MISSOURI
COMPREHENSIVE GUIDANCE AND
COUNSELING PROGRAM (MCGCP)
INTERNAL IMPROVEMENT REVIEW (IIR)
AUGUST-2011 REVISION

**A TOOL TO ASSIST IN
DETERMINING THE DEGREE OF IMPLEMENTATION
OF THE MISSOURI COMPREHENSIVE
GUIDANCE AND COUNSELING PROGRAM
IN A BUILDING/DISTRICT**

Missouri Comprehensive Guidance and Counseling: Linking School Success to Life Success!

INTRODUCTION

In order to demonstrate accountability for comprehensive guidance and counseling programs, it is first necessary to determine how fully implemented the program is within a building or district. Without that information, it would not be possible to show the impact that comprehensive guidance and counseling can have on relevant student outcomes. That was a major reason for the development of the Internal Improvement Review (IIR).

The completion of the IIR by the building/district is voluntary. This allows the building/district guidance and counseling department to realistically determine the degree to which the Missouri Comprehensive Guidance and Counseling Program has been implemented. It is intended that the results, including noted areas of strength as well as noted areas of improvement, be used by the building/district to improve its implementation of its' comprehensive guidance and counseling program. This will allow a building/district to gauge how the MCGCP impacts positively on the achievement of its students.

The IIR helps school districts in their planning, design, implementation, evaluation and enhancement of their comprehensive guidance and counseling program as one of the components of the total evaluation plan for the guidance program that follows the model of **P**rogram + **P**ersonnel = **R**esults.

COMPLETING THE IIR

Directions for completion are given on **page 3.**

ANALYSIS OF THE IIR RESULTS

Scores for each element, each section, and the complete IIR should be analyzed to help determine the extent to which the building/district has implemented the Missouri Comprehensive Guidance and Counseling Program and identify strengths and areas in which to consider improvement. A scoring summary table (**page 14**) allows the element, section and total score to be entered so that results can be computed and subsequently analyzed.

SHARING RESULTS

After the results are analyzed, it is important that those results be shared with the stakeholders. In order to do that effectively, you will have to decide with what audiences the results will be shared, the methods by which you will share the information and in what form the results should be presented.

PROGRAM IMPROVEMENT

An important aspect of completion of the IIR is to determine areas in which the district decides improvement of its guidance and counseling program needs to be made. An improvement template (**pages 15-16**) has been attached for use in the improvement process. This form allows the district to plan in a systematic manner for improvement of the program.

COMPLETING THE IIR

Each of the elements within a section is rated by putting, in the space provided, the number on the four point rubric for that section that reflects the level of implementation of the comprehensive guidance and counseling program for that element. **Minimal** would mean that little or no implementation of an item has occurred. **Moderate** would mean that some degree of implementation has occurred, but a considerable amount of implementation remains to be accomplished. **Substantial** means that most implementation of the item or section has occurred; many of the items rated would be expected to fall in this category. **Full** means that the element has been fully implemented according to the criteria listed on the rubric for that element. This allows the building/district to realistically determine the level of implementation rather than just marking whether an element or section is implemented or not implemented.

Some of the elements in each rubric may not lend themselves to determining the level of implementation by use of a quantifier. This means the raters will need to apply professional judgment in determining which point on the scale represents the current level of implementation for an item. In the rubric for each element, the key factor for deciding the level is **bolded** and underlined.

To aid raters in deciding what number to mark for an item, sources are listed (**page 4)** for each section to help in determining the rating given. While these sources are not exhaustive, they should give help to raters in determining the level of implementation for both items and sections.

Possible Sources to consult for determination of level of Implementation of the
Missouri Comprehensive Guidance and Counseling Program

Note 1: Sources listed for each section are not considered to be complete; other sources may be consulted as appropriate.
Note 2: Some sources may be applicable in more than one section.

