**K-12 Plan Annual Update & Sustainability Checklist**

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| **Concept** | **K-12 Guidance Plan Action Item** |
| **Program Component - Counselor** |
| 1 | Counselor Names, Locations and Ratios | Revisit and update annually, (update names, locations and ratios). |
| 2 | Counselor Roles | Update evidence chart at all three levels every 3 years or sooner as needed. |
| 3 | Job Descriptions linked to the Counselor Evaluation Process | Update evidence chart at all three levels every 3 years or sooner as needed. |
| **Program Component - Delivery System** |
| 4 | District and Counselor Mission Statements | Update or review the District and K-12 Guidance Plan Mission Statements every 3 years or sooner. |
| 5 | Program Calendars | Continue to update and revisit calendar items at the end of each year. Continue to color code the way that each item is delivered. Use these to promote the program to all stakeholders. This is the “what and “when” of the program. |
| 6 | Program Delivery | Continue to update and revisit “how” the calendar items are delivered. Continue to color code the X’s in the proper delivery column. Use this to educate your department and administration on how counselor time is being utitlized and maximized. |
| 7 | Curriculum Action Plan(Program Scope and Sequence) | Use curriculum results reports to determine whether a curriculum item is working. Any new curriculum ideas or interventions are put into the curriculum document by that grade. They are placed in “red” at the bottom of that grade sheet. Items that are not being taught or presented that year should be removed. Each counselor updates this tool at their grade levels annually. Work in teams! |
| 8 | Annual K-12 Program Goals | Update annually in all three domains. Continue to write these using the SMART Format. Present and report the data analysis of each goal to the advisory council,school board and administration. |
| 9 | Academic/Career Plan Process and Portfolio Development | Revisit the “must have” portions of the plan process and portfolio every 3 years or sooner while continuing to develop more interventions for artifact development for students to have meaningful engagement in the CEW standards. Continue to refine the proess of student ownership of the plan and parent and staff engagement in the process of aiding students’ career planning. Curriculum integration of all four strands of the CEW Standards in core curriculum is critical. |
| **Program Component - Stakeholders** |
| 10 | Stakeholder Engagement | Update the two sets of paragraphs addressing program benefits and program delivery every 3 years or sooner if necessary. Review and update the 4 action planning charts annually by revising the big ideas and smart goals linked to each stakeholder group. |
| 11 | K-12 District School Counseling Advisory Council | Keep the names current each year and continue to communicate with minutes and agendas to all members. Use the council to develop new ideas and develop stronger stakeholder relationships. Always meet at least 2 times per year. |
| **Program Component - Career Pathways Awareness & Development** |
| 12 | Career and Post Secondary Resources | Update resources and databases on an ongoing basis with the assistance of all stakeholder groups and share annually with the K-12 Advisory Council.  |
| 13 | Career and Technical Center Strategies | Revisit and update annually as new interventions are added and share with the CTC and the K-12 Advisory Council. |

**Sustainability Checklist**

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|  | **Yes** | **No** |
| 1. Do you update your counselor assignments and ratios yearly?
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| 1. Do you review and edit counselor roles yearly to reflect new initiatives and requirements in your district?
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| 1. Do your individual counselors utilize their year-end evaluations to cross-reference and make edits/adjustments based on those evaluations?
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| 1. Does the team revisit the plan following the completion of the district’s new Comprehensive Plan (to insure mission statements, goals, etc. are aligned with that plan?)
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| 1. Does the team review the monthly calendar and curriculum at regular intervals throughout the year to monitor completion and make changes as new initiatives are added and others are dropped?
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| 1. Does the team review the monthly calendar and curriculum following the Future Ready PA Index Audit to make necessary changes based on those recommendations?
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| 1. Do building-level counselors use annual goals as part of their evaluation discussion with principals?
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| 1. Does the team have a system for reporting out the results for annual goals at the end of the year?
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| 1. Does the team review the Career Development Intervention Chart yearly to make changes based on what curriculum was delivered?
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| 1. Does the team review the Academic and Career Plan Process section of the plan to ensure that it accurately represents what is occurring with the Academic Career Plan? Are changes made based on that review?
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| 1. Does the team update screenshots of the Academic Plan/Career Portfolio Process when changes occur to that process?
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| 1. Does the team review Stakeholder Engagement Documents and associated SMART Goals and discuss progress made on those goals? Where progress is not being made are steps being taken to brainstorm ideas to address the goals?
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| 1. Does someone update the Advisory Council overview when members change?
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| 1. Does the team review the Career and Post-Secondary Resources of the plan and make updates yearly?
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| 1. Does the team reflect on activities that introduce the career and technology programs to students on a yearly basis and make improvements to the way in which they are intervening with students, parents and educators to ensure they understand the value of the local CTE programs and the opportunities available?
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