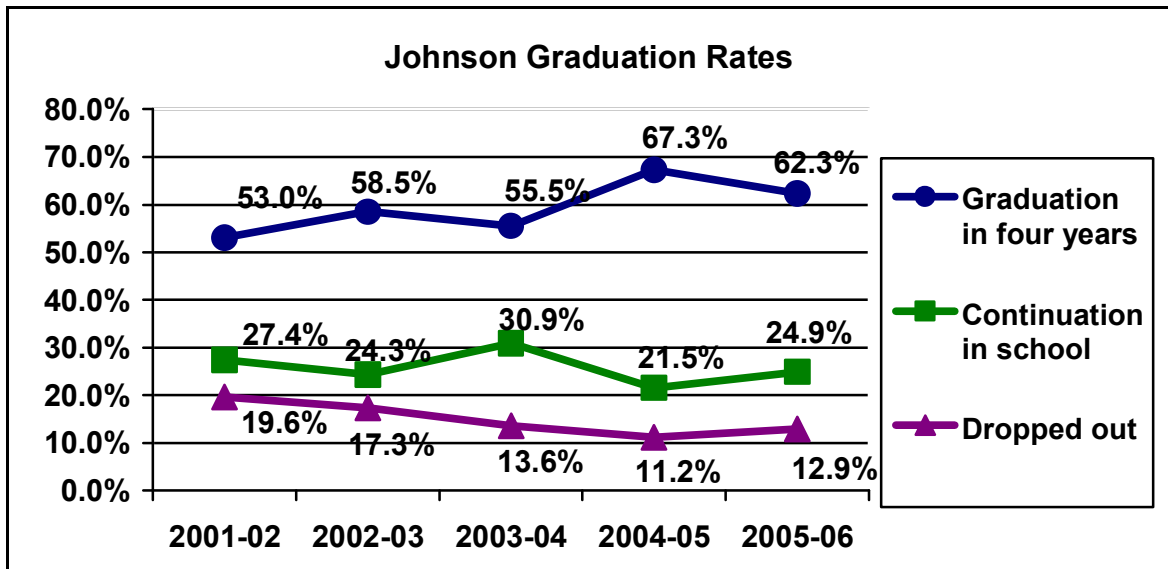


Johnson High School Saint Paul Public Schools

December 2006



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Johnson High School Connected Counseling Report Executive Summary

Part I. Progress on Redesign Goals

The major accomplishments during 2005-2006 included:

Goal 1: Guidance Counselors accept new vision of guidance counseling and assume new roles

- The counseling department as a whole understands the new vision, and the principal sees them as really committed to the new ASCA model of counseling. Counselors are going into classrooms and working collaboratively with teachers on the goals the school has for students.
- Counselors' work support the "grand scheme" of the school to build relationships between students and adults, set high standards for students, and connect high school to the future.
- For 2006-2007, Johnson counselors reached a consensus on a comprehensive plan. In the process, they thought about adjustments to better use their time, to collaborate with administration on the plan, and to inform the entire staff through their master calendar.
- As a result of counselors' new roles, more students were reporting meeting with their counselor individually and seeing presentations by counselors.
- Counselors increased their ability to gather and use of data and increased the quantity and quality of opportunities for students to assess their progress and options for post-high school.
- To make time for their new roles, the guidance technician and career center coordinator helped with presentations in the career center, and the guidance tech helped with technology and data processing.

Goal 2: Design guidance curriculum and new initiatives

- Counselors created comprehensive guidance curriculum for all grade levels. They significantly expanded the presentations they make to all Focus, Foundations, and Frameworks classes, collaborating with the teachers in having students plan for high school and beyond.
- Opening of the career center supported the expanded guidance curriculum by providing computers and other resources dedicated to the counseling department through which students could work on their Six Year Plan, personality and interest assessments, and career exploration tools.
- Counselors are implementing a new "closing the gap" activity in 2006-2007 using the "Why Try Program" curriculum with ninth graders who were not successful in the first quarter.

Goal 3: Advisors effectively counsel students and support them

- Advisories and "F" classes are the vehicles developed at Johnson to connect with students and help them be successful in high school and graduate with a plan for the future. Counselors assist with advisory activities and collaborate with "F" class teachers in developing curriculum.

Goal 4: Implementation of the Six Year Plan for all students

- Counselors collaborated with "F" class teachers at each grade level to implement the Six Year Plan.

Goal 5: Expand College Access

- The initiatives involving all Johnson staff, including counselors, resulted in more preparation of students for college and more seniors making post-secondary applications.

Part II. Student Outcomes

- Unfortunately, the graduation rate at Johnson decreased by 5% from 67.3% in 2004-05 to 62.3% in 2005-06. However, this is still 6.8% higher than in 2003-04.
- There were significant increases in the percent of students who "felt part of their school" – 5-7% at each grade level. There were also increases in students who reported at least one adult who knew them well and/or they could talk to – from 4% to 10% more at each grade level.

Part I. Redesign Goals

Background of Johnson High School

Smaller Learning Academies

The Connected Counseling initiative is part of a larger school change effort at Johnson High School to build smaller learning communities. The central requirements of the smaller learning communities include setting high standards for all students, building relationships between students and adults, and connecting high school to the future. While students continue to enjoy the benefits of a comprehensive high school, they will be encouraged to develop a personal plan of study determined by an analysis of interests, skills, strengths, and talents.

The Johnson Senior High School administration and staff have created eight academies. They are: (1) Freshman FOCUS Academy, (2) Arts, Communication & Humanities, (3) Business, Marketing & Management, (4) Architecture, Engineering & Design, (5) Education & Human Services, (6) Health Sciences, (7) Hospitality, Tourism & Recreation, and (8) Natural Resources & Environmental Sciences.

Advisories

Johnson High School has a four-period block schedule with four quarters each year. Advisory is scheduled for 30 minutes three days a week. Tuesdays and Thursday are quiet reading time for Saint Paul Reads, and on Wednesdays, academies use their curriculum.

Four “F” Classes

One quarter class each year is designated for each student to plan for high school and for their post-secondary future. Freshmen go into Freshmen FOCUS, sophomores into Foundations, juniors into Frameworks, and seniors into Finale. The “F” classes are one quarter long during a regular 84 minute class period. Through these four “F” classes, students in all academies plan for their high school career and investigate self-selected post-secondary career opportunities through company tours, job shadowing, mentoring, and internships, ending with a Senior Project which may also have a career focus.

Freshmen FOCUS class introduces ninth graders to high school life and the culture of Johnson High School. This class helps students identify their skills and interests, develop a Six Year Plan, and engage in career exploration activities. For sophomores, one teacher in each of the seven academies teaches a *Foundations* class through which students are introduced to the broad career opportunities, tools, and experiences related to fields connected to their academy. All juniors have the *Frameworks* class during which students continue career exploration with interest inventories, additional research, including exploration of colleges, college visits, and financial aid. Students develop a proposal for their Senior Project. Starting in 2005-2006, seniors could elect to take a quarter-long class called *Finale* through which they fully develop their Senior Project. The Class of 2006 was the first class to have the Senior Project as a graduation requirement. The Senior Project is the culmination of the student’s high school experiences. Each student chooses a topic, prepares a written paper, and gives an oral presentation before a panel that includes experts with knowledge in the chosen area.

Counselors

In 2005-2006, the counseling department included five counselors, a counselor’s assistant, a guidance technician, and a guidance secretary. The department’s work plans for 2006-2007 were built around the staff of five counselors, however, one counselor took the position of district Connected Counseling project coordinator, and the Johnson position will not be filled until fall of 2007. Students are assigned to counselors by alphabet. Each counselor also is a member of one academy team. Counselors go into the “F” classes with guidance curriculum and Six Year Plan activities for the particular grade levels.

Counselors work with advisories on course selection and registration, recruitment and interpretation for the PSAT, interpretation of PLAN results, and other testing activities.

Career Center

A new position of College Career Resource counselor was created in the fall of 2005 but is currently not filled. By fall of 2006, the Career Center was furnished and opened. The vision is that the counselor in the Career Center, with the help of the other four counselors, will use the Career Center technology and materials to help all students plan for high school and post-high school and to ensure that every senior will have a defined plan for the day after graduation. If students need help developing this plan, the Career Center will be the locus of activity, with the assistance of the College Career Resource counselor and/or student's individual counselor. Students can use this center to gain additional information about college and careers as well as receive assistance in successfully applying for college or jobs. The work of the Career Center counselor is being done in 2006-2007 by the remaining four counselors

In addition, counselors will bring students to the Career Center for other guidance activities and special events. For example, the Eighteenth Birthday Parties will be held there, and counselors will work with small groups needing special help.

Goal 1: Guidance Counselors accept new vision of guidance counseling and assume new roles

1. School administration, guidance counselors, and advisory staff understand and accept the new vision for guidance and counseling.

Practitioners make vision for guidance counseling their own.