Section 1= 6.9.1-GUIDANCE PROGRAM OVERVIEW: Copy of District Guidance and Counseling Program Manual; Advisory Council Meeting Minutes; Job Descriptions for counselors, Performance Based Professional School Counselor Evaluation form; District CSIP, Guidance and Counseling Improvement Plan

Section 2= 6.9.2-GUIDANCE CURRICULUM: Guidance and Counseling curriculum guides; Guidance and Counseling curriculum scope and sequence; Teachers'/counselors unit and lesson plans; Yearly master calendar for guidance; Guidance and Counseling Curriculum materials, Administrative input
RESOURCES: Needs assessment results; Demographic data; Theoretical basis of program; Board policy for guidance; District CSIP; Counselor calendars and activity logs; Counselor/student ratios; Itemized guidance budgets; Inventories; Written procedures and regulations

Section 3= 6.9.3-INDIVIDUAL PLANNING: Education and Career Planning Guides; Guidance and Counseling lesson plans; Career guidance center schedule of activities; Programs of Study; Personal Plans of Study; Standardized forms reflecting direct services to students with parent involvement; Documents distributed providing information on test data, course content and selection, graduation requirements, etc; Forms/documents indicating inclusion of special education students in guidance activities as appropriate

Section 4= 6.9.4-RESPONSIVE SERVICES: Records verifying equitable service to all students; Crisis management plan(s); Counseling session plans; Consultation session plans; Progress reports reflecting their use; Referral documentation forms; List of Referral sources; Schedules of activities; Schedule of small group offerings; Letters of invitation and explanation or fliers; Parent permission forms; Documents in other languages as appropriate; Satisfaction Surveys

Section 5= 6.9.5-SYSTEM SUPPORT: Current Staff Certifications; Staffing patterns/organizational chart; Program definition; Position-specific job descriptions; Professional development plans; Program improvement goals; Performance evaluation forms; Staff development plans, agendas, etc.; New counselor materials; Professional library resources; Printed information regarding guidance and counseling service offerings; Documentation supporting parent involvement effort; Copies of advocacy materials used to promote program, Mentoring plan for new counselors

ACCOUNTABILITY: Annual written evaluation of student outcomes attained through program; Planning forms and evaluation reports; Calendars; Program improvement plans; Budget expenditures; Counselor time/task accountability forms; Data on effectiveness of program activities; Documentation of activity of Guidance and Counseling advisory committee

SECTION 1-PROGRAM OVERVIEW

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
1A. The Comprehensive Guidance And Counseling Program (CGCP) is integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is **fully** integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is **substantially** integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is **partially** integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP **is not** integrated with other educational programs to support the success of the overall vision and mission of the district.	_____
1B. The CGCP overview, found within the manual, includes a written definition, philosophy, and relevant school board policy related to guidance programs.	The CGCP overview includes **all** of the following: 1. A written definition 2. A philosophy 3. A relevant school board policy related to guidance programs.	The CGCP overview includes **two** of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	The CGCP overview includes **one** of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	The CGCP overview includes **none** of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	_____
1C. The CGCP overview, found within the manual, describes both structural and program components.	The CGCP overview **fully** describes both structural and program components.	The CGCP overview **fully** describes **either** structural **or** program components.	The CGCP overview **partially** describes **either** structural **or** program components.	The CGCP overview **does not describe** structural and program components.	_____
1D. The CGCP overview, found within the manual, contains job descriptions for professional school counselors consistent with program components of the CGCP.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at **all** levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at **most** levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at **one** level.	The comprehensive guidance program overview **does not contain** job descriptions for professional school counselors that are consistent with program components of the CGCP.	_____
1E. The CGCP objectives are aligned with the district and building CSIP goals and student performance data.	CGCP objectives are **fully** aligned with **both** the district and building CSIP goals and student performance data.	CGCP objectives are **partially** aligned with **both** the district and building CSIP goals and student performance data.	CGCP objectives are **partially** aligned with **either** the district and building CSIP goals **or** student performance data.	CGCP objectives are **not aligned** with the district and building CSIP goals and student performance data.	_____
1F. The CGCP manual contains a written evaluation plan.	The CGCP manual contains a written evaluation plan that includes **all** of the following areas: 1. Program 2. Personnel 3. Results	The CGCP manual contains a written evaluation plan that includes **two** of the following areas: 1. Program 2. Personnel 3. Results	The CGCP manual contains a written evaluation plan that includes **one** of the following areas: 1. Program 2. Personnel 3. Results	The CGCP manual contains a written evaluation plan that includes **none** of the following areas: 1. Program 2. Personnel 3. Results	_____
1G. An evaluation of the CGCP is based on: **A.** Program Evaluation=**IIR**, **B.** Counselor Evaluation = **PBPSCE** or equivalent, **C.** Results Evaluation = **PROBE**	An evaluation of the CGCP based on **all** of the following: **A.** Program Evaluation=**IIR**, **B.** Counselor Evaluation = **PBPSCE** or equivalent, **C.** Results Evaluation = **PROBE**	An evaluation of the CGCP based on **two** of the following: **A.** Program Evaluation=**IIR**, **B.** Counselor Evaluation = **PBPSCE** or equivalent, **C.** Results Evaluation = **PROBE**	An evaluation of the CGCP based on **one** of the following: **A.** Program Evaluation=**IIR**, **B.** Counselor Evaluation = **PBPSCE** or equivalent, **C.** Results Evaluation = **PROBE**	An evaluation of the CGCP **is not** based on: **A.** Program Evaluation=**IIR**, **B.** Counselor Evaluation = **PBPSCE** or equivalent, **C.** Results Evaluation = **PROBE**	_____

