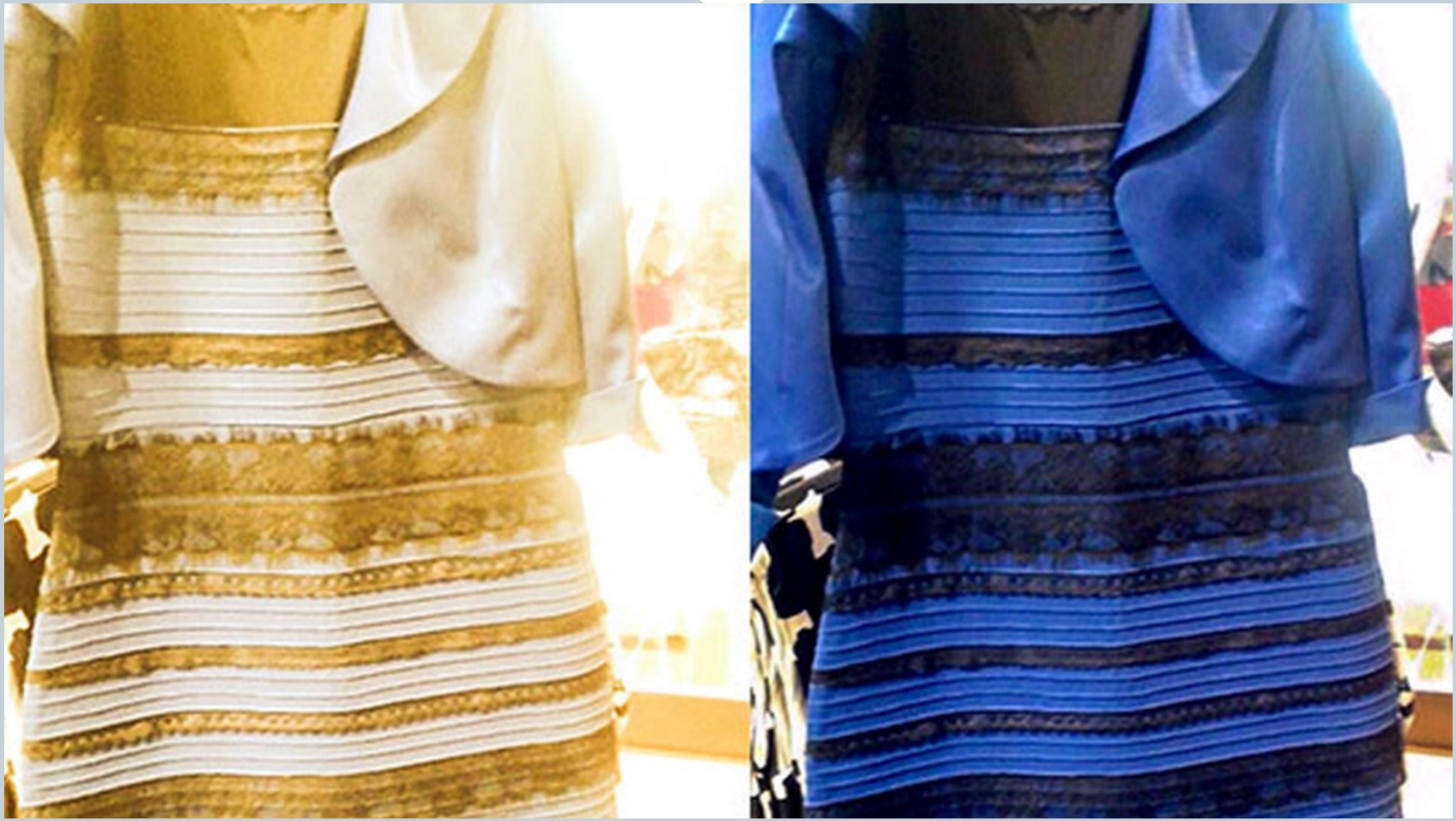
- District Director of Professional Learning & Student Services- High School District 214
- ISCA Vice President of Secondary Schools
- ASCA RAMP Reviewer
- ISCA School Counselor of the Year 2012
- ASCA Semi-finalist for School Counselor of the Year 2015

What does this date mean to you???

