

Comprehensive Counseling and Guidance

State Model for Gulf Shores High School

Introduction

The school counseling and guidance program at Gulf Shores High School is an integral part of the total educational process in the school and must be accessible to all students. The counseling and guidance program must consist of activities that address and meet students' various educational and developmental needs. Counselors have developed a program to meet the standards of the Comprehensive Counseling and Guidance Model for Alabama Public Schools specifically as they relate to the students at Gulf Shores High School. . This document and The ASCA National Model: A Framework for School Counseling Programs will be used by all Gulf Shores High School counselors for developing and implementing comprehensive, outcome-based school counseling and guidance programs that meet the needs of all students. The Gulf Shores High School will help prepare students for success in academic, career, and personal/social development. Counseling and guidance is an integral part of each school's total educational program. The counseling and guidance program help students achieve their full potential through four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. This document and The ASCA National Model: A Framework for School Counseling Programs should be used by all Alabama public schools for developing and implementing comprehensive, outcome- based school counseling and guidance programs that meet the needs of all students.

Gulf Shores High School continues to define new directions for their profession that focus on a shift in emphasis from service-centered for some students to program-centered for all students. The purpose of the Gulf Shores High School Plan is to create one vision and one voice for comprehensive school counseling and guidance programs throughout the school for all students. The plan is based on the following three premises:

1. School counseling and guidance programs are based on specific student knowledge and skill content.
2. School counseling and guidance programs are outcome-based programs.
3. School counseling and guidance programs are developmental and comprehensive in scope and sequence.

Mission Statement

The mission at Gulf Shores High School is to effectively provide a motivating, safe, and trusting environment that empowers all students to become life-long emotional, social, academic, and career-oriented citizens who not only will be able to face present challenges, but also future challenges as well. Not only does the mission provide needs-driven activities for students to develop skills for positive decision-making, but also bring about awareness of themselves in relation to careers and post-secondary education. These opportunities are developed in an environment where cultural diversity is acknowledged. Counselors work in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society.

Goals

The goals for the 2020-2021 academic school year are to effectively facilitate a counseling and guidance program that assists all students in achieving their maximum potential. The goals include conducting individual, as well as group counseling. Group planning academically is also done with students. For this reason, students have numerous opportunities while at Gulf Shores High School. The counselor's job is also to be available to help students with academics, personal/social life, and career development. Furthermore, counselors at GSHS assist students in crisis situations as well.

Through small group and individual counseling, the students currently enrolled at Gulf Shores High School will become aware of the resources and support services that are available within the community. The students at Gulf Shores High School will be assisted in filling out scholarships and college applications to further their education. Although most scholarships focus on the senior population, some do incorporate the underclassmen.

Program Benefits

All stakeholders share the benefits of this plan. School counseling and guidance programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, communities, postsecondary institutions, and student services personnel.

Benefits for Gulf Shores High School Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

Benefits for Gulf Shores High School Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

Benefits for Gulf Shores High School Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills □

Analyzes data to improve school climate and student achievement

Benefits for Gulf Shores High School Administrators

- Develops and implements a school counseling and guidance plan to promote student success
- Utilizes data for school improvement
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for Gulf Shores High School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission

Benefits for Counselor Educators

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling and guidance programs
- Provides a model for site-based school counseling fieldwork and internships
- Increases data collection for collaborative research on school counseling and guidance programs
- Establishes a framework for professional development to benefit practicing school counselors

Benefits for the Community of Gulf Shores and surrounding area

- Builds collaboration with businesses and industries and enhances the potential for every student's
- postsecondary success
- Provides a workforce with a stronger academic foundation Promotes equity and access to the workforce

Benefits for Postsecondary Education

- Enhances articulation and transition of the student to postsecondary institutions
- Encourages and supports rigorous academic preparation that prepares every student for the most appropriate postsecondary educational opportunities
- Motivates every student to seek a wide range of substantial postsecondary options, including college

Promotes equity and access to postsecondary education for every student

Benefits for Student Services Personnel

- Defines the school counseling and guidance program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling and guidance program data to maximize benefits for individual student growth

Increases collaboration for utilizing school and community resources

Program Delivery Components

Gulf Shore's High School's comprehensive counseling and guidance program must guarantee that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) is utilized in assisting students to achieve these competencies.