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
1H. Evaluation results are used to assist in determining priorities for the CGCP.	Evaluation results are used to assist in determining on **a continuous basis** to priorities for the CGCP.	Evaluation results are used on **an infrequent basis** to assist in determining priorities for the CGCP.	Evaluation results are **seldom** used to assist in determining priorities for the CGCP.	Evaluation results are **not** used to assist in determining priorities for the CGCP.	_____
1I. The District Wide Guidance Advisory Council takes an active role in the implementation of the CGCP.	The District Wide Guidance Advisory Council performs **all** of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC	The District Wide Guidance Advisory Council performs **three** of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC	The District Wide Guidance Advisory Council performs **two** of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC	The District Wide Guidance Advisory Council performs **one or none** of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC.	_____
1J. The CGCP manual is reviewed and revised.	The CGCP manual is reviewed and revised **annually** as a result of reviewing and analyzing guidance program evaluations and advisory council input	The CGCP manual is reviewed and revised **every two years** as a result of reviewing and analyzing guidance program evaluations **or** through advisory council input	The CGCP manual is reviewed and revised **every three** years as a result of reviewing and analyzing guidance program evaluations **or** through advisory council input	The CGCP manual **is not** reviewed and revised.	_____
1K. Student –Professional School counselor (PSC) counselor ratios are consistent with **nationally recommended** standards	The Student – counselor ratio is **250-1.**	The Student – counselor ratio is **251/350 -1.**	The Student – counselor ratio is **351/450 -1.**	The Student – counselor ratio is greater than **450 -1.**	_____
				Total Score-Section 1 Program Overview→	_____

SECTION 2- CURRICULUM

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
2A. The district's written CGCP curriculum reflects the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum reflects, at **all** levels, the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum reflects, at **most** levels, the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum reflects, at **a few** levels, the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum **does not** reflect the most recently developed guidance content standards and grade level expectations for K-12.	_____
2B. GLE priorities are determined through use of various sources of information	GLE priorities are determined through use of **all** of the following:1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	GLE priorities are determined through use of **three** of the following:1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	GLE priorities are determined through use of **two** of the following:1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	GLE priorities are **not determined** through use of the following: 1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	_____
2C. Through collaboration by the district PSCs, the written CGCP curriculum is articulated through all grade levels.	Through collaboration by the district's PSCs, the written CGCP curriculum is articulated through **all** grade levels.	Through collaboration by the district's PSCs, the written CGCP curriculum is articulated through **most** grade levels.	Through collaboration by the district's PSCs, the written CGCP curriculum is articulated through **a few** grade levels.	The district's written CGCP curriculum **is not** articulated through the various grade levels.	_____
2D. Regularly scheduled classroom CGCP curriculum activities are noted on school calendars	Regularly scheduled classroom CGCP curriculum visits are noted on school calendars for **the entire year**.	Regularly scheduled classroom CGCP curriculum visits are noted on school calendars **each semester**.	Regularly scheduled classroom CGCP curriculum visits are noted on school calendars for **a quarter.**	Regularly scheduled classroom CGCP curriculum visits are **not noted** on school calendars.	_____
2E. Students participate in classroom and group guidance activities.	**All** students participate in classroom and group guidance curriculum activities.	**At least 85%** of the students at all levels participate in classroom and group guidance curriculum activities.	**50-84%** of the students at all levels participate in classroom and group guidance curriculum activities.	**Less than 50%** of the students at all levels participate in classroom and group guidance curriculum activities.	_____
2F. District CGCP curriculum effectiveness is evaluated and revised as needed	District CGCP curriculum effectiveness is evaluated and revised as needed on an **annual** basis	District CGCP curriculum effectiveness is evaluated and revised as needed every **other year.**	District CGCP curriculum effectiveness is evaluated and revised **infrequently.**	District CGCP curriculum effectiveness **is not** evaluated and revised.	_____
2 G. Formative and summative assessments of guidance activities are used as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities **are continually used** as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities **are infrequently used** as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities **are seldom used** as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities **are not used** as part of the curriculum evaluation process.	_____
				Total Score-Section 2 Curriculum →	_____