Is our Counseling Program RAMP certifiable?

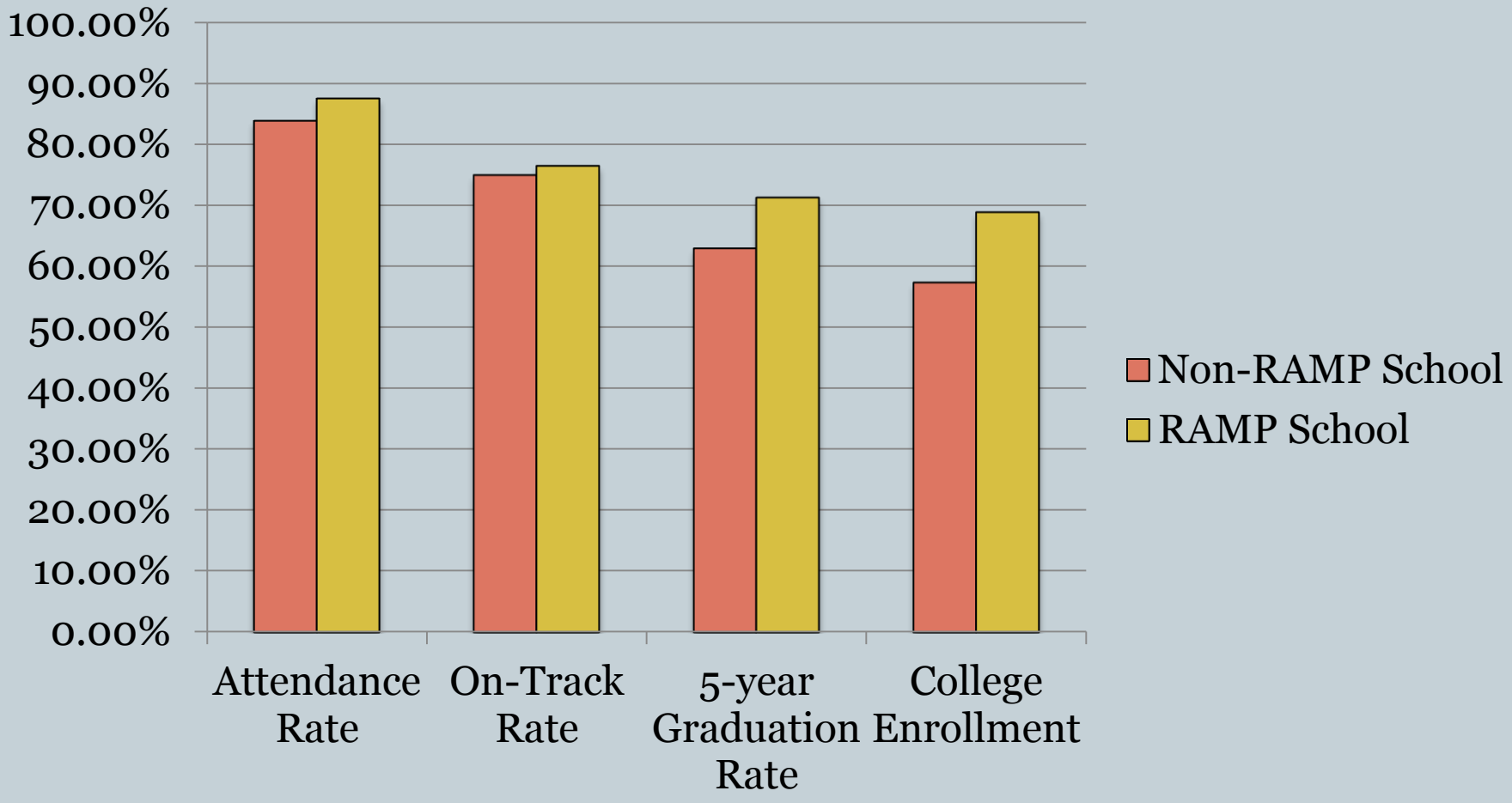


WHY?