School Guidance Curriculum

The Gulf Shores High School guidance curriculum includes structured experiences presented systematically through classroom and group activities from ninth through twelfth grade. One counselor is

responsible for ninth and tenth grade students who are pursuing the Alabama High School Diploma, another counselor is responsible for juniors and seniors who are pursuing the Alabama High School Diploma. A Career Coach works with all Gulf Shores High School students to assist them in any and all capacities.

Classroom Guidance Activities: Gulf Shores High School Counselors facilitate the delivery of guidance curriculum activities.

Group Activities: Gulf Shores High School Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small- group counseling may be either immediate-response or long-term counseling.

Interdisciplinary Curriculum Development: Gulf Shores High School Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas.

Parent Workshops and Instruction: Gulf Shores High School Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Individual Student Planning

Individual student planning at Gulf Shores High School includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development.

Individual or Small-Group Appraisal: Gulf Shores High School Counselors help students assess and interpret individual abilities, interests, skills, and achievements.

Individual or Small-Group Advisement: Gulf Shores High School Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information.

Placement and Follow-Up: Gulf Shores High School Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Responsive Services

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation.

Consultation: Gulf Shores High School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families.

Personal Counseling: Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks.

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan.

Peer Facilitation: Gulf Shores High School Counselors may assist in the training of students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association.

Referrals: Counselors use referral sources to enhance the services provided through the school counseling and guidance program.

System Support

Gulf Shores High School counselors participate in direct guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

Professional Development: Gulf Shores High School Counselors are regularly involved in updating professional knowledge and skills

In-Service: Gulf Shores High School Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis.

Consultation, Collaboration, and Teaming: Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

Public Relations: Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

Community Outreach: Counselors forge partnerships with local businesses, industries, and social service agencies.

Consultation with Staff: Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

Curriculum Development Support: Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

Advisory Committees: Counselors form counseling and guidance advisory committees at both the system and the individual school level.

Program Management and Operations: Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff.

Figure 1

Gulf Shores High School Program Delivery Components*			
SCHOOL GUIDANCE CURRICULUM	INDIVIDUAL STUDENT PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
Provides guidance content in a systematic way to all students in Grades K-12	Assists students in planning, monitoring, and managing their personal and career planning	Addresses the immediate concerns of students	Includes program, staff, and school support activities and services
Purpose	Purpose	Purpose	Purpose
Student awareness, skill development, and application of skills needed in everyday life	Student educational and occupational planning, decision making, and goal setting	Prevention and intervention	Program delivery and support
Areas Addressed:	Areas Addressed:	Areas Addressed;	Areas Addressed:
Academic Motivation to achieve Decision-making skills Goal setting Planning Problem-solving skills	Academic Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test data	Academic Academic concerns Physical abuse Sexual abuse Emotional abuse Grief, loss, and death Substance abuse Family issues	Academic Guidance program development Parent education Teacher and administrator consultation Staff development for educators School improvement planning Counselor professional development Research and publishing Community outreach Public relations
Career Awareness of educational opportunities Knowledge of career opportunities Knowledge of career/technical training	Career Knowledge of career opportunities Knowledge of career/technical training	Sexual issues Coping with stress Relationship concerns School-related concerns: tardiness, absences and truancy, misbehavior, school avoidance, drop- out prevention	
Personal/Social Self-esteem development Interpersonal	Personal/Social Need for positive work habits		

effectiveness Communication skills Cross-cultural	Development of healthy self-concept		
effectiveness Responsible behavior	Development of adaptive and adjustive social behavior		
Counselor Role	Counselor Role	Counselor Role	Counselor Role
Structured groups Consultation Guidance curriculum implementation	Assessment Planning Placement	Individual counseling Small-group counseling Consultation Referral	Program development and management Consultation Coordination

Note: These lists represent examples and are not exhaustive.

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.

Program Structural Components

Individual School Counseling and Guidance Advisory Committee

In addition to the LEA counseling and guidance advisory committee, each local school must establish a counseling and guidance advisory committee to advise and assist with the development and implementation of the comprehensive counseling and guidance program as reflected in the LEA advisory committee guidelines. The committee helps identify student needs and provides program support. The individual school counseling and guidance committee assists with the development and implementation of the comprehensive counseling and guidance program. Committee members represent all interested parties of the comprehensive counseling and guidance program: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the committee meet at least twice a year.

