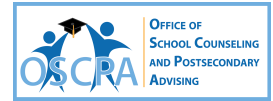




2017-2018 SCHOOL COUNSELOR/ADMINISTRATOR ANNUAL AGREEMENT



INSTRUCTIONS:

Please submit one annual agreement per school counselor. Type your responses directly into this form and hit "submit" when completed. You may save your work and come back to it later before submitting if needed. Visit the Office of School Counseling and Postsecondary Advising (OSCPA) [Knowledge Center](#) or [Rubric](#) for more details and links to examples.

Submission Deadline:

5:00 p.m. on Friday, September 1, 2017



*The Annual Agreement can serve as an artifact during a pre- or post-observation conference to capture evidence for Components: 1c-1f, 2c, 2e, 4d.

School Name:

Name of school counselor completing this form:

Network:

Is this your first year at this particular school?

Elementary/Secondary:

Name of Principal:

**Total # of school counselors
in your building:**

How many students are on your school counseling caseload?

If you are the only counselor, your caseload is "all students."

How are school counseling caseloads distributed at your school?

Which students are on your school counseling caseload? *Please indicate the specific grade levels, last names, or homerooms. If you are the only counselor in the school, you may type "all students."*

Have you agreed and been officially nominated to receive the stipend for performing case management work for 2017-2018?

All CPS School Counselors must be evaluated under the REACH Framework for School Counselors. OSCP strongly discourages the use of the Educational Support Specialist Framework - even for those counselors who choose to serve as case managers [against the recommendation of OSCP and ASCA](#). If you are currently utilizing the ESS Framework, please discuss your plan for transitioning to the School Counselor Framework below:

What is your planned time distribution for this school year?

In the table below, please specify the percentages of your full work day that you plan to spend delivering the components of a comprehensive school counseling program. The total at the bottom of the page **must add up to 100%**. Source: [ASCA National Model: A Framework for School Counseling Programs, 3rd edition](#).

	Counseling Service	Planned Time Distribution	Recommended Time Distribution
Direct Services to Students In-person interactions between school counselors and students	School Counseling Core Curriculum: (Tier 1) Planned instructional program that is comprehensive in scope, preventative in nature, developmental in design, and delivered to every student, enabling them to attain the desired standards (attitudes/skills/knowledge) appropriate for their developmental level. <i>EXAMPLES:</i> Classroom guidance curriculum; co-teaching SEL standards with content-area teachers; student/parent orientations; college/career fairs; postsecondary site visits; community or business tours; schoolwide team building/leadership workshops.	%	80% or more
	Individual Student Planning: (Can be Tier 1, 2, or 3) Ongoing systemic activities designed to assist students in evaluating and establishing personal goals, making decisions, and developing immediate and long-range plans. May take place in a one-on-one, small group, classroom, or large group environment. <i>EXAMPLES:</i> Facilitating completion of the Individual Learning Plan; leading students in transcript audits, test score appraisal, or interest/ability/skill inventories.	%	
	Responsive Services: (Can be Tier 1, 2, or 3) Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response. <i>EXAMPLES:</i> Short-term, goal-focused counseling for students navigating critical situations; school wide support in emergency or crisis situations. Note: School counselors do NOT provide therapeutic treatment of a mental, emotional, or bodily disorder.	%	
Indirect Services to Students Interacting with others to provide support for student achievement	Referrals: (Can be Tier 1, 2, or 3) Directing students, parents, and families to school and community resources for additional assistance within the three domains. <i>EXAMPLES:</i> Referrals for tutoring; career planning websites; employment training services; community agencies that treat mental health issues.	%	20% or less
	Consultation: (Can be Tier 1, 2, or 3) Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains. <i>EXAMPLES:</i> Serving as the school's resident expert on student development; serving as a student advocate; reaching out to other experts and stakeholders to receive information on students' needs.	%	
	Collaboration: (Can be Tier 1, 2, or 3) Teaming, partnering, resource sharing, serving on committees and advisory boards. <i>EXAMPLES:</i> Serving on grade level teams, the ILT, behavioral health teams; creating formalized partnerships with community based organizations; joint presentations; district or state advisory board participation; facilitating parental workshops.	%	
Program Planning and Management	Planning, management, and evaluation of the school counseling program. <i>EXAMPLES:</i> Developing an Evidence-Based Implementation Plan, Annual Agreement, Results Report, and Flashlight; completing a school counseling program assessment.	%	20% or less
Non-Counseling Duties	Any duty falling outside of the REACH Framework for School Counselors, including "fair share" responsibilities (activities that all members of the school staff take equal turns doing to ensure the school's smooth operation). <i>NOTE:</i> The goal is to limit these duties as much as possible.	%	

What are your major roles and responsibilities for this school year? → Refer to the [Roles & Responsibilities Doc](#)

-
-
-
-
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-
-
-
-
-

What are your professional development commitments for this school year?

