



# CBA Strategic Plan Instructions

A strategic plan is a three to five year future-oriented description of the priorities and primary strategies for the school counseling program. It is intended to demonstrate the value of the program and significant contribution school counselors make to student achievement and well-being. The structure and content of a strategic plan can vary greatly from one setting to others.

What is provided below is a list of potential headings for a strategic plan with suggestions regarding what could be included under each heading. Feel free to use this outline and the accompanying template to generate a draft plan for your district or school, or to generate information that can be transferred to whatever planning formats used in your district.

## Introduction

- Define purpose of the strategic plan.
- Discuss the district context in which the plan becomes meaningful (e.g., current status of program, how the program will support student learning and improve learner outcomes, how the program will contribute to district-wide and school-based change initiatives.
- Provide basic information about the plan: title, years covered, developed by, development process, approved by and date.
- Discuss how the plan is organized.

## Program Description

- Describe the school counseling program: research-based. Incorporates evidence-based practice, comprehensive, developmentally-appropriate, rigorous, focused on students' social emotional and behavioral development and learning.
- Describe major components of the program. You may wish to use the headings in the “Brain Dump Exercise” in the “Develop Learning Activities” section in the “Develop a CBA” module on the Website.
  - + Direct Instruction to Students
  - + Individual Student-Counselor Interactions
  - + School Counseling Program Support
  - + Interfaces with Others
  - + Professional School Counselor Development
  - + Non-Counseling Activities
- Describe school counseling curriculum.
- Include copy of curriculum scope and sequence,.
- Describe student assessments.

- Discuss the use of data-based decision making. Describe essential data generation, analysis and reporting.

### **How the Counseling Program is Organized**

- Describe key roles and accountabilities.
- Discuss staffing levels (e.g., number of counselors in each school and the grade(s)/level(s) to which they are assigned.
- Describe key policies and protocols.
- Discuss professional development program.
- Discuss program evaluation and counselor quality.

### **School Counseling Program Results**

Identify the results you expect to achieve by implementing plan. Be prepared to describe how you will measure the extent to which each of your stated results has been achieved.

A sample set of results statements are provided beginning on the next page. The sample plan uses planning categories and data elements discussed in the “Plan for a CBA” Overview. Critical planning areas are organized into three groups: a) program quality, b) organizational effectiveness, and c) support for school counseling. An action plan is written for each result.



# Sample CBA Strategic Plan

The tables below identify critical areas required for the successful implementation of a CBA, along with the expected results for each area. Action plans will need to be developed for each result.

## 1.0 Program Quality

Critical Area	#	Expected Results
1.1 Counseling, Teaching & Learning	1.1.1	The Department's <i>Framework for School Counseling</i> clearly delineates the purpose and essential character of the school counseling program.
	1.1.2	The school counseling program is delivered to all students K through 12.
	1.1.3	The role of school counselors includes specialists in social-emotional and behavior development, and leadership in data-based decision making.
	1.1.4	Critical knowledge acquisition and skills training are delivered via a challenging school counseling curriculum.
	1.1.5	The counseling curriculum scope and sequence reflects activities that are to be delivered to all students.
	1.1.6	Student assessment accurately measure student progress, proficiency and achievement in relation to school counseling student standards.
	1.1.7	A K-12 career development strand is implemented.
	1.1.8	Opportunities for collaborative efforts among counselors and teachers are expanded.
	1.1.9	Repositories of counseling curricula are readily accessible to counselors and other educators.
1.2 Professional Development	1.2.1	A professional development calendar is published annually.
	1.2.2	Professional development modules that target counselor-defined training needs are developed and delivered.
	1.2.3	Support staff is trained in the use of the CBA.
1.3 Technology	1.3.1	The school counseling department has a website, or at least has a webpage on another website.

<b>Critical Area</b>	<b>#</b>	<b>Expected Results</b>
	1.3.2	School counselors become proficient in the use of technology to support their work.
	1.3.3	Student use of technology for gathering information on post-secondary options (e.g., colleges, careers) is expanded.

**2.0 Operational Effectiveness**

<b>Critical Area</b>	<b>#</b>	<b>Expected Results</b>
2.1 Planning	2.1.1	Strategic and annual planning process is results-based.
	2.1.2	Annual implementation plans for upcoming school years are developed.
	2.1.3	Strategic plan is reviewed and updated annually.
2.2 Organizational Support	2.2.1	A School Counseling Administrative Handbook is maintained (keep evergreen).
	2.2.2	A Unified Support Model integrating social work, school psychology and special education is implemented.
	2.2.3	An Advisory Board for School Counseling is established.
2.3 Information Systems/Data	2.3.1	The impact of implementing a comprehensive school counseling program is evaluated.
	2.3.2	A district-wide School Counseling Data Management System is implemented.
	2.3.3	The district produces an annual School Counseling Accountability Report Card.
	2.3.4	Meaningful data on the impact of school counseling on the district's personalization efforts are gathered and reported.
2.4 Human Resources	2.4.1	School counseling positions are an interview position.
2.5 Facilities	2.5.1	Facilities provide an environment that is conducive to effective counseling.

**3.0 Support for School Counseling**

<b>Critical Area</b>	<b>#</b>	<b>Expected Results</b>
.31 School Culture	3.1.1	The quality of the school culture is expanded through a focus on personalized learning environments for students.

<b>Critical Area</b>	<b>#</b>	<b>Expected Results</b>
3.2 Communications/ Public Relations	3.2.1	Use of electronic communication is expanded among counselors.
	3.2.2	A quarterly newsletter for counselors is published.
3.3 Parent Involvement	3.3.1	Parents/guardians are further involved in their children's education through the counseling department's Parent/Guardian Outreach Program.
3.4 Partnerships	3.4.1	Strategic partnerships (e.g., State Departments of Education, State and national school counseling organizations, higher education, local business community, unions,) are developed/expanded.