SECTION 3- INDIVIDUAL PLANNING

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
3A. Individual planning includes individual and/or group guidance activities to promote career development	Activities have been developed to help students do **all** of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	Activities have been developed to help students do **two** of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	Activities have been developed to help students do **one** of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	Activities **have not** been developed to help students do **any** of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	
3B. Individual planning activities assist students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	. Individual planning activities assist **all** students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning activities assist **most** students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning activities assist **a few** students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning activities **do not** assist students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	
3C. Individual planning includes age appropriate activities that address personal/social, academic and career development of students	Individual planning includes age appropriate activities in **all** of the following areas: **1. Appraisal 2. Educational and Career Planning 3. Transition**	Individual planning includes age appropriate activities in **two** of the following areas: **1. Appraisal 2. Educational and Career Planning 3. Transition**	Individual planning includes age appropriate activities in **one** of the following areas:**1. Appraisal 2. Educational and Career Planning 3. Transition**	Individual planning **does not** include age appropriate activities in **any** of the following areas:**1. Appraisal 2. Educational and Career Planning 3. Transition**	
3D. Students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	**All** students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	**Most** students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	**A few** students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	Students and parents/guardians **do not** receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	
3E. PSCs and staff collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff at **all levels of the district** collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff in at **least two levels of the district,** collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff at **one level in a district with two or more levels** collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff **do not** collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
3F. Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians **annually** during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians **every other year** during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians **once** during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians **are not reviewed and revised** during high school.	_____
3G. Individual planning activities utilize career paths and/or career clusters to help students with their educational and career planning.	Individual planning activities at **all** levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities at **most** levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities at **a few** levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities **do not** utilize career paths and/or career clusters as appropriate to help students with their career planning.	_____
3H. A Career and Educational Planning Guide with key information has been developed and is used to help students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has been developed and is used to help **all** students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has been developed and is used to help **most** students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has been developed and is used to help **a few** students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information **has not** been developed to help students complete and update their Personal Plans of Study.	_____
				Total Score -Section 3 Individual Planning→	_____

SECTION 4- RESPONSIVE SERVICES

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
4A. Students who are experiencing problems can readily access PSCs.	**All** students who are experiencing problems can readily access PSCs.	**Most** students who are experiencing problems can readily access PSCs.	**A few** students who are experiencing problems can readily access PSCs.	Students who are experiencing problems **cannot** readily access PSCs.	_____
4B. Counseling services are available within school to all students experiencing problems that might be interfering with their personal/social, academic or career development.	**All** of the following counseling services are available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	**Two** of the following counseling services are available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	**One** of the following counseling services is available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	**None** of the following counseling services are available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	_____
4C. Consultation is utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development.	Consultation is **regularly** utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	Consultation is **occasionally** utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	Consultation is **seldom** utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	Consultation **is not** utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	_____
4D. A written list of referral services is revised and is available to students and their parents/guardians.	A written list of referral services is revised **annually** and is available to students, and their parents/guardians.	A written list of referral services is revised **every two years** and is available to students, and their parents/guardians.	A written list of referral services is revised **every three years** and is available to students, and their parents/guardians.	A written list of referral services **is not revised** for students, and their parents/guardians.	_____
4E. Responsive Services activities include referral and follow-up procedures.	Responsive Services activities include **both** of the following: 1. Clear referral procedures 2. Clear follow-up procedures.	Responsive Services activities include **one** of the following: 1. Clear referral procedures **or** 2. Clear follow-up procedures.	Responsive Services activities include **vague** referral procedures and/or follow-up procedures.	Responsive Services activities **do not include** referral or follow-up procedures.	_____
4F. PSCs utilize procedures and strategies to overcome barriers to student learning	PSCs utilize **numerous** procedures and strategies to overcome barriers to student learning	PSCs utilize **two** procedures and strategies to overcome barriers to student learning	PSCs utilize **one** procedure or strategy to overcome barriers to student learning	PSCs **do not utilize** procedures or strategies to overcome barriers to student learning	_____
4G. PSCs actively participate in activities involving building/district critical incident plans.	PSCs actively participate in **all** of the following activities involving building/district critical incident plans: 1. Planning 2. Revision 3. Implementation	PSCs actively participate in **two** of the following activities involving building/district critical incident plans: 1. Planning 2. Revision 3. Implementation	PSCs actively participate in **one** of the following activities involving building/district critical incident plans: 1. Planning 2. Revision 3. Implementation	PSCs **do not** actively participate in activities involving building/district critical incident plans.	_____
				Total Score Section 4- Responsive Services→	_____