Though individual school counselors were deeply involved with Connected Counseling (CC) from the beginning of the project, the department as a whole was slower to engage with the project. Nevertheless, by spring 2006, it was clear that Johnson school counselors understood the thrust of Connected Counseling and were committed to developing a plan for 2006-2007 using the ASCA model as a guide. They felt the support of their principal who had attended several district level CC meetings with the Johnson counseling team. A counselor said, "She has a handle on it and is supportive of it – when she comes to the meetings, that's a huge statement of support."

The principal noted that the school counseling department had really changed in the last year. She said, "Our counselors are really committed to the new ASCA model of counseling, and we're seeing a lot more initiative on the part of counselors to get into classrooms and to work hand in hand with teachers on goals. . . We're seeing a more direct connection between teachers and counselors and students and counselors. . . . It doesn't happen in one school term or maybe even two or three years. I would rather have it introduced in a way in which people are not going to be overloaded in addition to all the other responsibilities counselors have."

The principal sees the four "F" classes as natural opportunities for teachers and counselors to work together on something that is "really meaningful." She said, "[Counselors] are working with kids on doing career and interest surveys, they are working on the Six Year Plan, and they are working on interpretation of the career part of the PLAN. So, it attaches to the work that kids are already doing in these particular classes." It is important to the principal that the work of the counselors in the classroom is part of the "grand scheme" of the school. Going into 2006-2007, both administration and counselors felt this vision had been realized.

Operationalize Connected Counseling Operational Structure (CCOS) notebook per ASCA Model.

Johnson school counselors held several meetings within their department and with the CC Project Co-coordinators to complete their plans for 2005-2006. One department chair said, “We finally got the CCOS done and that was huge.” During a workshop with Trish Hatch on March 6 and 7, 2006, the counseling department, joined by the principal, reviewed their CCOS in preparation for the new 2006-2007 version. On June 19, 2006, the Johnson team gave an overview of the CCOS with which they would open the 2006-2007 school year, and their CCOS notebook was completed by September 2006.

When Johnson counselors compared the ASCA guidelines for *use of their time* with their current practice they found that the 15% time they spent delivering guidance curriculum was a bit low. They were somewhat heavy with 40% on individual student planning. They planned to tweak some parts of their plan and add more *guidance curriculum* for 2006-2007 to get closer to the ASCA guidelines.

The *Principal/Counselor Agreement* proved to be a useful tool for increased collaboration with administration about the work of counselors. The Counselor-Principal Agreement set deadlines for scheduling students for the coming school year so counselors would have time to adjust students’ schedules before the start of the year. Because 2005-2006 started with only 52% of students with a full schedule, counselors negotiated with administration one full paid week during July or August 2006 to enroll new students and to ensure that all students had a full schedule when school started. However, the administration was not able to get the master schedule to counselors in time, and fall 2006 began as much the same as fall of 2005.

Counselors had the principal approve their *master calendar* so it could be sent out to teachers to provide information and serve as a reminder to teachers with whom they had scheduled classroom presentations. Counselors have seen that creating a calendar and having it approved by an administrator causes them to be more focused. They found that if they communicated with teachers in the building earlier, while they were still planning, teachers were more willing to work with them. As a result, they gained more access to students and were able to do more classroom curriculum. Johnson counselors see the master calendar as a planning, information sharing, and public relations tool. Each month, they will email that month’s activity to the faculty as a reminder, and they will enter it into office tracker – the calendar in the main office that counselors use to keep track of who’s doing what each day.

Reports about counselors from students

One source of results data was from surveys completed by ninth, tenth, and eleventh grade students in spring 2006 (see Appendix B for more results). In spring 2006, more students reported seeing their counselor individually and seeing a presentation by a counselor than in previous years. Some of the findings included:

- There has been a dramatic increase in the percent of students who reported that “they have met with a counselor individually” across the years and grades (52.7% of 2004 ninth graders compared to 75.4% of 2006 ninth graders and 96.8% of 2006 eleventh graders).
- Johnson had the highest percentage (94.8%) of 2006 eleventh graders who said that “they had met individually with a counselor” (11.1% higher than the district average).
- There was also an increase in the percent of students who “have seen a presentation by a counselor” (42.3% of 2004 ninth graders compared to 56.9% of 2006 ninth graders and 75.4% of 2006 eleventh graders).
- More 2006 students reported that when they had a problem or a concern they went to a counselor (21.9% compared to 17.2% in 2005), to a teacher advisor (8% compared to 4.4% in 2005), and to a classroom teacher (19.7% compared to 16.8% in 2005).

2. *Guidance counselors effectively assume new roles focused on leadership, mentoring, and provision of professional development.*

Counselors assume new leadership roles.

During 2005-2006, Johnson counselors gathered data, which they had not done before. They established a list of freshmen who were not on track for graduation as early as the first quarter. They also had information on seniors which had not been all in one place before. They were starting to gather data together in documents in order to articulate what was happening in the building with their students. One counselor said, “Our principal just loved that Bluebook that we [Connected Counseling] put out. This helps her know what’s going on in her building.”

Other ways that the Johnson school counselors took leadership in the past year included:

- Counselors recommended that all students complete the PLAN test as part of exploring their interests and goals and planning for the future.
- Counselors organized a career fair that stimulated congratulatory remarks from college representatives and from the principal. The counselors and principal worked together to organize the fair so that the college representatives were greeted at the door of the school, and students came to the fair in an orderly manner and were attuned to exactly what the task was. In separate sessions, the juniors and seniors first sat in the bleachers to hear the principal outline the expectations for the day and to urge them to take advantage of this opportunity. Students were given 30-45 minutes to go to all the stations to pick up materials and ask questions. Comments from the college reps included:
 - Your passion for the advancement of your students is quite evident and is truly refreshing.
 - It was very obvious that you and your staff put much work into the morning – from the Junior ROTC students greeting us, to the way that your students conducted themselves and the great questions they asked. It was obvious that great things are happening at Johnson.
 - The principal thought that the kids asked good questions, that they were engaged in what was going on, and that clearly there was an educational benefit to the activity.

Represent guidance and counseling at school site.

Counselors meet with administration weekly and with the school staff monthly. Counselors participate on academy teams to assist with career-related activities such as early release day field trips and the Career Day. Counselors are part of the school’s marketing team that will promote Johnson at the citywide Parent Information fair.

3. *Guidance technicians effectively assume non-counseling duties currently performed by counselors.*

Perform/align functions in accordance with CCOS.

The guidance technician has taken on work that counselors would otherwise do, such as helping with standardized testing and PLAN testing, but also helps with the new Connected Counseling work that counselors have taken on. One counselor commented, “She is serving very efficiently and very helpfully.” She took on the problem they had with organizing students’ user names and passwords by creating a database. She has also created databases of students who are not successful, (i. e. having N’s). The counselors found that they were doing “a lot” more presentations, usually in the Career Center. The guidance technician served as their computer person and was there during the presentations to provide technical assistance and instruction on the technology for counselors when needed. The guidance tech helps prepare materials for advisories or for presentations in the four “F” classes.

The Career Center coordinator helps with groups in the Career Center when they are working on their Six Year Plan. She also helps with the study skills activity, assisting with groups that come into the Career Center. During this counselor planned activity, students are distracted with a video, food, and games

while they study. The purpose of the activity was to have students think about the most effective environment for studying. (See below for more detail)

Guidance technician position becomes sustainable following grant period.

During 2005-2006, the school general budget absorbed 10% of the guidance technician's salary and benefits. For 2006-2007, this became 20%.

Goal 2: Guidance counselors and other members of the school community design guidance curriculum and new initiatives focused on increasing graduation rate/reducing dropout rates.

Implement new guidance curriculum that every student should have.

For the first time for 2006-2007, Johnson counselors developed a written plan for comprehensive guidance curriculum formatted with the domains, standards, and competencies to be addressed in each activity. One counselor said, "That will enable us to see whether we have gaps, whether there are some standards or some of the competencies that we are not covering. We can do future planning from that."

From the beginning, Johnson school counselors have been involved to some extent with the four "F" classes. For 2006-2007, they have significantly increased the presentations scheduled into the Focus, Foundations, and Frameworks classes.

Freshman Activities

In addition to the Freshman Focus teachers' curriculum, counselors do activities in the Focus classes. Students work on their Six Year Plan, using IDEAS from MCIS to identify interests. Students will learn to understand their transcript and grade point average. A counselor will have students work with a "Course Selection Puzzle." The puzzle covers five things students should consider when choosing classes. They need to know (1) graduation requirements by the state and school, (2) what is needed to get into college – both the courses colleges are looking for and the courses that will help them get better scores on college entrance exams, (3) what would fulfill their personal goals, (4) what personal circumstances to consider such as IEP or PSEO, and (5) what skills are needed for different careers. Counselors work with the Freshman Academy to organize Youth Frontiers' retreats near the beginning of the freshman year which connect students and staff with the theme of respect.

In ninth grade social studies classes, one counselor conducts a study skills lesson. She divides the class into three groups, with each assigned a different environment for learning the meaning and spelling of 10 difficult words. One group faces the wall to study, another group is given pillows and teddy bears, and the third group is taken to another room where a video is playing and food is available. They take a test to see which group was the most effective in learning the words and they debrief their experiences and talk about environments for studying.