In the tables below, indicate the professional learning opportunities you commit to attending during this school year, in accord with the identified areas of needed professional development through your REACH Performance Evaluation. Use the [OSCPA SY 2017-2018 PD and Events Calendar](#) for planning purposes.

Date	Professional Development

Date	Professional Development

What are your professional collaboration responsibilities for this school year?

Indicate the committees/teams/external partnerships in which you will participate, specifying how often the group meets and whether you are a leader or member of the team.

Committee/Team	Meeting Frequency	Leader or Member?

Professional membership organizations of which you are a part:

School counselors are ethically mandated to “maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics” (Source: [ASCA Ethical Standards for School Counselors, 2016](#), B.3.b.).

[American School Counselor Association member?](#)

[Illinois School Counselor Association member?](#)

Others:

Evidence of Articulation Between the School Counselor and Administrator

Below, please indicate evidence of review and discussion between the school counselor and administrator regarding this Annual Agreement.

1. Each counselor must schedule a meeting with their administrator (at least 30-45 minutes is suggested) to discuss the Annual Agreement.
2. Complete as much of the Annual Agreement as possible prior to meeting with your administrator, so you are prepared for the conversation.
3. During the meeting, be sure to discuss your roles, responsibilities, and usage of time at length and come to a clear and mutual understanding.
4. Finalize, e-sign, and submit the Annual Agreement, ensuring that your administrator also e-signs. See the Guiding Document for more detailed instructions on e-signing, if needed.

Date of meeting:

School Counselor Signature (Required):

Counselor must e-sign first, then enter the name and email address of your administrator when prompted.

Administrator Signature (Required):

Submission Deadline:

5:00 p.m. on Friday, September 1, 2017

Resources/Guidance for completing the Annual Agreement may be accessed on the Office of School Counseling and Postsecondary Advising [Knowledge Center](#).

Questions?

Please contact counselorplan@cps.edu.

INSTRUCTIONS:

Please submit only one plan per school. Type your responses directly into this form and hit "submit" when completed. You may save your work and come back to it later before submitting if needed. Visit the Office of School Counseling and Postsecondary Advising (OSCPA) [Knowledge Center](#) for more details and links to examples.

Submission Deadline:

5:00 p.m. on Friday, September 1, 2017



Mission Statement: 1c
Annual Calendar: 1e, 2c, 3b-3d, 4d
S.M.A.R.T. Goal(s): 1c, 1e, 1f, 3a, 4a
Action Plan(s): 1c, 1e, 1f, 2c, 3a, 3b-e, 4a, 4c
Lesson Plan: 1a-1f, 2c, 3a-3d, 4c

SECTION I

DATA ELEMENTS

School Profile

The School Profile provides contextual and demographic data. Many of these data points can be used to further disaggregate the metrics in your Data Metric Bank (page 3).

School Name:

Elementary/Secondary:

Network:

Name of Principal:

School Counselor Name(s):

Total Number of Students: ?

Total Number of Counselors:

Counselor-to-Student Ratio = 1 to

If the only school counselor at your school, are you receiving the stipend for case management?

% Low Income: ?

College Access Staff/Organization Name(s):

% of Students Identified as Diverse Learners: ?

Student Misconducts: ? (Levels 1, 2, and 3)

% Limited English (ELL): ?

Student Misconducts: ? (Levels 4, 5, and 6)

Mobility Rate: ?

Out of School Suspensions: ?

% of Students who are Asian: ?

Expulsion Referrals: ?

% of Students who are Black: ?

Average Daily Attendance (SQRP): ?

% of Students who are Hispanic: ?

% Chronic Absenteeism: ?

% of Students who are White: ?

% Chronic Truancy: ?

% of Students who are Other: ?

SECTION I, Continued...