Counseling and Guidance Department Organization

At the beginning of the school year, counselors meet with principals regarding the counseling and guidance program. The counseling department chair works with principals for an equitable delegation of grade level assignments and duties.

Coordinators' Role

Coordination and direction of the LEA's comprehensive counseling and guidance program is critical. Counseling and guidance coordinators provide necessary support for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, supporters, and advisors. Counseling and guidance coordinators provide leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community.

Principals' Role

Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselors to use their specialized training in an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

Counselors' Role

Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, individually and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention than can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

Teachers' Role

Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program. As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors.

Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling and guidance program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

Guidance Resources

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

Use of Time

The following percentages (See Figure 2 below.) serves as a guide to school counselors and administrators for determining the time the program needs to allocate for each of the four program

delivery components. School counselors should keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non-school counseling activities. In this way, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

Alabama Grade-Cluster Standards, Competencies, and Indicators—Guidance Curriculum Scope and Sequence

The following competencies for Gulf Shores High School students at each grade-cluster level (9-12) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills.

Gulf Shores High School Counselors will determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school guidance curriculum and the individual student planning components appropriate for the specific grade level within the school program.

Guidance activities must be outcome-based and linked to the appropriate indicators. The following is to be used to assist counselors in planning the overall guidance curriculum at Gulf Shores High School. The competency indicators are intended to be cumulative. Consequently, careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

Guidance curriculum Scope and Sequence for Students in grades 9-12

Academic Development Domain

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

Competency A: B2 Plan to Achieve Goals

A: B2.1 Establish challenging academic goals in elementary, middle/junior high and high school A: B2.3 Develop and implement annual plan of study to maximize academic ability and

Achievement

Standard C: Students will understand the relationship of academics to the world of work to life at home and in the community.

Competency A: C1 Relate School to Life Experience

Career Development Domain

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.

Competency C: A2 Develop Employment Readiness

C: A2.2 Apply job readiness skills to seek employment opportunities

C: A2.3 Demonstrates knowledge about the changing workplace

C: A2.4 Learn about the rights and responsibilities of employers and employees

C: A2.5 Learn to respect individual uniqueness in the workplace

C: A2.6 Learn how to write a resume

Career Development Domain

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competency C: B1 Acquire Career Information

Competency C: B2 Identify Career Goals

C: B2.2 Assess and modify their educational plan to support career.

Standard C: Students will understand the relationship between personal equalities, education, training, and the world of work.

Competency C: C1 Acquire Knowledge to Achieve Career Goals

Minimum Requirements for Gulf Shores High School Counseling and Guidance Program

Gulf Shores High School counselors function in a manner consistent with the educational philosophy and mission of the school system and the school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. School counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama.

Organizational Framework, Activities, and Time

1. Gulf Shores City School System and Gulf Shores High School will implement a comprehensive counseling and guidance program that:

- a. Ensures that each counselor develops and follows a planned calendar of activities;
- b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and
- c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.

2. Gulf Shores City School System and Gulf Shores High School will provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
3. Gulf Shores City School System and Gulf Shores High School will make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.
4. Gulf Shores City School System and Gulf Shores High School will establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Gulf Shores City School System and Gulf Shores High School will implement a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.

6. Gulf Shores City School System and Gulf Shores High School will provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools for the type of school.
7. Gulf Shores City School System and Gulf Shores High School implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Gulf Shores City School System and Gulf Shores High School will implement a comprehensive counseling and guidance program that:

- a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
- b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

9. Gulf Shores City School System and Gulf Shores High School will implement a comprehensive counseling and guidance program that:

1. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
2. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);
3. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
4. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

10. Gulf Shores High School counselors will assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interceptive services.
11. Gulf Shores High School counselors will consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

12. Gulf Shores City School System and Gulf Shores High School will implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
 - b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;
 - c. Promotes awareness of the program components to students, staff, and the community; and
 - d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

13. Gulf Shores City School System and Gulf Shores High School will provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:
 - a. Provide private office(s) properly equipped with locked files for counseling records,

- b. Provide private telephone line(s) for confidential telephone conversations,
- c. Are adequate in size for conducting small-group counseling and classroom- guidance activities, and
- d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.

14. Gulf Shores City School System and Gulf Shores High School will provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

Program Accountability Components

Accountability and evaluation of school counselors and the school counseling and guidance program are integral components of quality programs. Alabama’s comprehensive school counseling and guidance programs should be data driven. This means data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. School counselors and the comprehensive counseling and guidance program must answer the question, “How are students different as a result of the school counseling and guidance program?” Now, more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students’ academic success.

MONITORING STUDENT PROGRESS

Counselors of data-driven school counseling and guidance programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor’s role in addressing those needs.

Student Data

Gulf Shores High School counselors use student, school site, and system data to monitor student progress. In order for progress and successfulness to occur, Gulf Shores High School counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor’s responsibility as indicated on page 7 of this document in the section, “Individual Student Planning.” To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress. Student-achievement data include:

- Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program scores
- Graduation rate – percent to graduate
- Promotion and retention rates
- Completion of specific academic programs

Achievement-related data measure those areas shown to be correlated to academic success. Achievement-related data include:

Suspension and expulsion rates

Alcohol, tobacco, and other drug violations

Attendance rates

Standards- and competency-related data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program. These data include:

- Percentage of students having a four-year plan on file
- Percentage of students participating in job shadowing
- Percentage of students setting and attaining academic goals

Disaggregated Data

The counselors at Gulf Shores High School ensure academic success for every student. Counselor-initiated activities are designed to meet the needs of under-served, under-performing, and under-represented populations. Gulf Shores High School counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. Alabama's school counselors must not only look at data globally, but also must be able to disaggregate data.

Attendance rates

School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students.

Data Over Time

Collecting immediate, intermediate, and long-range data allows Gulf Shores High School counselors to gain a true picture of the impact of the school counseling and guidance program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that school guidance and counseling implementation plans are rooted in a clear understanding of the particular and unique needs of students. School counselors should determine student needs that are

unique to their school and community. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

Monitoring Program Progress

Program Evaluations

At Gulf Shores High School, the counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the competencies and the Minimum Requirements for School Counseling and Guidance Programs in Alabama.

Student Results Evaluations

The goal of results evaluations is to show change in student behavior and student learning. The data indicate which activity worked and clarify what should be changed.

Results evaluations and the results report serve as a guiding tool. The results not only ensure the program is carried out, but also ensure that every student is served and indicates how to improve the program to meet everyone the needs of everyone.

Program Audits

The program audit is used to assess the school counseling and guidance program's alignment with the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and *The ASCA National Model: A Framework for School Counseling Programs*. An audit is a checklist that helps define the current status of the school counseling and guidance program. The primary purpose at Gulf Shores High School is to collect information and to guide future actions within the program and to improve future results for students. Every year, this information is collected in a number of ways. Information is gained through surveys, numerous forms, and through verbal communication.

PERSONNEL EVALUATIONS

DEVELOPMENT AND IMPLEMENTATION OF THE INDIVIDUAL SCHOOL COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

Individual School Preparation

Review the LEA plan for a comprehensive counseling and guidance program in addition to reviewing the requirements set forth in this document. Pay close attention to components that affect the grade levels of the individual school.

Individual School Consultation with Leadership

The purpose of consultation with persons in leadership roles is to establish with the principal, faculty, staff, and community stakeholders the changes that will take place during the transition. Gulf Shores High School Counselors establish individual school counseling and guidance advisory committee, consult and

plan with the school principal the transition timeline, calendar and faculty in-service for the counseling and guidance plan.

Individual School Needs Assessment

The purpose of the needs assessment is to establish priorities for each school. Gulf Shores High School counselors review the LEA's comprehensive and guidance plan, incorporate applicable components of the LEA's comprehensive counseling and guidance program as the introductory material for the individual school plan, and then adapt this information along with forms and surveys for the purpose of gathering information to effectively implement a program designed for Gulf Shores High School.

Individual School Adaptation of Program Structural Components

Gulf Shores High School counselors develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama, consult counseling and guidance advisory committees, incorporate use of data, develop action plans, and utilize calendars.

Individual School Program Accountability – Gulf Shores High School

- Develop forms and sample reports
- Conduct program audits.
- Utilize school counselor performance evaluations.
 - LEA-developed counselor performance evaluation instrument
 - Data analysis of standards implementation

Individual School Program Implementation Process – Gulf Shores High School

Develop counselor program forms.

Draft initial document.

Document review by administration and other stakeholders.

Make changes.

Finalize document.

Secure letter of approval/implementation from principal/superintendent.

Provide copy of finalized document to counselor(s).