SECTION 5- SYSTEM SUPPORT

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
5A. PSCs develop their program through collaborative relationships.	PSCs develop their program through collaborative relationships with **all** of the following: 1.Building/district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	PSCs develop their program through collaborative relationships **with three** of the following: 1. Building /district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	PSCs develop their program through collaborative relationships **with two** of the following: 1. Building/district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	PSCs develop their program through collaborative relationships with **one or none** of the following: 1. Building/district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	_____
5B. PSCs and administrators collaborate on CGCP implementation and improvement planning.	PSCs and administrators **consistently** collaborate on CGCP implementation and improvement planning.	PSCs and administrators **occasionally** collaborate on CGCP implementation and improvement planning.	PSCs and administrators **rarely** collaborate on CGCP implementation and improvement planning.	PSCs and administrators **do not** collaborate on CGCP implementation and improvement planning.	_____
5C. The CGCP is supported *at* dist and bldg level by various program management activities.	The district CGCP is supported **by all** of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	The district CGCP Is supported **by at least two** of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	The district CGCP is supported **by one** of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	The district CGCP is **not supported by any** of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	_____
5D. PSCs advocate for the CGCP to various segments of the community (e.g., businesses)	PSCs **consistently** advocate for the CGCP to various segments of the community(e.g., businesses)	PSCs **occasionally** advocate for the CGCP to various segments of the community(e.g., businesses)	PSCs **rarely** advocate for the CGCP to various segments of the community(e.g., businesses)	PSCs **do not** advocate for the CGCP to various segments of the community(e.g., businesses)	_____
5E. The district's CGCP is understood and supported by various groups.	The district's CGCP is understood and supported by **all** of the following: 1. Building/district administrators 2. Teachers/other school personnel. 3. Parents/guardians 4. Community groups /organizations	The district's CGCP is understood and supported by **two** of the following: 1. Building/district administrators 2. Teachers /other school personnel. 3. Parents/guardians 4. Community groups /organizations	The district's CGCP is understood and supported by **one** of the following: 1. Building/district administrators 2. Teachers and other school personnel. 3. Parents/guardians 4. Community groups /organizations	The district's CGCP **is not** understood and supported by various groups.	_____
5F. PSCs participate in appropriate professional development activities.	PSCs **consistently** participate in appropriate professional development activities.	PSCs **occasionally** participate in appropriate professional development activities.	PSCs **rarely** participate in appropriate professional development activities.	PSCs **do not** participate in appropriate professional development activities.	_____
5G. PSCs regularly serve on appropriate committees in the district.	PSCs **consistently** serve on appropriate committees in the district.	PSCs **occasionally** serve on appropriate committees in the district.	PSCs **rarely** serve on appropriate committees in the district.	PSCs **do not** serve on appropriate committees in the district.	_____