DATA ELEMENTS

Menu of Data Elements

The Menu of Data Elements contains metrics that school counselors can use to guide and inform counseling program activities. Counselors should begin the school year by reviewing these data, identifying priorities, and setting goals for moving metrics. Items included in the School Quality Rating Policy (SQRP) are denoted as such.

ELEMENTARY SCHOOLS	HIGH SCHOOLS
% 8 th Graders On-Track: ?	% Freshmen On-Track (SQRP): ?
# of Age Cycle 15 Students: ?	# of Age Cycle 15 Students: ?
% of 8 th Graders Eligible to Apply to at Least One High School Program (excluding CTE): ?	% of Students Needing Credit Recovery: ?
% of 8 th Graders who Submitted at Least 1 Non-Neighborhood High School Application (previous year data): ?	% of Seniors with a Valid SSN Who Completed a FAFSA: ?
% of 8 th Graders Needing Summer School: ?	% of Student Body Enrolled in an AP/IB Course: ?
% of 8 th Graders Going to Summer School that are ELL: ?	Graduation Rate (SQRP): ?
% of 8 th Graders Going to Summer School that have an IEP/504 plan: ?	Dropout Rate (SQRP): ?
% of Students Earning D's/F's: ?	College Enrollment Rate (SQRP): ?
% of Students with 2+ Early Warning Indicators: ?	College Persistence Rate (SQRP): ?
Student Attainment on the NWEA MAP Reading Test (SQRP): ?	% of Seniors Accepted to at Least One 4-Year College: ?
Student Attainment on the NWEA MAP Math Test (SQRP): ?	Total Scholarship Dollars Awarded: ?
Student Growth on the NWEA MAP Reading Test (SQRP): ?	Average ACT/SAT Score: ?
Student Growth on the NWEA MAP Math Test (SQRP): ?	Students Earning Early College or Career Credentials (SQRP), as defined below...
Student Growth on ACCESS for English Learners (SQRP): ?	% Students Who Have Earned at Least One College Credit: ?
% of Students who Completed their ILP on Naviance: ?	% Students Earning a 3+ on an AP Exam and/or a 4+ on an IB Exam: ?
	% Students Earning an Approved Career Certification: ?
	% of Students who Completed their ILP on Naviance: ?

Other Data Metrics You May Choose to Address Through Your S.M.A.R.T. Goals⁺

- Homework Completion Rates [?](#)
- Extracurricular Involvement [?](#)
- Grade Point Average [?](#)
- 5Essentials Surveys (SQRP) [?](#)
- % Seniors Enrolled in a Match or Reach College [?](#)
- Average % of Students with a Family Member Attending Report Card Pick-Up [?](#)
- % Students on the A/B Honor Roll [?](#)

⁺Schools wishing to RAMP must follow more stringent criteria on data selection for program goals. Contact OSCPA for more information.

SECTION II COUNSELING DEPARTMENT ORGANIZATION AND RESPONSIBILITIES

How are school counseling caseloads distributed at your school?

School counseling office hours of operation:

Has your school counseling department established an advisory council?

Annual school counseling department budget (not including your CTU funds):

Materials and supplies needed this school year:

Include general office supplies (i.e. paper, pencils, post-its) as well as materials needed for direct student services (i.e. curriculum, activity supplies, software).

SECTION III

MISSION STATEMENTS

Chicago Public Schools Mission:

To provide a high-quality public education for every child in every neighborhood, that prepares them for success in college, career, and community.

Office of School Counseling and Postsecondary Advising Mission:

To ensure that school counseling teams (counselors and coaches) utilize leadership, advocacy, systemic change, and collaboration to promote student success, provide preventative interventions, and respond to student needs by implementing a comprehensive, student-centered, data-informed school counseling program that advances the academic, social/emotional and college/career development of all students and is aligned with district goals and state standards.

Your School's Mission Statement:

Your School Counseling Program Mission Statement:

→ [Visit the Rubric](#)

SECTION IV

ANNUAL SCHOOL COUNSELING PROGRAM CALENDAR

Please complete the below annual calendar template to assist you in planning for the upcoming school year. This is a great document to share with students, parents, teachers, and other key stakeholders to inform them about what you do! Be sure to include the activities you outlined in your action plan(s).