This year, the school counselors sent a letter to ninth graders introducing themselves. Also new in 2006-2007 will be an introduction to sample tests, having students come down to the Career Center to do an introduction to the ACT and to ACCUPLACER (College Board placement tests used by Minnesota community and technical colleges).

Tenth and Eleventh Grade Academy Activities

During 2005-2006, counselors helped with the tenth grade Foundations and the eleventh grade Frameworks classes. For example, a counselor may go in to teach about transcripts, how to apply for financial aid, and other information regarding going to college. Both tenth and eleventh graders will update and expand their Six Year Plans (see Six Year Plan section below).

Tenth grade:

The school counselors decided that in 2006-2007 they would test all the tenth graders with the PLAN which included an interest inventory, study skills inventory, and academic skills testing. Students will be given their results in their tenth grade English classes – in January for the first semester students and in February for the second semester students. Counselors will bring students to the Career Center so that they can record the results into their Six Year Plan and do some activities to plan for their future. They will go over the results for parents at a Saturday morning presentation. Foundations classes will also have an introduction to financial aid so that they understand how it works, and counselors will help students begin collecting data to be used for future resumes, suggesting various volunteer community and school activities.

Eleventh grade:

For eleventh grade, counselors talk a lot about how to choose a college, and a new activity this year will be “how colleges choose you.” One 2006-2007 session being conducted each quarter with the eleventh grade Frameworks classes includes discussion of (1) ACT/SAT, ACCUPLACER (used by state colleges) and how it helps students know whether they would need remedial classes if they were going to college at that time, (2) the College Fair in November, (3) timelines for applying to colleges, (4) requirements for going to a two-year or a four-year college, and (5) opportunities for being a foreign exchange student during high school or college.

Twelfth grade:

Johnson counselors sent out senior letters earlier this year – in September 2006. The letter included a credit analysis with a list of courses students need to retake and asked students how counselors could help them. They sent a survey asking what seminars they would like to register for, such as financial aid or how to write an essay. They hope to get these letters out before school starts next year.

A new activity for 2006-2007 is the “18th Birthday Party.” Each month, the counselors invite the students with an eighteenth birthday to the Career Center for cupcakes and information of importance to persons their age. One counselor created a PowerPoint containing information related to selective service, voting, crimes, drinking, marriage, children, jury duty, and contracts. They registered 24 new voters before the November 2006 election. The males registered for selective service, and counselors answered questions about why girls did not have to register. When students asked about parent authority, they learned that parents still need to sign forms for the school while they are still living at home. The counselors found that the students “really loved it.” They felt it was good “PR” for the counseling department; students see their school counselor in a different light.

Johnson will add a Senior Retreat for the end of the school year – the Wisdom Retreat with Youth Frontiers. The retreat helps seniors reflect on high school successes and struggles as an entire class. Seniors will be lead through a process to reach closure, particularly on the struggles, and be guided toward a more meaningful transition into life beyond high school. They believe it will help create a positive school climate during the final weeks of the year and help some seniors make the final push to graduation.

Implement targeted intervention strategies to “close the gaps”.

Johnson’s “closing the gap” activity for 2005-2006 was to give a special invitation to parent conferences for parents of ninth grade students with two or more N’s (incompletes) at the end of the first quarter. Only one parent attended! They had planned to do a Saturday morning breakfast meeting with parents and students, but one counselor said, “We abandoned that – we thought we would be eating alone!” They reevaluated their plan. One activity they did instead was to call the 82 students into the auditorium with the counselors and administration to talk about the seriousness of failing two or more classes. In addition,

counselors held an “attitudes for success” lesson during one period for all those students. When they looked at the class completion data for these students at the end of the year, they found students who did not attend that special lesson did as well as students who did attend. Counselors concluded that they had to go “back to the drawing board.” The data helped them decide to modify their activities.

One closing the gap activity for 2006-2007 involves the use of Why Try curriculum with freshmen that counselors identify as needing additional support for school success. They have titled it the “Positive Attitude Project.” Each counselor will select those students within their assigned alphabet who receive three N’s or more. The guidance technician generates the list of students meeting the criteria upon request of the counselors. Some counselors will begin at the first quarter and others at the end of the first semester. Special education students will be served by special education teachers. Counselors are working with the Why Try program staff and researcher to analyze the data they will keep. They will use a Why Try pre-test and post-test and will look at students’ grades in future quarters. Why Try has provided other instruments and sample forms and letters for students and parents. There are eleven activities from which to choose for use with students, each taking about an hour. Counselors will rotate the classes from which they will pull students, and will use only a portion of the 84 minute period in order to limit the amount of class the students miss. Counselors will use the data collected during the year to evaluate this activity.

Responses from students about course selection.

The responses from students on the spring 2006 student surveys were about the same as in 2005 on whether they were taking classes that challenged them. Seniors were more likely to report that their courses were relevant to their future plans. These results (see also Appendix B) included:

- 2006 students reporting taking challenging classes was about the same as in 2005 for ninth, tenth, and twelve graders. In 2006, the percentage taking challenging classes was 66% of ninth grade, 74% of tenth grade, and 77% of eleventh grade.
- In 2006, by eleventh grade, only 5.9% of students reported they did not know what they “needed to graduate from high school.”
- 2006 seniors were more positive that their “courses were relevant to my future plans” than 2005 seniors (73.6% in 2006 compared to 62.6% in 2005).

Goal 3: Advisors effectively counsel students and support them

Counselors provide leadership in development of advisory systems and help build capacity of advisors.

On November 2, 2005, a districtwide “Advisory Status Check” meeting was attended by a small team from each high school to discuss the purpose, needs, and future of advisories within the district. In addition, a Connected Counseling co-coordinator conducted a meeting with a district official and an advisory team at Johnson to facilitate a conversation within the school about the status of their advisory system and their goals and plans for the future. The outcome of the meeting was that (1) Johnson was very comfortable with where there were at with the four “F” classes and would continue to focus on the Six Year Plan, (2) Johnson planned to develop a REAL career resource and was excited about it, (3) Johnson decided to continue having Advisory three times a week for 30 minutes (2 days SSR and 1 day Advisory SLC curriculum), (4) Curriculum writing would occur this summer for both Ninth Grade and ACE Academies, (5) The Senior Project development would continue and was thought of as invaluable to the culture of Johnson High School, (6) and the staff was concerned about the required (twice yearly) staff review and verification of students’ Six Year Plans.

Advisory is scheduled 30 minutes three days a week. Tuesdays and Thursdays are quiet reading time for Saint Paul Reads, and on Wednesdays, academies use their own curriculums. Many “advisory-type”

activities have become part of the four “F” classes. The Freshman Academy advisories introduce ninth graders to the culture of Johnson High School and develop a cohesive unit of students who know each other fairly well. The seven career-related academies each have their own career-related activities in mixed grade advisories.

Four times a year, Johnson has early-release days and six times a year, special advisory days. During those times, academy leaders, with their team of teachers and a counselor, conduct activities for their academy students. They may go on a field trip to a location related to the academy focus. For example, the Hospitality, Tourism & Recreation students went to the Mills City Museum in Minneapolis; they also toured behind the scenes at Camp Snoopy at the Mall of America.

Develop and use advisory and classroom curriculum with primary focus on facilitation of Six Year Plan. Johnson’s four “F” classes have become the place for counselors to present the guidance curriculum including the Six Year Plan that they have created for each grade level of students. For detail, see Goal 2 describing guidance curriculum and Goal 4 describing the Six Year Plan.

Counselors provide supportive professional development activities

School counselors arranged for training in the Why Try program for several key staff at Johnson including the principal, three counselors, and a special education teacher. They ordered the Why Try curriculum and decided to use it with freshman they identify as not being successful.

Use data to drive decisions in advisories.

Data was being used more by counselors and by decision-making teams at Johnson. Counselors were seeing the importance of using data to help determine what guidance curriculum was needed for all students and for determining what “closing the gap” activities to do. Specific examples of data being used by Johnson counselors include:

- They established a list of freshmen that were not on track for graduation as early as the first semester.
- They have information on the seniors which had not been all in one place before.
- Counselors recommended that all students complete the PLAN test as part of exploring their interests and goals and planning for the future. The PLAN results data are given to each student.
- Counselors are working with the Why Try program staff and researcher to analyze the data they will keep.

Reports about advisories and “F” class activities from students

The main purpose of advisories and “F” classes at Johnson was for each student to feel connected to at least one adult in the school and to feel connected to Johnson. There were mostly positive reports from the spring 2006 student surveys on how the purpose was being met (see Appendix B). These included:

- There was a statistically significant increase from 2005 to 2006 in the percent of ninth graders who “felt that they were a part of this school” (84.8% in 2006 compared to 79.4% in 2005). There was also an increase among tenth graders (from 78.8% in 2005 to 84.5% in 2006) and among seniors (from 74.3% in 2005 to 81.2% in 2006).
- There were also statistically significant increases from 2005 to 2006 in ninth graders reporting that “there was at least one adult in their school who knew them well” (from 62% in 2005 to 72.3% in 2006) and that “there was at least one adult at school they could talk to” (from 67.2% in 2005 to 73.5% in 2006). There was also an increase among tenth graders that “there was at least one adult in their school who knew them well” (from 65% in 2005 to 73% in 2006) and that “there was at least one adult at school they could talk to” (from 73.7% in 2005 to 77.9% in 2006).
- There was an increase in seniors reporting “there is at least one adult I can talk to who knows me well” from 81.5% in 2005 to 87.5% in 2006.

