

High School Counselor Student Learning Growth Goal

Content Standard(s) /Learning Target	American School Counselor Standards: C:A2.9 – Utilize time and task management skills C:C1.1 – Understand relationship between educational and career achievement PS:B1.2 – Understand consequences of decisions and choices
Context	Total number of students 18 Number of students on an IEP 0 Number of students identified 0 as ELL: Number of students identified 0 as TAG: Number of students on a 504 3
Assessment	<ul style="list-style-type: none"> . Category II Assessment, using attendance data as assessment data . Students in tier 1 will have 12 or more credits at the end of their 10th grade year Students in tier 2 will recover .50 or more credits by the end of the 2014-15 school year and be progressing towards being at grade level.
Baseline Data	The grade retention rate for my 2013-14 school year of the 100 current 10th grade students on my caseload load, 18 (18%) entered without the required credits (6) to be at 10th grade level. Of the 18 retained students: <ul style="list-style-type: none"> • 9 students fall into tier 1: 4.5-5.5 credits • 9 students fall into tier 2: 4.25 credits or less
Student Learning and Growth Goal Statement	The 2014-15 school year goal is to decrease the 2015 10th grade retention rate as follows: Students in Tier 1 will recover enough credits to be on track and at grade level. Tier 1 "not on track" 10th graders (having 4.5-5.5 credits entering the 2014-15 school year) should be passing adequate credits (12) to enter 11th grade on track at the end of the 2014-15 school year. Students in Tier 2 will recover .50 or more credits in the 2014-15 school year. Tier 2 "not on track" 10 th graders (having 4.25 credits or less entering the 2014-2015) will have regained .50 or more credits toward their credit recovery needs to be on track. Tier 2 students will have 9 or more credits at the end of the 2014-15 school year.

Rationale	Of the 100 students on my 10th grade caseload for the 2014-15 school year 18 of them were not on track to be credit efficient 10th graders (not on track to graduate in 4 year). My reason for choosing to decrease this number is to increase the graduation rate for my 10th grade student cohort (class of 2017). Obtaining a high school diploma is important for individual success and increased opportunities post high school.
Strategies	<ul style="list-style-type: none"> . Identify the credit deficient 10th graders in September 2014 . Meet with the 18 credit deficient 10th graders at the beginning of the school year and discuss missing credits • Create an academic schedule that helps students recover lost credits • Create a check in and check out system with this population to monitor academic successes and barriers • Follow the attendance of the 18 credit deficient 10th graders and call home as an intervention for those missing school regularly • Create a system (phone call and appointments) following the first 6 week grades addressing any student in this group failing 1 or more classes • Meet with student and parents to address barriers/concerns
Aligned Professional Learning	<ul style="list-style-type: none"> . Naviance Training . LCC Fall update . Oregon University System Update . Freshman Night Fall . Conferences