- IF YOUR PROGRAM SUCCESSFULLY ANSWERS THE QUESTION:

  "HOW ARE STUDENTS DIFFERENT BECAUSE OF WHAT SCHOOL COUNSELORS DO?"
  - THEN YOU ARE READY TO SHOW THE WORLD THAT YOUR PROGRAM IS RAMPED UP!
- WHY ELSE?
  - RECOGNITION FOR PROGRAM, BUT ALSO
  - ADVOCATING FOR TIME AS COUNSELORS
  - RE-VAMPING PROGRAMS KEEPS OUR PROGRAMS EFFECTIVE
  - UNDERSTANDING 3 IMPORTANT DATA POINTS:
    - ATTENDANCE
    - GRADES
    - BEHAVIORS

Non-RAMP versus RAMP Schools
ASCA survey of similar schools



Illinois Schools that are previous winners (39)! Indiana Schools (225)

Illinois

Al Raby School for Community & Environment, Chicago
Amundsen High School, Chicago
Bloom Trail High School, Chicago Heights
Brooks Middle School, Bolingbrook
Buffalo Grove High School, Buffalo Grove
Chicago Academy High School, Chicago
Downers Grove South High School, Downers Grove
Elk Grove High School, Elk Grove Village
Evanston Township High School, Evanston
Foreman High School, Chicago
Harlan Community Academy , Chicago
John Harvard Elementary School of Excellence, Chicago
John Hersey High School, Arlington Heights
Jones College Prep, Chicago
Kenwood Academy High School, Chicago
Lane Tech High School, Chicago
Lindblom Math and Science Academy, Chicago
Loyola Academy, Wilmette
Maine West High School, Des Plaines
Mather High School, Chicago
McHenry East High School, McHenry
Michele Clark Academic Preparatory Magnet High School, Chicago
Northside Learning Center, Chicago
Phoenix Military Academy , Chicago
Plainfield South High School, Plainfield
Prospect High School, Mt. Prospect
Roger C. Sullivan High School, Chicago
Roosevelt High School, Chicago
Simeon Career Academy, Chicago
Southside Occupational Academy, Chicago
Steinmetz Academic Center, Chicago
Uplift Community High School, Chicago
Vaughn Occupational High School, Chicago
Von Steuben Metro Science Center, Chicago
Wendell Phillips Academy High School, Chicago
Westmont High School, Westmont
Wheeling High School, Wheeling
William Howard Taft High School, Chicago
Willowbrook High School, Villa Park

WHAT: Application components

- Foundation:
  - PROGRAM FOCUS:
    - VISION (Need to be aligned with district & school)
    - MISSION
    - PROGRAM GOALS (S-specific, M-measurable, A-attainable, R-results-oriented, T-time-bound GOALS)
    - Academic Goal: Students will decrease D and F grades by 1% from the 20122013 school year to the 20132014 school year.
    - Personal/Social Goal: Increase preventative mental health related hospitalization supports by 40% for the 20132014 school year.
    - Career Goal: Increase graduation rates from 91.8% to 93% for the 20132014 school year.
  - STUDENT MINDSETS & BEHAVIORS (Competencies/ Student Standards)

Mindsets & Behaviors

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum.
Indicate the grade level you plan to address any standard in the cells below.
It isn't necessary to address each standard each year.

	Grade Level		
Mindsets	**Academic**	**Career**	**Social/ Emotional**
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

© 2003, ASCA National Model: A Framework for School Counseling Programs. American School Counselor Association

WHAT: Application components

- Management
  - PROFESSIONAL COMPENTENCIES AND ETHICS
  - ASSESSMENT:
    - AUDIT OF PROGRAM, USE OF TIME, AND TOPICS COVERED
    - FALL & SPRING DATA WORKSHOPS
  - TOOLS:
    - ANNUAL AGREEMENT, ADVISORY COUNCIL, SCHOOL DATA PROFILE, ACTION & LESSON PLANS, AND ANNUAL & WEEKLY CALENDARS

Lesson Plan

Senior Fall Core Curriculum Lesson Plan #2

School Counselor(s): **Date:** August 27th, 2013

Activity: Preparing to Apply **Grade(s):** 12th grade

ASCA Student Standards (Domain/Standard/Competencies):

Domain: ACADEMIC DEVELOPMENT

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B2.4 apply knowledge of aptitudes and interests to goal setting

A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals.