- The percent of ninth graders who said that they “explore their interests and abilities” has dramatically increased from 8.2% in 2004 to 18.6% in 2005 and finally to 37.3% in 2006. The percent of ninth graders who “created a plan for high school and beyond” increased from 12.6% in 2004 to 27.9% in 2005 to 36.1% in 2006.
- The percentage of students (40.5%) who report that they “explore their interest and abilities” during advisory was the highest in the district (14.3% higher than the district average).

Goal 4: Implementation of the Six Year Plan for all students

Structures in place for ninth and tenth graders to develop Six Year Plans—expand to juniors and seniors

Johnson’s four “F” classes are a natural vehicle for implementing the Six Year Plan year by year with students. Each quarter, counselors bring students from these classes to the Career Center to work on their Six Year Plan. Students will all learn to use the Student Portal to check on their assignments, grades, and transcript. Counselors will show “F” class teachers how to bring up their class on the computer, look at what the students did and did not do, and make comments back if they choose to make the Six Year Plan a part of the requirements of the class. Tasks by grade level include the following:

- Grade Nine: Class schedule, About Me (record 1 Search Project), IDEAS for interests/skills/abilities inventory, introduction to sample tests (ACCUPLACER/ACT), and post high school plan.
- Grade Ten: Update post high school plans, update class schedules, update About Me, record PLAN test results, introduction to financial aid, and record job shadowing.
- Grade Eleven: update post high school plans, update course selection/credits/on track for graduation, complete another interest/skills/abilities inventory, record college visits, and complete a resume.
- Grade Twelve: update post high school plans, complete other assessment inventories, complete post secondary applications, review entire Six Year Plan, complete a scholarship search, convene senior seminars on topics to be determined, and consult on senior project journeys.

Advisors review Six Year Plan two times per year for all students.

The decision has been made that the advisors will be responsible for examining their advisees Six Year Plans, making comments, and signing off on the check-off page.

Counselors increase capacity of teachers and staff around the Six Year Plan.

Johnson counselors will do a presentation at a staff meeting addressed to advisors checking their students’ Six Year Plan.

Students responses regarding career planning.

On spring 2006 student surveys, the responses about career planning were generally more positive (see Appendix B). The majority (75%) of students believed that the Six Year Plan was useful. Students have begun to use the Student Portal, particularly to see their grades. Findings included:

- More 2006 seniors reported they had “developed a career or education plan while in school” (78.1% compared to 68.2% in 2005).
- By 2006, 50.7% had visited their Student Portal—lower than the district average of 65.2%. Of those who visited the Student Portal, ninth graders were most likely to use it to check their grades (70.8%) and eleventh graders to see their transcript (56.1%).

Goal 5: Expand College Access

Counselors expand Connected Counseling Program to create expectation and seamless transition for students from high school experience to higher education opportunities.

The entire staff at Johnson is involved in the movement to smaller learning communities and advisories, and selected teachers conduct the “F” classes available at each grade level. All these initiatives are designed to set high expectations for all students in high school and to help students connect their high school experience to future plans. Counselors are key players in all these initiatives and are leading the following:

- The Six Year Plan is required for graduation of Saint Paul students beginning with the Class of 2008. The Six Year Plan activities correlate with and enhance the curriculum of the four “F” classes.
- Every student will experience the resources of the Career Center. It will be difficult to escape the counselors who will assure that every senior has a plan for the day after graduation.
- Counselors administer the PLAN test to all tenth graders. ACT describes the PLAN program, a “pre-ACT test” usually administered to tenth graders, as is a powerful predictor of success on the ACT as well as a career interest inventory. The PLAN measures students’ current academic development. PLAN results are used to help students make plans for the remaining years of high school and post-graduation years.
- Counselors introduce students to ACCUPLACER which was developed by the College Board and is used by community and technical colleges to assess academic skills in math and reading in order to place students in the right classes for their academic skills. Students can see how prepared their academic skills are for college and identify whether they need more work before it is time to apply for colleges.

Connect students to higher education opportunities.

For 2006-2007, Johnson school counselors assigned one counselor to coordinate the external college access programs available at Johnson. The counselor will facilitate meetings with representatives of all programs. The goals include development of recruitment policies that will ensure services to more students and ongoing communication regarding policies and procedures in order to most effectively collaborate to best serve Johnson students.

Results of students applying for college

The percent of seniors who did not submit a postsecondary application decreased from 37.3% in 2004 to 29.6% in 2005 to 21.3% in 2006. The percent of students who submitted two, three, and four or more applications increased from 2004 to 2006 (see Appendix B).

Part II. Student Outcomes (See Appendix A. Student Outcomes Tables.)

The outcomes for students were:

Goal 1: Improved performance for increased school completion

- Unfortunately, the graduation rate at Johnson decreased by 5.0% from 67.3% in 2004-05 to 62.3% in 2005-06. However, this is still 6.8% higher than in 2003-04.
- The percentage of students passing the MBSTs by fall of 2006 was the same or higher than in fall 2005, and was, most often, at percentages higher than the district.
- Ninth graders returning to Johnson for 2006-2007 declined by 4% from the previous year (76% compared to 80%), lower than the 80% district average
- Ninth graders failing courses increase about 4% in 2005-06 (from 57.8% to 61.9%), the highest percent in the district.

Goal 2: Increase high-quality connections with adults

- Students reporting “feeling a part of this school” increased for ninth graders (from 79.4% in 2005 to 84.8% in 2006), tenth graders (78.8% to 84.5%), and twelfth graders (74.3% to 81.2%).
- Students who have “at least one adult who knows them well” increased—for ninth from 62% to 72.3% (highest in the district), for tenth from 65.1% to 73%, and eleventh (81.5%) was the highest in the district.
- Students who have “one adult they can talk to” increased—for ninth from 67.2% to 73.5%, for tenth from 73.7% to 77.9%, and eleventh were higher than the average in the district (81.3%).
- Seniors who have “at least one adult they can talk to who know them” increased from 81.5% to 87.5%, higher than the average in the district.

Goal 3: Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

- Attendance did not improve. Students absent 11 or more days increase from 11% to 18% at all grade levels, with higher absenteeism than the average of the district.

Goal 4: Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined as those with “honors” classification.

- Overall, students taking honors courses at Johnson decreased by 8% in 2005-06 (from 41% to 33%) below the 38% at the district level. The greatest decreases were at eleventh (18% decrease) and twelfth (11% decrease) grades.

Goal 5: Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

- Johnson students accessing their Six Year Plan were among the lowest in the district at all grades.
- However, 93.8% of eleventh graders reported “sometimes or often” talking about their future in school (second highest school in the district), and 78.1% (increased from 68.2% in 2005) of seniors had developed a career or education plan (highest school in the district).

Goal 6: Increase planning and activity around enrollment in post-secondary institutions after high school.

- The percent of 2005 graduates enrolled in college one year after high school remained about the same (57% for 2005 compared to 57.5% for 2004), just under the district average of 57.4%. There were changes in which ethnic groups were in college: a higher percentage of Caucasians, but lower percentages of African Americans and Asian Americans.

Appendix A. Student Outcomes Tables

Goal 1. Improved performance for increased school completion

A. Increase four-year graduation rate.

Table 1A. Graduation and Dropout Rates

	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
<i>Graduation in four years</i>	53%	58%	55%	67.3%	62.3%	65.9%
<i>Continuation in school</i>	27%	24%	31%	21.5%	24.9%	24.5%
<i>Dropped out</i>	20%	17%	14%	11.2%	12.9%	9.6%

B. Increase percent of students passing the Minnesota Comprehensive Assessments

Table 1B. Minnesota Comprehensive Assessments Series-II (baseline year 2005-06)

	<i>Number tested</i>	<i>Not Proficient</i>	<i>Proficient</i>
<i>Johnson Grade 11 Mathematics</i>	296	89.5%	10.5%
<i>Johnson Grade 10 Reading</i>	368	60.6%	39.4%