→ [Visit the Rubric](#)

	School Counseling Classroom Instruction	Small Group Counseling	School Counseling-Related Events/Workshops
SEPTEMBER			
OCTOBER			

	School Counseling Classroom Instruction	Small Group Counseling	School Counseling-Related Events/Workshops
NOVEMBER			
DECEMBER			

	School Counseling Classroom Instruction	Small Group Counseling	School Counseling-Related Events/Workshops
JANUARY			
FEBRUARY			

	School Counseling Classroom Instruction	Small Group Counseling	School Counseling-Related Events/Workshops
MARCH			
APRIL			

	School Counseling Classroom Instruction	Small Group Counseling	School Counseling-Related Events/Workshops
MAY			
JUNE			

	School Counseling Classroom Instruction	Small Group Counseling	School Counseling-Related Events/Workshops
JULY			
AUGUST			

ACADEMIC S.M.A.R.T. GOAL STATEMENT ([Click here for examples](#))

→ [Visit the Rubric](#)

2016-2017
Data:

Target for
2017-2018:

Briefly identify the reason this data metric warrants your focused attention this year:

TOP 3 STRATEGIES YOU WILL IMPLEMENT THIS YEAR TO REACH YOUR ACADEMIC GOAL

Counseling Activity	Activity Type/ Responsible	Student Standards <small>Use abbreviations</small>	Process Data	Attitudes, Knowledge, and Skills You Will Measure <small>Examples</small>
#1	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	
#2	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	
#3	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	

SOCIAL/EMOTIONAL S.M.A.R.T. GOAL STATEMENT ([Click here for examples](#))

→ [Visit the Rubric](#)

2016-2017
Data:

Target for
2017-2018:

Briefly identify the reason this data metric warrants your focused attention this year:

TOP 3 STRATEGIES YOU WILL IMPLEMENT THIS YEAR TO REACH YOUR SOCIAL/EMOTIONAL GOAL

Counseling Activity	Activity Type/ Responsible	Student Standards <small>Use abbreviations</small>	Process Data	Attitudes, Knowledge, and Skills You Will Measure <small>Examples</small>
#1	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	
#2	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	
#3	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	

POSTSECONDARY S.M.A.R.T. GOAL STATEMENT ([Click here for examples](#))

→ [Visit the Rubric](#)

2016-2017
Data:

Target for
2017-2018:

Briefly identify the reason this data metric warrants your focused attention this year:

TOP 3 STRATEGIES YOU WILL IMPLEMENT THIS YEAR TO REACH YOUR POSTSECONDARY GOAL

Counseling Activity	Activity Type/ Responsible	Student Standards <small>Use abbreviations</small>	Process Data	Attitudes, Knowledge, and Skills You Will Measure <small>Examples</small>
#1	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	
#2	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	
#3	Activity Type: Person(s) Responsible:	Mindsets: Behaviors:	Target Audience: # Students Impacted: Target Date(s): Location:	

SECTION VI**SAMPLE CORE CURRICULUM LESSON PLAN**[→ Visit the Rubric](#)**Title of Lesson:****Target Date(s):****S.M.A.R.T. Goal this Lesson Addresses:****Target Audience/Grade Level:****Time Required:****Type of Lesson:****Materials/Resources Needed:****Person(s) Responsible:****Other Staff Needed:****Student Standards Addressed:****Learning Objectives:**

Use abbreviations (i.e. M1, B-LS 1, B-SMS 6)

[ASCA Mindsets](#)[ASCA Behaviors](#)**Student attitudes, knowledge, and skills you are measuring through this lesson:****Outcome data you hope to impact through this lesson (grades, attendance, behavior, etc.):****Activity Outline:**

SECTION VII**EVIDENCE OF COUNSELOR/ADMINISTRATOR COLLABORATION**

Evidence of collaboration between the school counselor/counseling team and administration for review and articulation of the Evidence-Based Implementation Plan.

Date of Meeting Between Counselor(s) and Administrator:

Lead School Counselor Signature (required):

Counselor must e-sign first, then enter the name and email address of the administrator when prompted.

Administrator Signature (required):

Submission Deadline:

5:00 p.m. on Friday, September 1, 2017

Resources/Guidance for completing the Evidence-Based Implementation Plan may be accessed on the Office of School Counseling and Postsecondary Advising [Knowledge Center](#).

Questions?

Please contact counselorplan@cps.edu.