Domain: CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1.5 Learn to make decisions

C:A1.7 Understand the importance of planning

Learning Objective(s):

1. Students access self-knowledge and utilize college resources to assist them in the application process related to their post-secondary plans.
2. Students understand the steps in the post-secondary decision making.

Materials:

- Computer lab
- PowerPoint Presentation
- Naviance post-survey
- Application Tips handout
- Sample Transcript Request form
- Scholarships handout

Lesson Plan page 2

Procedure:

1.) Naviance
- Review how to look up Buffalo Grove college representative visits and then how to schedule visits.
- Advise students to add students to add colleges to their "colleges I'm thinking about" list.
- Introduce the "colleges I am applying to" tab where students can view which colleges they have turned in transcript request forms for.
- Introduce "scholarships & money" where they can explore local scholarship options.

2.) Organizing colleges under consideration
- Discuss "Safety", "I Fit If", and "Reach" schools.

3.) Application procedures
- Review the "Application Tips" with students.
  - Apply Early - encourage students to apply by the Fall of their senior year to assure they are meeting deadlines. Also mention the importance of scholarship deadlines.
  - Complete Applications Carefully - read the directions carefully, make sure you are using your legal name/information, send in all requested supporting documents, proofread your materials yourself, and/or have a friend/parent/guardian proofread.
  - Remember Post-High School Planning is a Process - meet with college representatives, use your resources (CCC, counselor/college counselor), check your mail/email frequently, explore Naviance, use your checklist, and ask a lot of questions.
- Review new procedures for requesting counselor recommendations through Naviance. Students need to complete "Information for Counselor Recommendations" on Naviance.

4.) Take the the post-survey on Naviance

Process Data: The 11th grade classroom guidance lesson was delivered to 21 junior U.S. History classes. Approximately 510 students participated in the lesson.

Perception Data: On October 8th, 2013, a pre-survey containing 5 questions was administered to the juniors during U.S. History class. An identical 5 question post-survey was administered on October 10th, 2013. Embedded within the pre and post-surveys were questions pertaining to the aforementioned lesson plan. Please see Lesson Plan #3 of Junior Guidance for perception data graphs.

Outcome Data: One of the overall goals of our program is to continue to decrease the percentage of D and F grades by 1% for the 2013/2014 school year. We feel that student's grades will improve due to a greater understanding of the academic competencies addressed in this lesson. The counselor will compare the number of students on the D and F list at the beginning of the year with the number of students on the D and F list at the end of the year.

Follow Up:

Action Plan

Buffalo Grove High School Counseling Core Curriculum Action Plan-FALL

Goals: All three goals will be addressed during Core Curriculum

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competecy	Curriculum and Materials	Projected Start/End	Process Data	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
9	Academic Preparation for the Next Step	Advisory	A:A1.1 A:B2.2 A:C1.6	Naviance pre-survey, Diagram of Academic Resources, EPASS Diagram, Powerpoint	09/04/13 10/01/13 03/04/14, 04/01/14 05/06/14	All Freshman (approx. 500)	Pre/Post Surveys	D/F Grades in June 2013	Jill Hamilton & Jeff Kondrad
9	Career Exploration	Advisory	C:A1.1 C:A1.7 C:B2.1 C:C1.1 C:C1.3	Powerpoint & Naviance	09/04/13 10/01/13 03/04/14, 04/01/14 05/06/14	All Freshman (approx. 500)	Pre/Post Surveys	D/F Grades in June 2013 eventually graduations rates of this class	Jill Hamilton & Jeff Kondrad
9	Identifying Support Personnel	Advisory	PS:A1.2 PS:A1.4 PS:B1.1 PS:C1.11	Powerpoint & SOS Curriculum	09/04/13 10/01/13 03/04/14, 04/01/14 05/06/14	All Freshman (approx. 500)	Pre/Post Surveys	Hospitalization Data	Jill Hamilton & Jeff Kondrad
10	Intro to Career Unit	World History	A:A2 A:B2.6 C:A1 PS:B1.5	Pre-Survey, pencils, students' transcripts, PowerPoint presentation ("On the Road to Success"), Students' PLAN (standardized test scores) results packet (including results, IACT (standardized test) predictor worksheet, test booklets)	September 11, 2013	All Sophomores (approx. 470)	Pre/Post Surveys	Graduation rates of this class	Lily Justiniano & Elizabeth Pilarski