C. Increase percent of students passing the MN Basic Skills Tests by grade 9, 10, 11, 12

Table 1C(1). MBST in Reading

<i>Grade level</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>District 2006</i>
<i>Grade 9 Overall</i>	55%	60%	55.3%		
African American			43.0%		
American Indian					
Asian American			59.3%		
Hispanic American			63.6%		
Caucasian			60.0%		
Free/Reduced Lunch			50.8%		
Special Education			12.0%		
ELL			62.0%		
<i>Grade 10 Overall</i>	69%	73%	76.8%	73.2%	68.9%
African American			62.2%	62.6%	58.8%
American Indian					63.2%
Asian American			78.0%	79.6%	65.8%
Hispanic American			78.4%	71.8%	64.7%
Caucasian			89.4%	80.6%	88.1%
Free/Reduced Lunch			73.8%	77.5%	62.1%
Special Education			30.8%	31.1%	32.5%
ELL			75.6%	77.5%	64.2%
<i>Grade 11 Overall</i>	78%	78%	83.5%	87.2%	75.3%
African American			71.3%	79.0%	69.3%
American Indian					77.8%
Asian American			85.1%	86.2%	69.0%
Hispanic American			81.5%	91.3%	74.4%
Caucasian			90.6%	93.6%	90.6%
Free/Reduced Lunch			77.4%	85.4%	69.0%
Special Education			50.0%	56.3%	46.7%
ELL			88.0%	86.7%	68.1%

Grade 12 Overall	81%	86%	90.1%	89.8%	80.1%
African American			87.5%	80.5%	73.6%
American Indian					75.0%
Asian American			90.2%	91.4%	81.4%
Hispanic American			84.0%	95.7%	78.2%
Caucasian			92.3%	93.0%	86.2%
Free/Reduced Lunch			89.3%	87.0%	78.0%
Special Education			51.3%	51.0%	57.6%
ELL			88.5%	93.3%	79.6%

Table 1C(2). MBST in Math

Grade level	Fall 2003	Fall 2004	Fall 2005	Fall 2006	District 2005
Grade 9 Overall	45%	43%	42.9%		
African American			27.8%		
American Indian					
Asian American			51.3%		
Hispanic American			46.8%		
Caucasian			50.0%		
Free/Reduced Lunch			38.3%		
Special Education			9.6%		
ELL			50.5%		
Grade 10 Overall	62%	60%	59.4%	57.0%	56.9%
African American			43.7%	44.3%	38.2%
American Indian					52.6%
Asian American			59.3%	63.1%	59.2%
Hispanic American			54.9%	53.5%	49.7%
Caucasian			77.0%	68.0%	79.9%
Free/Reduced Lunch			54.1%	53.8%	48.8%
Special Education			21.2%	18.9%	18.5%
ELL			51.9%	60.4%	56.0%
Grade 11 Overall	71%	71%	70.7%	72.1%	66.4%
African American			53.2%	58.1%	49.8%
American Indian					66.7%
Asian American			77.2%	73.2%	67.4%
Hispanic American			63.0%	67.4%	60.4%
Caucasian			78.1%	84.4%	85.5%
Free/Reduced Lunch			66.5%	67.3%	59.4%
Special Education			27.8%	43.8%	34.2%
ELL			75.2%	69.6%	64.4%
Grade 12 Overall	78%	79%	81.3%	81.2%	72.0%
African American			68.1%	66.2%	57.6%
American Indian					61.1%
Asian American			81.8%	88.6%	78.6%
Hispanic American			76.0%	82.6%	66.7%
Caucasian			91.3%	83.3%	81.4%
Free/Reduced Lunch			78.0%	76.8%	69.3%
Special Education			28.2%	31.4%	46.1%
ELL			78.5%	90.8%	75.2%

Table 1C(3). MBST in Writing

<i>Grade level</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>District 2006</i>
Grade 11 Overall	69%	74%	77.2%	77.7%	67.0%
African American			63.8%	67.8%	59.3%
American Indian					72.2%
Asian American			79.8%	79.7%	61.0%
Hispanic American			77.8%	84.8%	65.5%
Caucasian			83.6%	84.4%	83.9%
Free/Reduced Lunch			72.6%	76.0%	60.3%
Special Education			42.6%	45.8%	37.3%
ELL			81.2%	76.0%	60.8%
Grade 12 Overall	76%	82%	88.6%	84.3%	76.3%
African American			71.9%	74.0%	69.5%
American Indian					73.6%
Asian American			86.4%	84.8%	76.8%
Hispanic American			88.0%	95.7%	71.3%
Caucasian			95.2%	87.7%	84.0%
Free/Reduced Lunch			84.9%	80.2%	73.3%
Special Education			51.3%	45.1%	56.1%
ELL			85.4%	86.7%	72.8%

D. Increase percent of ninth graders returning to the district for tenth grade**Table 1D.**

<i>Grade level</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>District 2006-07</i>
Ninth to tenth in the same school	83%	76%	80%	76%	80%
To another school in the district	6%	7%	6%	5%	6%

E. Decrease ninth grade students failing 1, 2, and 3 or more classes**Table 1E.**

<i># courses</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
1	304 (53.9%)	283 (57.8%)	326 (61.9%)	1808 (54.1%)
2	245 (43.4%)	227 (46.3%)	261 (49.5%)	1390 (41.6%)
3 or more	205 (36.3%)	191 (39.0%)	218 (41.4%)	1130 (33.8%)

F. Increase students taking ACT. Only twelfth graders. *Fewer than 5 students.**Table 1F.**

	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
Total	133 (40%)	139 (44%)	157 (46%)	150 (43.4%)
African American	13	22	22	18 (25.0%)
American Indian/Alaskan				
Caucasian	51	46	51	49 (45.0%)
Hispanic	8			7 (28.0%)
Asian American/ Pacific Island	49	55	68	58 (42.3%)
Other/Not Reported	12	12	16	18

Goal 2. Increase high-quality connections with adults See Appendix B, 3.1a – 3.2

Goal 3. Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

Table 3.

<i>Grade level</i>	<i>Days absent</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Grade 9	0 to 5	207 (36.7%)	189 (38.3%)	165 (30.0%)	1235 (35.0%)
	6 to 10	103 (18.3%)	106 (21.5%)	103 (18.7%)	687 (19.5%)
	11 or more	254 (45.0%)	198 (40.2%)	282 (51.3%)	1605 (45.5%)
Grade 10	0 to 5	168 (31.6%)	164 (35.2%)	108 (23.4%)	1048 (30.7%)
	6 to 10	113 (21.2%)	93 (20.0%)	95 (20.6%)	675 (19.8%)
	11 or more	251 (47.2%)	209 (44.8%)	258 (56.0%)	1693 (49.6%)
Grade 11	0 to 5	123 (28.8%)	143 (32.4%)	91 (22.9%)	777 (26.0%)
	6 to 10	93 (21.8%)	98 (22.2%)	74 (18.6%)	543 (18.2%)
	11 or more	211 (49.4%)	201 (45.5%)	233 (58.5%)	1663 (55.7%)
Grade 12	0 to 5	76 (22.8%)	114 (31.6%)	63 (17.6%)	604 (23.6%)
	6 to 10	69 (20.7%)	85 (23.5%)	68 (19.0%)	520 (20.3%)
	11 or more	188 (56.5%)	162 (44.9%)	226 (63.3%)	1434 (56.1%)

Goal 4. Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined as those with “honors” classification.

A. Rate of Participation in Honor Courses by Grade Level.

Table 4A.

<i>Grade level</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Ninth	96 (20%)	119 (26%)	127 (25%)	1217 (36%)
Tenth	131 (28%)	136 (32%)	125 (30%)	1257 (37%)
Eleventh	176 (46%)	204 (50%)	119 (32%)	1359 (40%)
Twelfth	150 (48%)	204 (59%)	166 (48%)	1295 (37%)

B. Participation in Honors Courses by ethnicity. (Students taking one or more honors courses.)

Table 4B.

	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
District Total	43%	43%	44%	38%
School Total	37%	33%	41%	33%
American Indian	15%	21%	26%	15%
Asian American	40%	38%	50%	41%
Hispanic American	21%	18%	33%	21%
African American	24%	23%	25%	23%
Caucasian	46%	40%	46%	39%
Receiving F/R Lunch	30%	28%	35%	27%
English Language Learners	29%	31%	44%	23%
Special Education Students	7%	8%	8%	5%

Goal 5. Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

A. Percentage of students with an active Six Year Plan, by grade level

Table 5A.

<i>Ninth Grade</i>		<i>Tenth Grade</i>		<i>Eleventh Grade</i>		<i>Twelfth Grade</i>	
<i>Central</i>	92.6%	<i>Central</i>	89.1%	<i>Harding</i>	85.4%	<i>Harding</i>	82.6%
<i>Humboldt</i>	81.2%	<i>Como</i>	85.4%	<i>Central</i>	80.0%	<i>Como</i>	42.9%
<i>Harding</i>	80.6%	<i>Highland</i>	83.8%	<i>Como</i>	72.7%	<i>Humboldt</i>	38.8%
<i>Highland</i>	79.0%	<i>Harding</i>	82.1%	<i>District</i>	72.3%	<i>District</i>	34.2%
<i>District</i>	78.7%	<i>District</i>	75.9%	<i>Arlington</i>	72.2%	<i>Highland</i>	30.6%
<i>Como</i>	77.1%	<i>Arlington</i>	73.3%	Johnson	69.9%	Johnson	5.8%
Johnson	71.5%	<i>Humboldt</i>	52.2%	<i>Highland</i>	56.9%	<i>Central</i>	2.6%
<i>Arlington</i>	66.7%	Johnson	51.6%	<i>Humboldt</i>	50.5%	<i>Arlington*</i>	

*Numbers were unavailable for Arlington's twelfth grade

B. Students' perceptions of the Six Year Plan and career planning

See Appendix B, 4a – 4g

Goal 6. Increase planning and activity around enrollment in post-secondary institutions after high school.