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
5H. PSCs spend the majority of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend **85% +** of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend **70-84%** of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend **50-69%** of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend **less than 50 %** of time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	_____
5I. PSCs have time included in their weekly schedule for management of the CGCP	PSCs **consistently** have time included in their weekly schedule for management of the CGCP.	PSCs **occasionally** have time included in their weekly schedule for management of the CGCP.	PSCs **rarely** have time included in their weekly schedule for management of the CGCP.	PSCs **do not have** time included in their weekly schedule for management of the CGCP.	_____
5J. A Time and Task Analysis of CGCP activities is conducted on a regular basis.	A Time and Task Analysis of CGCP activities are conducted **on at least five random days each semester.**	A Time and Task Analysis of CGCP activities is conducted **on less than five random days each semester.**	A Time and Task Analysis of CGCP activities is conducted **on five random days for one semester.**	A Time and Task Analysis of CGCP activities is conducted **on less than five random days for one semester.**	_____
5K. PSCs participate in fair-share responsibilities	PSCs participate in fair-share responsibilities **in the same proportion** as other staff members	PSCs participate in fair-share responsibilities in a **slightly greater proportion** than other staff members.	PSCs participate in fair-share responsibilities in a **substantially greater proportion** than other staff members.	PSCs participation in fair-share responsibilities **exceeds by a great margin,** the proportion assigned to other staff members.	_____
5L. PSCs in the building/district are appropriately certificated for their current level of practice.	**All** PSCs in the building/district hold **Lifetime, Initial or Career Student Services certification** for their current level of practice.	**Most** of the PSCs in the building/district hold **Lifetime, Initial or Career Student Services certification** for their current level of practice.	One or more of the PSCs in the building/district hold **Provisional Student Services certification** for their current level of practice.	One or more of the PSCs in the building/district hold **Temporary Student Services certification** for their current level of practice.	_____
5M. PSCs receive training on legal and ethical issues.	PSCs receive **yearly** training on legal and ethical issues.	PSCs receive training **every two years** on legal and ethical issues.	PSCs receive **infrequent** training on legal and ethical issues.	PSCs receive **no** training on legal and ethical issues.	_____
5N. CGCP budget planning includes provisions for utilization of different types of resources for full implementation of the CGCP.	CGCP budget planning includes provisions for utilization of **all** of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	CGCP budget planning includes provisions for utilization of at least **two** of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	CGCP budget planning includes provisions for utilization of at least **one** of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	CGCP budget planning **does not include** provisions for any of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	_____
5O. Reports concerning implementation and impact of the CGCP are made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are **consistently** made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are **occasionally** made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are **rarely** made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP **are not** made to the administration, school board and other stakeholders.	_____
5P. Data obtained from a variety of sources is utilized to guide the district's CGCP.	Data from **three or more** sources is utilized to guide the district's CGCP.	Data from **two** sources is utilized to guide the district's CGCP.	Data from **one** source is utilized to guide the district's CGCP.	Data **is not** utilized to guide the district's CGCP.	_____

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
5Q. CGCP evaluation results are reported to identified stakeholders.	CGCP evaluation results are reported to **all** identified stakeholders.	CGCP evaluation results are reported to **most** identified stakeholders.	CGCP evaluation results are reported to **a few** identified stakeholders.	CGCP evaluation results **are not** reported to identified stakeholders.	_____
5R. Action plans have been developed for CGCP improvement, based on program evaluation results and other school data.	Action plans used for CGCP improvement include **all** of the following: 1. standard 2. methods to be used 3. time to start and end 4. who will implement 5. evaluation method 6. expected result(s).	Action plans used for CGCP improvement include **four** of the following: 1. standard 2. methods to be used 3. time to start and end 4. who will implement 5. evaluation method 6. expected result(s).	Action plans used for CGCP improvement include **two** the following: 1. standard 2. methods to be used 3. time to start and end 4. who will implement 5. evaluation method 6. expected result(s).	Action plans are **not** used for CGCP improvement.	_____
5S. The PSC's time is spent on implementing the CGCP as determined by time-task analysis.	**100%** of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	**95%** of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	**90 %** of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	**Less than 90%** of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	_____
				Total Score- Section 5 System Support→	_____