Small Group Action Plan

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Buffalo Grove High School Stress Management Small Group Action Plan

School Counselor(s)	ASCA Domain, Standard and Student Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End		
Francesca Pecoraro & Brittany Vesper (Intern)	Academic A,B,C Personal/Social A, B, C	1.) Introduction to stress management and small group rules – group pre-survey 2.) Getting to know you and your stress – What's on your plate? 3.) Differentiating stress – Eustress and Distress 4.) Take a Deep Breath and Learn Some Short-Term Techniques – developing techniques and a breathing exercise 5.) Good for your body and soul – practicing physical techniques with yoga 6.) Testing your stress – techniques for test and academic related anxiety 7.) A more positive self – practicing positive self-talk and changing negative thoughts using compliments 8.) Revising your stress – look at the plates from group 2 and decide how to best manage it using techniques – group post-surve	Stress Management Pre Survey Stress Management Post-Survey Small group consent forms Manila folders Paper and markers Computer, internet and printer Sticky notes Cardstock Paper protectors Paper plates Open room (Large conference room with tables and chairs moved) Comfortable clothes Music (classical, calming, or as requested by the group) Learning Styles Inventory and the associated "Helpful Tips" Test Anxiety Inventory	12 female students from grades 9-12 October 23-December 18, 2013 50 minutes/week	Pre/Post Survey, Personality inventory	Hospitalization Data, Grades	Start date: October 23, 2013 End date: December 18, 2013		

Closing The GAP

CLOSING THE GAP PROJECT:
COLLEGE AND CAREER EXPLORATION WITH I.S.A.C.
(ILLINOIS STUDENT ASSISTANCE COMMISSION)

School Counselor:

School:

Purpose of Group: This initiative facilitates college and career exploration for our first-generation Latino students to increase course completion rates, increase sub-group ACT scores, and ultimately increase the number of first-generation Latino students graduating high school and applying to college.

How was the group formed? Our district and school goal is to see a minimum of six-point growth from the EXPLORE (8th grade standardized test) to the ACT (11th grade standardized test). Our at-risk Latino sub-group has struggled to meet this goal, therefore this group was formed to increase awareness of the relationship between academic growth to college and career readiness. Secondly, Latino students have significantly lower graduation rates at Buffalo Grove High School.

Target Population: A total of 20 Latino, First Generation in College, junior students participated in the ISAC group.

Time Required: 8 - 50 minute long periods. The intervention runs twice a year.
Meeting dates: October 23, October 30, November 6, November 13, November 20, November 27, December 4, December 11

ASCA National Standards and Competencies

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Competency A2: Acquire Skills for Improved Learning
A: A2.1 Apply time and task management skills
A: A2.2 Demonstrate how effort & persistence positively affect learning.

Standard B: Students will complete school with the academic preparation essential to choose a wide range of substantial post-secondary options including college.

Competency B2: Plan to Achieve Goals
A. B2.2 raise assessment results in educational planning.
A: B2.4 Apply knowledge of aptitude and interests to goal setting.
A: B2.7 Identify post-secondary options consistent with interests.

Competency C1: Relate School to Life Experience
A. C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

Career Development Domain

Closing the GAP

Outcome Data:

This group intervention has been implemented to our Junior students. We are hopeful to see an increase in the latino graduation rates of this junior class in 2015. We will continue to monitor graduation rates of our current junior participants.

We did see significant growth from the EXPLORE to the ACT among our Hispanic sub-group. As mentioned earlier, ACT expects students to grow at least six points from 8th grade testing (EXPLORE) to 11th grade testing (ACT). Immediately following this closing the gap intervention, junior students took the ACT. As a result, there was a composite 4.2-point growth and particularly a 4.9-point growth in English. This has increased by 1% from the previous year.

In terms of D/F grades, D grades went down from 7.3% in 12/13 school year to 6.0% in 13/14 school year. F grades went down from 3.1% to 1.9%.

Implications: This ISAC group has slightly impacted the graduation rate for Latino students, yet there are still more ways in which we can incorporate math and reading skills in order for Hispanic students to meet A.Y.P. (adequate yearly progress) and raise their ACT scores to open more doors to post-secondary educational options.. Our thoughts are to incorporate more resources during our Saturday School academic center, particularly for our at-risk Latino and ELL students. Particularly next year, we would like to also help students complete applications during Saturday School because they are in need of more support with the process. Also, our school developed a Literacy Lab in which students and teachers tutor struggling students in all academic areas.

WHAT: Application components

- Delivery System (80% or more of your time)
  - DIRECT Services: Core Curriculum, Student Planning, responsive services
  - INDIRECT Services: referrals, consultations, collaboration

- Accountability
  - DATA ANALYSIS (School Data Profile/ Use-of-time)
  - PROGRAM RESULTS
    - Process: 30 students participated in six classrooms (What services were provided?)
    - Perception: 59% of fifth graders feel safe at school (Information gained or What people think they know?)
    - Outcome: 79% of the senior class was accepted into a four-year college (Impact on the overall school)
  - EVALULATION AND IMPROVEMENT

WHAT: 12 parts- Max 5 points a piece

- Rubric
  - Vision Statement
  - Mission Statement
  - School Counseling Program Goals
  - ASCA Student Standards/ Mindsets & Behaviors
    - http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors
  - Annual Agreement
  - Advisory Council
  - Calendars
  - School Counseling Core Curriculum Action Plans and Lessons Plans
  - School Counseling Core Curriculum: Results Report
  - Small-Group Responsive Services
  - Closing-the-Gap Results
  - Program Evaluation Reflection

HOW

- **YEAR 1**
  - CREATE A COMMITTEE OF 2-3 COUNSELORS & DESIGNATE ONE AS THE POINT PERSON
  - AUDIT CURRENT PROGRAM AND ANALYZE SCHOOL-WIDE DATA, THEN DEVELOP A NEEDS ASSESSMENT
  - ASSIGN COUNSELORS TO BOTH SPECIFIC DEVELOPMENTAL COUNSELOR PROGRAMS AND COMPONENTS OF THE APPLICATION
  - MEET WITH ALL COUNSELORS DURING SPRING OR SUMMER TO COLLABORATE IDEAS
  - IMPLEMENT PROGRAM FOR A YEAR & COLLECT DATA THRU PROCESS

HOW

- **YEAR 2**
  - IMPLEMENT PROGRAMS AND GATHER ALL MATERIALS BY SPRING SEMESTER TO THEN SUBMIT APPLICATION BY OCTOBER 15TH!

WHERE

ONLINE APPLICATION THRU ASCA

- www.schoolcounselor.org

OR

ASCA NATIONAL MODEL THIRD EDITION

- A Framework for School Counseling Programs

WHEN

- All applications must uploaded to the online application site by 5 p.m. (Pacific) on Oct. 15.
- No late applications will be accepted or reviewed.
- Applications are reviewed for eligibility prior to the scoring process.
- Incomplete applications will not be reviewed, and no refunds will be given.
- The RAMP Review Committee is an independent panel composed of school counseling professionals. Decisions by the reviewers are final.
- All applicants will receive notification via e-mail by late January.
- The application fee is $200 ($400 for nonmembers). At least one school counselor at the school must be an ASCA member to receive the member rate.
- The RAMP designation is valid for FIVE years. At the end of FIVE years, schools may apply again to continue to be designated a RAMP school but the renewal process should begin after the fourth year.

WHO

- COUNSELORS FROM ALL OVER THE NATION (ELEMENTARY THRU HIGH SCHOOL) REVIEW APPLICATIONS.
- THERE ARE AT LEAST THREE REVIEWERS PER ONE APPLICATION
- SCORES ARE AVERAGED FOR EACH SCHOOL
- REVIEWER SCORES EACH SECTION OUT OF 5 POINTS (12 SECTIONS)= Total 60 points
- RAMP STATUS WILL BE AWARDED TO SCHOOLS WITH A SCORE OF 54 POINTS OR HIGHER.
- RE-SUBMISSION FOR APPLICATIONS WITH SCORES BETWEEN 48-53 POINTS

Any Question?

- Audit your program
- Keep it simple
- Utilize hours during the day to complete
- Have one person proof-read
- All goals, mission, vision, lessons, & closing the GAP should all align
- 3 data point: behavior, grades, and attendance
- Keep open mind through process and allow your advisory to give great feedback