Table 6. Students enrolled in college one year after high school

	<i>2003 Graduates</i>	<i>2004 Graduates</i>	<i>2005 Graduates</i>	<i>2006 Graduates</i>
<i>Percent enrolled in college</i>	61.9%	57.5%	57.0%	
<i>African American</i>		67.6%	50.0%	
<i>American Indian</i>				
<i>Asian American</i>		67.9%	50.0%	
<i>Hispanic American</i>			52.9%	
<i>Caucasian</i>		45.8%	67.7%	
<i>Free/Reduced Lunch</i>		57.7%	51.9%	
<i>Special Education</i>				
<i>ELL</i>		60.8%	49.6%	

*Categories with fewer than 5 students were removed

Appendix B. Tables of Students' Perceptions from Student Surveys

Students completed surveys in January 2004, Spring 2005, and Spring 2006.

Goal 1. Guidance Counselors Assume New Roles

Table 1a. I have met with a counselor individually at this school about:

(Mark all that apply.) % = percent of students marking the item

<i>Met about:</i>	2004 9th	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Grade/credit check	19.1%	19.6%	29.9%	34.0%	52.3%	63.9%
Testing	2.5%	3.1%	6.6%	6.5%	13.2%	16.8%
Attendance	9.8%	8.0%	10.0%	8.0%	9.6%	7.5%
Course selection	21.9%	28.7%	32.6%	48.8%	52.3%	62.1%
Career information	1.6%	2.6%	6.6%	8.6%	6.4%	15.4%
Scheduling issues	16.7%	33.9%	40.1%	43.2%	52.0%	56.4%
Other school problems	9.6%	10.9%	9.7%	11.1%	9.6%	8.2%
Scholarship information	.8%	1.8%	1.7%	3.7%	2.6%	9.3%
College information	1.1%	.8%	3.2%	5.9%	8.5%	25.7%
Discipline	3.6%	3.6%	5.8%	3.1%	2.6%	2.1%
Personal/Family issues	3.8%	6.5%	5.1%	5.9%	7.9%	4.3%
I have not spoken with a counselor	47.3%	32.8%	24.6%	16.4%	13.5%	3.2%

Table 1b. I have seen presentations by a counselor on:* (mark all that apply)

<i>Met about:</i>	2004 9th	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Grade/credit check	18.6%	15.0%	18.0%	14.2%	14.6%	24.3%
Testing	5.5%	8.8%	7.8%	16.7%	18.7%	19.3%
Attendance	3.0%	3.4%	4.4%	2.5%	5.8%	4.6%
Course selection	6.8%	17.1%	24.8%	20.1%	31.6%	39.6%
Career information	12.3%	16.5%	17.3%	16.4%	11.7%	27.1%
Scheduling issues	4.9%	10.3%	11.2%	8.6%	13.5%	13.9%
Other school problems	3.8%	5.7%	3.9%	4.9%	3.8%	5.7%
Scholarship information	2.7%	2.8%	2.2%	6.2%	5.3%	13.6%
College information	5.5%	7.2%	7.8%	16.0%	14.0%	33.9%
Discipline	2.5%	2.3%	3.4%	1.9%	5.6%	7.5%
Personal/Family issues	1.1%	2.6%	.7%	1.9%	1.2%	.7%
I have not seen a presentation by a counselor**	57.7%	53.5%	43.1%	46.3%	40.1%	24.6%

* This item was "I have seen a counselor in a group setting (e.g. classroom, advisory, support group) at this school about:" in 2004 and 2005. **This item was "I have not spoken with a counselor."

Table 1c. In general, the information and support I receive from my counselor is helpful.

<i>Response Choice</i>	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Strongly agree	18.5%	13.0%	14.1%	15.1%	17.8%
Agree	68.1%	75.7%	70.3%	70.9%	68.4%
Disagree	8.4%	9.5%	10.5%	11.3%	9.5%
Strongly disagree	4.9%	1.8%	5.1%	2.7%	4.4%
Mean	3.00	3.00	2.93	2.99	3.00

Table 1d. Who do you go to when you have a problem or concern? (Mark no more than **five**.)
(Ninth grade during 2003-2004, 2004-2005, and 2005-2006)

<i>Response choice</i>	2004	2005	2006
Administrator (school)	2.9%	11.5%	14.6%
Coach (school)	9.5%	9.5%	7.3%
Counselor (school)***	20.5%	17.2%	21.9%
Friend	68.4%	70.0%	72.7%
Nurse (school)***	2.7%	3.5%	2.9%
Parent	57.6%	53.3%	48.9%
Pastor/Rabbi/Minister/ Other Religious leader	4.5%	5.9%	2.4%
Relative (not parent)	32.5%	41.3%	41.8%
Social worker (school)***	4.3%	5.9%	6.8%
Someone else	24.4%	28.4%	38.4%
Someone else who works at my school		5.7%	7.8%
Teacher (advisory)*	3.25	4.4%	10.7%
Teacher (classroom)**	20.5%	16.8%	20.7%
Therapist		3.2%	2.4%
I would not go to anyone if I had a problem	13.1%	16.2%	13.9%

*Advisor in 2004; **Teacher in 2004. ***(school) not included in 2004

Table 1e. Apart from myself, the person who helped me most to decide which high school classes to take was: (Seniors)

	<i>Parent or guardian</i>	<i>Friend</i>	<i>School Counselor</i>	<i>Teacher</i>	<i>Other</i>
2003	29.0%	17.2%	29.9%	16.3%	7.7%
2004	33.5%	20.6%	27.5%	10.7%	7.7%
2005	30.5%	19.9%	26.7%	14.9%	8.0%
2006	35.2%	20.2%	24.9%	12.7%	7.1%

Goal 2. Guidance counselors and other members of the school community design and implement additional initiatives focused on increasing graduation rate/reducing dropout rates.

2.1a. (1). I am taking classes that challenge me.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	14.6%	53.3%	26.8%	5.2%	2.77
2005 9th	18.3%	51.0%	25.4%	5.2%	2.82
2006 9th	14.7%	51.5%	29.9%	3.9%	2.77
2005 10th	17.8%	55.1%	22.0%	5.1%	2.86
2006 10th	13.3%	60.9%	21.3%	4.4%	2.83
2006 11th	18.2%	59.1%	19.7%	2.9%	2.93

2.1a. (2). I took classes that challenged me. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004	22.8%	58.8%	14.9%	3.5%
2005	21.2%	58.8%	18.3%	1.8%
2006	21.7%	58.9%	15.9%	3.5%

2.1b. I know what I need to do to graduate from high school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	50.4%	40.5%	7.4%	1.7%	3.40
2005 9th	45.2%	48.6%	5.5%	.8%	3.38
2006 9th	41.7%	52.2%	5.1%	1.0%	3.35
2005 10th	46.1%	44.8%	7.5%	1.6%	3.35
2006 10th	32.5%	58.9%	7.4%	1.2%	3.23*
2006 11th	43.0%	51.1%	3.3%	2.6%	3.35

2.1c. (1). What I am learning in high school will be important in my future.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	43.2%	47.9%	7.0%	1.8%	3.33
2006 9th	43.1%	50.7%	5.1%	1.0%	3.36
2005 10th	42.5%	48.8%	6.9%	1.9%	3.32
2006 10th	33.8%	55.2%	7.7%	3.3%	3.20*
2006 11th	36.5%	54.4%	7.3%	1.8%	3.26

2.1c. (2). My courses were relevant to my future plans. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004	11.5%	57.3%	25.3%	5.9%
2005	13.0%	49.6%	30.4%	7.0%
2006	15.6%	58.0%	23.0%	3.5%

Goal 3. Advisors effectively counsel students and support them

3.1 Connections to school and adults in the school.

Table 3.1a. (1). I feel that I am a part of this school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	18.9%	61.7%	15.3%	4.2%	2.95
2005 9th	20.4%	59.0%	13.8%	6.8%	2.93
2006 9th	22.2%	62.6%	13.2%	2.0%	3.05*
2005 10th	22.1%	56.7%	15.6%	5.6%	2.95
2006 10th	18.5%	66.0%	12.9%	2.6%	3.00
2006 11th	25.4%	57.6%	12.7%	4.3%	3.04

Table 3.1a. (2) I feel that I am a part of this school. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	24.2%	45.0%	19.0%	8.4%	2.6%
2004	25.8%	57.9%		11.5%	4.8%
2005	24.5%	49.8%		20.1%	5.6%
2006	20.9%	60.3%		24.1%	4.2%

Table 3.1b. I feel successful at this school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	17.9%	61.1%	16.6%	4.4%	2.92
2006 9th	19.2%	61.4%	18.2%	1.2%	2.99
2005 10th	21.3%	60.3%	13.3%	5.1%	2.98
2006 10th	14.5%	63.8%	17.5%	4.2%	2.89
2006 11th	22.2%	61.1%	14.9%	1.8%	3.04

Table 3.1c. (1) The adults in my school care about students.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	17.5%	58.2%	19.8%	4.5%	2.89
2005 9th	16.5%	61.8%	18.1%	3.7%	2.91
2006 9th	17.4%	62.6%	17.1%	2.9%	2.94
2005 10th	16.0%	60.7%	18.2%	5.0%	2.88
2006 10th	13.8%	62.9%	20.0%	3.2%	2.87
2006 11th	15.2%	64.6%	15.2%	5.1%	2.90

Table 3.1c. (2). The adults in this school care about students. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004	14.6%	66.0%	17.0%	2.4%
2005	15.1%	64.7%	18.4%	1.8%
2006	11.0%	68.2%	18.4%	2.4%

Table 3.1d Teachers at my school try to do what's best for students.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	21.0%	59.5%	15.6%	3.9%	2.98
2006 9th	23.2%	61.8%	13.1%	2.0%	3.06
2005 10th	18.0%	65.0%	13.6%	3.5%	2.97
2006 10th	14.2%	66.2%	16.6%	3.0%	2.92
2006 11th	17.8%	68.4%	11.3%	2.5%	3.01

Table 3.1e. I received adequate personal attention from my teachers. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	17.0%	49.3%	22.0%	10.3%	1.4%
2004	16.8%	60.9%		18.4%	3.9%
2005	16.3%	58.3%		23.2%	2.2%
2006	13.4%	64.4%		20.3%	1.9%

Table 3.1f (1). There is at least one adult in my school who knows me well. [This item was combined in 2004 with Table 12 item. No statistical analysis was done for 2004 to 2005.]

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	14.1%	32.1%	36.6%	17.2%	2.43
2005 9th	21.4%	40.6%	24.0%	14.1%	2.69
2006 9th	29.4%	42.9%	19.6%	8.1%	2.94***
2005 10th	29.9%	35.2%	24.9%	10.0%	2.85
2006 10th	32.4%	40.6%	19.7%	7.4%	2.98
2006 11th	39.1%	42.4%	13.8%	4.7%	3.16

Table 3.1f (2). There is at least one adult in my school I can talk to.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	14.1%	32.1%	36.6%	17.2%	2.43
2005 9th	23.7%	43.5%	19.8%	13.0%	2.78
2006 9th	27.0%	46.5%	18.5%	8.0%	2.92*
2005 10th	27.0%	46.7%	17.9%	8.5%	2.92
2006 10th	30.0%	47.9%	15.3%	6.8%	3.01
2006 11th	36.0%	45.3%	13.3%	5.4%	3.12

Table 3.1f (3). There is at least one adult in this school I can talk to who knows me well. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	40.1%	38.3%	12.8%	6.6%	2.2%
2004	36.1%	45.2%		13.9%	4.8%
2005	40.2%	41.3%		13.0%	5.4%
2006	36.9%	50.6%		9.4%	3.1%

Table 3.2. In your advisory (foundations, team, house, or academy) please mark five things that you spend the most time doing.

<i>Response Choice</i>	<i>2004 9th</i>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>
Explore my interests and abilities	8.2%	18.6%	37.3%	36.0%	40.1%
Learn how to communicate with others	12.0%	17.1%	21.7%	11.8%	20.5%
Discuss personal problems	2.2%	5.4%	9.0%	5.3%	5.8%
Learn how to use my time wisely	11.2%	26.9%	29.8%	21.7%	26.6%
Discuss personal and school safety	3.6%	8.5%	7.1%	2.2%	4.4%
Discuss how to choose and make friends	3.0%	9.3%	10.0%	3.7%	2.9%
Create a plan for high school and beyond	12.6%	27.9%	36.1%	34.8%	31.6%
Learn about post-high school choices	7.9%	9.3%	15.9%	20.8%	20.5%
Discuss how to get involved in school activities	15.8%	20.2%	28.3%	14.9%	18.7%
Develop decision making and problem solving skills	4.6%	11.9%	17.3%	10.2%	17.0%
Talk to my friends	34.7%	53.0%	58.3%	44.1%	51.2%
Read	78.7%	77.8%	62.4%	70.8%	64.9%
Do homework	29.0%	48.8%	51.0%	55.9%	63.7%
Review my academic progress	3.0%	7.0%	13.2%	12.7%	18.7%
Sleep/take naps	16.7%	27.4%	28.3%	30.4%	25.7%
Other areas:	8.7%	11.1%	7.8%	7.5%	9.1%

*Question in 2004: If you are a part of an advisory/foundations group, what things do you usually do during advisory time? (Mark all that apply.)

Goal 4. Implementation of the Six Year Plan

Table 4a. How much time do you spend in school talking about your future? (mark one)

<i>% Sometimes & Often</i>			
	<i>2004</i>	<i>2005</i>	<i>2006</i>
9 th Grade	85.1%	86.9%	88.8%
10 th Grade		90.3%	88.2%
11 th Grade			93.8%

Table 4b. I believe the Six Year Plan is useful to plan my future. (2006 only)

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
All students	12.1%	52.8%	26.6%	8.5%	2.68
Ninth grade	13.2%	56.7%	26.4%	3.7%	2.79
Tenth grade	10.2%	50.9%	26.0%	12.9%	2.58
Eleventh grade	12.8%	49.3%	27.7%	10.2%	2.65

Table 4c. Developed a career or education plan while in school (Seniors)

	<i>Yes</i>	<i>No</i>
2003	67.1%	32.9%
2004	71.6%	28.5%
2005	68.2%	31.8%
2006	78.1%	21.9%

Table 4d. Certainty of post high school plans (Seniors)

	<i>Very certain</i>	<i>Somewhat certain</i>	<i>Somewhat uncertain</i>	<i>Very uncertain</i>
2003*	46.5%	43.7%	8.9%	0.9%
2004	46.6%	45.0%	5.9%	2.5%
2005	46.6%	42.8%	7.2%	3.4%
2006	44.3%	43.9%	8.6%	3.1%

* Answer choices in 2003: Very sure, Fairly sure, A little unsure, Very unsure.

Table 4e. I received good counseling concerning my specific career and educational plans. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	16.9%	44.4%	22.2%	11.1%	5.3%
2004	20.0%	46.3%		24.3%	9.4%
2005	19.2%	43.1%		27.5%	10.1%
2006	12.6%	48.3%		30.7%	8.4%

Table 4f. I visit my Six Year Plan/Student Portal (2006 only)

<i>Response Choice</i>	<i>Weekly</i>	<i>Monthly</i>	<i>A Few Times a Year</i>	<i>Never</i>
All students	4.9%	8.8%	37.1%	49.3%
Ninth grade	3.7%	9.7%	35.8%	50.7%
Tenth grade	2.1%	6.9%	36.6%	54.4%
Eleventh grade	9.9%	9.9%	39.4%	40.9%

Table 4g. I use my Six Year Plan/Student Portal to see my: (Mark all that apply.) (2006 only)

<i>Response Choice</i>	<i>All</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>
Grades	62.0%	70.8%	54.4%	58.2%
Attendance	33.4%	37.7%	28.1%	33.6%
Behavior	15.2%	22.4%	11.1%	9.6%
Assignments	19.7%	25.5%	14.0%	18.2%
Transcript	40.6%	32.1%	38.0%	56.1%
Other (please describe):	14.5%	12.4%	17.8%	13.6%

Goal 5. College Access

Table 5. Number of postsecondary applications submitted. (Seniors)

	<i>Four or more</i>	<i>Three</i>	<i>Two</i>	<i>One</i>	<i>None</i>
2004	4.2%	8.3%	16.6%	33.6%	37.3%
2005	14.0%	8.2%	14.8%	33.5%	29.6%
2006	25.0%	10.7%	23.4%	19.7%	21.3%

Appendix C. Comprehensive Guidance Curriculum for Johnson High School 2006-2007

Grade level	Guidance lesson content	ASCA Domain/Standard	Curriculum and Materials	Projected start/Projected end	Projected Number of students	Lesson presented in which class/subject?	Evaluation methods	Implementation Contact person
9	Freshman Orientation	P/S &A2	Boomerang Materials	31-Aug	550	Small groups with LINK CREW	Survey	All counselors
9	Understanding Your Transcript	<p><u>Academic</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A: A1 Improve Academic Self-Concept</p> <p>Standard B: A: B2 Plan to achieve goals</p> <p>Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p> <p><u>Competency</u> A: C1 Relate school to life experiences</p>	-Counselor generated overheads -Each students' transcript	Ongoing as students are assigned to Freshmen Focus classes	All 9 th graders – 431 (all students receive, because all students should know)	Freshmen Focus classes, Quarters 1-4	<p><u>Attitude:</u> - % of students who believe that success in school matters will increase - % of students who believe the type of courses they take makes a difference will increase</p> <p><u>Skills:</u> - % of students who can interpret their transcript (GPA, class rank) will increase</p> <p><u>Knowledge:</u> - % of students who demonstrate awareness of graduation requirements will increase - % of students with knowledge about athletic eligibility will increase - % of students with knowledge about what colleges are looking for will increase</p> <p><u>Achievement:</u> - Increase in GPA from first quarter to fourth quarter</p>	Whipple, Gary
9	Course Selection Puzzle	<p><u>Academic Development Domain</u></p> <p>Standard B: Students will complete school with academic</p>	“The Course Selection Puzzle” transparencies and CRS catalogs.	Ongoing as students are assigned to Freshmen Focus Classes	431	Freshmen Focus Classes, Quarters 1-4	<p><u>Knowledge:</u> <u>Pre/Post Test:</u> The % of students who can list Graduation Requirements will increase.</p>	Kammerer, Lea

		preparation essential to choose from a wide range of substantial post-secondary options, including college. <u>Competency</u> B2: Plan to Achieve Goals	Courses are chosen to fulfill requirements of: -Graduation -College Entrance -Personal Development -Personal Circumstances -Career Exploration				-The % of students who know where to access info. on graduation requirements will increase. <u>Achievement Related:</u> Increase in higher level math and science enrollment. <u>Achievement (A):</u> The on-time graduation rate for the Class of 2010 will increase.	
9	Six Year Plan	<u>Standard B:</u> Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A: B 1 Improve learning A: B 2 Plan to achieve goals	-Computers -Projectors -Students' username/password	12/13/06 and 04/06	431	Freshmen Focus Classes	<u>Attitude</u> - % of students, who believe doing well in class matters, will increase. - % of students who believe that having a plan will help them reach academic goals and increase career options will increase. <u>Skills</u> - % of students who can access, navigate, and update their Six Year Plan will increase. <u>Knowledge</u> -% of students with knowledge of graduation requirements will increase. <u>Achievement Related:</u> - # of students who completed the 9th grade part of the Six Year Plan. - # of students accessing their Student Portal.	Yang, Ker
9	Freshman Registration	A	website	Qtr. 4	550	Focus	Course selection	All counselors
9	Other?	TBD	website and handouts	All year	550	Focus	Pre/post test	All counselors

9	<p>“How to Earn Credits, Avoid Summer School, and Graduate with Classmates in 2010 in 3 Easy Lessons”</p> <p>1) Studying Experiment -Quiet Study -Distracted Study -Sleep Study Test, tally scores, & draw conclusions</p> <p>2) Syllabus, textbook & teacher grade sheet. My new best friends - credit-earning strategies</p> <p>3) Study-skills BINGO</p>	<p><u>Academic Domain</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p><u>Competency</u> A2: Acquire skills for improving learning</p>	<p>Props: -4 Caps/Gowns -Jerseys -Steering wheels -\$100 bills</p> <p>-Spelling tests -Popcorn -TV/Video -Pillows -Teddy-Bears -Blankets -Chalkboard</p> <p>-Sample syllabi -Grade sheets -Texts -Transparencies -Study skills booklets -BINGO-games -Markers -Smarties -Prizes</p>	<p>Week 2, Quarter 1 And Week 2, Quarter 3</p>	431	9 th grade Social Studies Classes	<p><u>Attitude:</u> - % of 9th graders who believe studying matters will increase</p> <p><u>Knowledge:</u> - % of 9th graders who understand a syllabus will increase - % of students that can identify three study strategies will increase</p> <p><u>Achievement:</u> - % of 9th grade quarter 1 classes passed/credits earned will improve over that of the previous school year (excludes advisory)</p>	Kammerer, Lea
9	School Success Group	<p><u>Academic Domain</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p><u>Competency:</u> A:A1 Improve Academic Self-concept</p> <p><u>Personal/Social Domain</u></p> <p>Standard A: Students will acquire the</p>	<p>- Why Try Curriculum - Permission Slips</p>	1/10/06-03/06	Students with 3 or more “N” at mid-quarter grading period	Small group	<p><u>Attitude:</u> - % of students who believe turning in homework is necessary will increase - % of students who believe school is cool will increase</p> <p><u>Skills:</u> - % of students who can effectively communicate with teachers will increase - % of students who can implement study skills will increase</p> <p><u>Knowledge:</u></p>	Yang, Ker

		knowledge, attitude and interpersonal skills to help them understand and respect self and others <u>Competency:</u> PS:A1 Acquire Self-Knowledge					- % of students who know how the decisions they make to day affect their future will increase <u>Achievement Related:</u> - Homework completion rate <u>Achievement:</u> - Decrease in “N”s the following semester	
9	“Why Try”: Attitude Change	<u>Personal/Social</u> A 1.2 A 1.3 B 1.2 B 1.9	“Why Try” Curriculum			Pull out	Survey and Grades Pre/Post tests	Bushee, Lynne

Grade level	Guidance Lesson Content	ASCA Domain/ Standard	Curriculum and Materials	Projected Start/ Projected End	Projected Number of Students Affected	Lesson Will Be Presented in Which Class/ Subject?	Evaluation Methods How Will the Results be Measured?	Implementation Contact Person
10 & 11	PSAT Interpretation	<u>Academic</u> A: B 2.2	PSAT Score report and Power Point	12/12/06 and 12/13/06	80	Pull out	Test Results	Bushee, Lynne
10	ASVAB	A	ASVAB Test	Qtr. 2	200	Stand Alone	Test Results	
10	Course Selection Bingo	A	Handouts	Qtr. 1-Qtr4	500	Foundation	Pre/post test	Kammerer, Lea
10 & 11	Six Year Plan Internet Inventory Enter and How to save info. in 6 Year Plan	<u>Career Competency</u> B: 2.0 B: 2.2 <u>Investigate Careers</u> C: B 1.6 C: B 2.5	MN Careers 2007 6 Year Plan online	09/06 – 06/07	836	Foundations and Frameworks Classes	Pre/Post tests	Bushee, Lynne
10	Sophomore Registration	A	website	Qtr. 4	500	Foundation	Courses selected	All counselors
10	Other?	TBD	website and handouts	All year	500	Focus	Pre/post test	All counselors
10	TEAE	TBD	Tests	Qtr. 4	TBD	Stand Alone	Test Results	All

								Counselors
10	Understanding PLAN results	Academic <u>Standard B:</u> Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college <u>Competency:</u> A:B2 Plan to achieve goals	Power point: Understanding PLAN results 6-Year PLAN	October 2006 And January and February 2007	All 10 th graders 460	English 10 classes Semester 1- January Semester 2- February	SUGGESTIONS <u>Attitude:</u> - % of students who think PLAN results make a difference will increase <u>Skills:</u> % of students who understand how to read their PLAN results will increase <u>Achievement:</u> - % of tenth graders who record PLAN data and conclusions to their six-year plan will increase	Kammerer, Lea
12	FAFSA	A	FAFSA Materials	Qtr. 2	370	Stand Alone	Pre/post test	
12	Six Year Plan	A/P & S/C	website	Qtr. 1-Qtr4	370	Finale	Pre/post test	
12	Post High School Plans	A	Surveys and spreadsheet	ongoing	370	Finale	Survey Results	
11 & 12	Now You're 18 Years Old	<u>Personal/Social Domain:</u> Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others <u>Competency:</u> PS: A2 Acquire Interpersonal Skills	-Laptop computer -Projector -Power Point -Voter Registration Card -Selective Service card/website -Cupcakes	Sept. 2006- June 2007	319	Career Resource Room	<u>Attitude:</u> - % of students who believe that authority figures and other adults should be respected will increase <u>Skills:</u> - Students will be able to fill out voter registration and register for selective service <u>Knowledge:</u> - % of students who know their rights and responsibilities as young adults will increase	Yang, Ker
11	"Go Places"	<u>Academic Domain</u> Standard B: Students will complete school with the academic preparation essential to choose from a wide range of	"Go Places" Booklets Myths and Facts about college handouts	10/06-04/06	All 11 th graders 376	Frameworks	<u>Attitude:</u> - % of students who believe that they will have to work hard to get into the college of their choice will increase <u>Knowledge:</u> - % of students with knowledge	Ker Yang

		substantial post-secondary options including college <u>Competency:</u> A:B2 Plan to achieve goals	4-year 2- Year Technical entrance requirements				of what is required to gain admissions to 4, 2, and technical schools will increase - % of student who know what majors are available at what school will increase <u>Achievement Related:</u> - % of students applying for 4-year, 2-year, and technical schools will increase from the year before.	
12	Wisdom Retreat	<u>Personal/Social</u> Standard B Students will make decisions, set goals and take necessary action to achieve goals.	Youth Frontiers Curriculum	March 21, 2007	319	Retreat from the school		Kammerer, Lea

Johnson Closing the Gap Action Plan

Intended Impact	Type of Activity to be delivered	American School Counselor Association (ASCA) Domain/Standard	Resources Needed	Number of Students Affected	Evaluation Methods How will the results be measured?	Implementation Contact Person
Improve academic achievement	Counselors will each work with a group of students on academic success using the Why Try Curriculum End of quarter 1: send letters home	B1: Improve learning	Why Try curriculum	Students who receive 3 N's or more 10-15 per counselor	<u>Perception data:</u> Pre-Post from Why Try <u>Results data</u>	All Counselors