Internal Improvement Review (IIR) Scoring Summary Sheet for use in Analysis

1-Overview Rubric Score	2-Curriculum Rubric Score	3-Individual Planning Rubric Score	4-Responsive Services Rubric Score	5-System Support Rubric Score
1A=	2A=	3A=	4A=	5A=
1B=	2B=	3B=	4B=	5B=
1C=	2C=	3C=	4C=	5C=
1D=	2D=	3D=	4D=	5D=
1E=	2E=	3E=	4E=	5E=
1F=	2F=	3F=	4F=	5F=
1G=	2G=	3G=	4G=	5G=
1H=		3H=		5H=
1I=				5I=
1J=				5J=
1K=				5K=
				5L=
				5M=
				5N=
				5O=
				5P=
				5Q=
				5R=
				5S=
TOTAL= _____	TOTAL= _____	TOTAL= _____	TOTAL= _____	TOTAL= _____

To find the percentage of implementation, first put your total from each column above in the proper cell in the **C. obtained score** column. Next, in **Column D**, divide that obtained score by the number in the **B. Possible score** column and divide by 100. That will give you the percentage of implementation for both sections and for the complete IIR. These numbers can be reported as noted on **page 2.**

A. Section Totals	B. Possible score (# of elements in the section rubric multiplied by 4)	C. Obtained score (Sum of scores on section rubric circled by rater(s))	D. Percentage of Implementation (Obtained/Possible multiplied by 100)
Section 1-Overview	**44**		_____/44X 100 = _____
Section 2-Curriculum	**28**		_____/X 28100 = _____
Section 3-Individual Planning	**32**		_____/32X 100 = _____
Section 4-Responsive Services	**28**		_____/28X 100 = _____
Section 5-System Support	**76**		_____/76X 100 = _____
Total	**208**		_____/208X100=_____

Internal Improvement Review (IIR) Program Improvement Plan

School District Name: _____   **Date: ____/____/____**

Person overseeing school improvement activity:
_____

Person in charge of District Comprehensive Guidance Program: _____

IIR Section and Element to be improved(**Note**: Use separate form for <u>each</u> improvement target chosen)	**1. Section:** ☐Overview ☐Curriculum ☐ Individual Planning ☐ Responsive Services ☐ System Support Element: ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J ☐K ☐L ☐M ☐N ☐O ☐P ☐Q
Specific Goal. **Being <u>specific</u> gives you a greater chance of reaching the goal**	**2. What specific goal do I want to achieve for this Section and Element?**
Measurable. **Having criteria to help you measure progress helps you to stay on track and accomplish your goal by the target date**	**3A. What type(s) of data will I use to determine if I have achieved my goal? (See MCGCP Manual, pp 46 - 47 for explanation and examples)** ☐Process Data: Provides evidence that an activity or program was conducted. How and what will I measure? _____ ☐Perceptual Data: Gives insight into how an activity or program is perceived by the target audience How and what will I measure? _____ ☐Results Data: Shows the impact the activity or program had on student performance How and what will I measure? _____
Attainable. **By listing what you need to accomplish your goal, you make sure that the goal is one that you can reach**	**4A. In order to attain my goal, the following activities/interventions will be utilized:** **1.** **2.** **3.** **4B.In order to attain my goal, the following resources will be utilized:** ☐**Human Resources:** _____ ☐**Financial Resources:** _____ ☐**Political Resources**: _____

Realistic. **The goal you choose is one which you are realistically both willing and able to work to accomplish**	**5. How does this goal help improve the implementation of the comprehensive guidance program in my district?**
Timely. **By establishing definite times you are more likely to focus your efforts on reaching the goal**	**6A. Which time period for results will I use as the basis for collecting my data? (See MCGCP Manual, p. 47 for explanation and examples)** ☐Immediate Results-obtained directly after the activity/intervention Date results to be obtained: ___/___/___ ☐Intermediate Results-usually obtained at the end of a quarter, semester or school year Date results to be obtained: ___/___/___ ☐Long-term Results-obtained after an extended period of time Date results to be obtained: ___/___/___ **6B. When will I review this Improvement Plan?** **Date of Review:** ____/____/____ **Result of first review:** ☐ Goal Reached. No further action required ☐ Continue present activities/intervention. ☐ Change activities/revise as follows: **Review on** ___/___/___ **Result of second review:** ☐ Goal Reached. No further action required ☐ Continue present activities/intervention ☐ Change activities/revise as follows: **Review on** ___/___/___ **C. Result of third review:** ☐ Goal Reached. No further action required ☐ Re-evaluate goal Result of re-evaluation of goal:
What were the results of the activity noted in this Improvement Plan?	☐Achieved goal stated in #2. ☐Did not achieve goal; made the following changes: