



JEFFERSON TOWNSHIP PUBLIC SCHOOLS

Counseling Department RAMP Initiative
May 2018

What is RAMP?

- Recognized ASCA Model Program
- National recognition for comprehensive school counseling programs that are data driven, outcome based, and aligned to the American School Counselor Association's Framework.
- Currently one other school in the State of New Jersey has received this recognition, Lakeland Regional High School.

Why RAMP?

- Validation of the school counseling program's contributions to student achievement, social/emotional development and college and career readiness.
- Involvement of stakeholders in the planning and evaluation of the school counseling programs.
- Accountability: PLC Goals, SGOs, Counselor Evaluation, and outcome data.
- Department aspiration and morale.

RAMP Process

2013- 2014: Department reviewed counseling curriculum and evaluation tools.

- Chose NJSCA Evaluation Tool
- Determined that curriculum was outdated
- Developed the goal of becoming an ASCA Model Program

2014-2015: What is our goal?

- Outlined look-fors and artifacts for the evaluation tool
- Developed our core beliefs, vision, and mission.
- Created curriculum map based on current counseling activities
- Instituted RAMP Steering Committee
- Developed RAMP Strategic Planning Guide

Jefferson Township's Process

Summer 2015: Revised counseling curriculum and curriculum guides

2015 – 2016: Implementation year (Dress rehearsal)

- Full implementation of ASCA model
- Implementation of revised curriculum
- Steering Committee analyzed success of the implementation of the ASCA model and worked with PLC groups to refine counseling programs.

2016-2017: RAMP Year

- Steering Committee and PLCs implement counseling programs aligned to the ASCA model, collected data, and completed sections of the RAMP application

October 2017: RAMP Applications were submitted for HS, Cozy Lake, White Rock, Stanlick, and Briggs
(Middle School will submit in 2018)

March 2018: Review of experts

May 2018: RAMP Certification for all 5 schools!!!

Results JTHS

- Each year we administer a survey to seniors in June asking for their feedback regarding our counseling department. We noticed a relatively low amount of students reporting that they were aware of the local scholarship opportunities made available to them. A disproportionate amount of students who knew of these opportunities actually submitted scholarship applications. This influenced our department to set the goal of increasing the number of local scholarship applications submitted, especially since students cite finances as the main factor when it comes to selecting which college to attend. By adding additional counseling interventions, including but not limited to, meeting with seniors in small groups to educate them about scholarships, we successfully increased the amount of local scholarship applications submitted. It should also not go unnoted that this year we exceeded last years numbers and hope to continue this growth in the future.
- Going through the RAMP process has been extremely rigorous but rewarding at the same time. Establishing a Recognized ASCA Model Program (RAMP) has brought our counseling department closer as we unite to work on common goals that reflect the ASCA Mindsets and Behaviors for academic success, college and career readiness, and social/emotional development. We look forward to working together while we continue to design, coordinate, and implement a data-driven comprehensive school counseling program for all of our students at Jefferson Township High School.

Results

E. T. Briggs

- Attendance Goal: By June 21, 2017, Students who had 7 or more unexcused absences for the 2015-2016 school year will decrease the total number of absences by 5% from 89 total days absent to 85 or less total absences.
- By June 2017 the total number of unexcused absences for these students went from 89 (total for 2015-2016) to 49, this was a 55% decrease in unexcused absences for these students.

“Working through this 5 year process has opened my eyes to just how important data is to setting goals and planning my program each year. It has helped to identify issues easier allowing me to address them in a more productive way through classroom lessons, groups, and implementation of new programs.” ~E. West

Cozy Lake

- By June 21, 2017, the number of absences for at-risk students (students who have had 7 or more unexcused absences for the 2015- 2016 school year) will decrease by 5% from 89 days to 85 or less days.
- The total amount decreased from 89 to 62 days of unexcused absences for this group of students, which is a decrease of 30%.

“One positive learning experience that I gained through this RAMP journey is knowing how much of an asset my position as a school counselor is to the academic achievement and success of our students here in Jefferson Township.” ~ D. Williams

Results

Stanlick

- By June 21, 2017 students who had 7 or more unexcused absences for the 2015-2016 school year will decrease the total number of absences by 5% from 497 total days absent to 472 or less total absences.
- At the end of the 2016-2017 school year there was a 25% decrease in unexcused absences for these students.

“From this process, I am able to put into words and numbers (data), what exactly I do to help support our students, how effective the programs truly are, as well as what can still be worked on. I truly believe that this process has helped me become a better counselor for my students by developing the curriculum, providing monthly classroom lessons, running multiple small groups, checking in with students individually, and collaborating with all stakeholder.” ~L. LaConti

White Rock

- By June 21, 2017 students with 7 or more absences for 2016-2017 school year will decrease by 5% from 521 total days absent to 495 days absent.
- At the end of the 2016-2017 school year there was a 25% decrease in unexcused absences for these students.

“I was so pleased to witness the positive rapport that strengthened between myself and my colleagues during the application process. This collaboration cultivated a more meaningful dynamic between the counselors, which has helped each of us refine techniques, initiate improvements and further develop our skills to be more effective counselors and leaders within our buildings. Additionally, incorporating measurement instruments solidified the effectiveness of our counseling program while using data to document measurable changes. By using data as a persuasive tool to both validate our role in the building and provide feedback in the form of increased grades, decreased absences or behavioral referrals enabled me to see the impact of my job from a new perspective.” ~L. Provost

What has RAMP done for Jefferson Township?

- Improved vertical and horizontal articulation in each building and across the district.
- Mandated the use of data to develop and evaluate school counseling programs.
- Assisted in targeting specific students and/or groups of students for more intensive outcome-based counseling services.
- Involved stakeholders in the development of school counseling programs.
- Better use of counselor time. (Direct vs. In-Direct counseling services)
- Empowered counselors as leaders (play-makers).
- Enhanced the counseling program to ensure the inclusion of all students in the counseling curriculum.
- Elicited statewide recognition of our programs.

Congratulations!

Jefferson Township High School

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Elementary Schools

Cozy Lake

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E. T. Briggs

Elizabeth West

Arthur Stanlick

Lyndsay LaConti

White Rock

Lauren Provost