



School CSCP Implementation Plan

Leveraging the Comprehensive School Counseling Program

VERSION 1.0



OREGON
DEPARTMENT OF
EDUCATION



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School CSCP Implementation Plan

Stage: Installation → Initial

A building-level written plan for a comprehensive school counseling program aligned to Oregon's Framework. Complete it as a team, including counseling staff and administrators together. It mirrors your district plan and turns your Readiness Self-Assessment priorities into the year's concrete commitments. Fill in what applies and adapt to your building.

How to use this template. Work through it with your administrator. Start with your Readiness Self-Assessment priorities; you need not complete every element in year one. Hyperlink completed artifacts (calendars, plans, results) wherever the template points to them, so this plan becomes your program's home page.

School Information

School Name	
District Name	
School Counselor(s)	
School Social Worker(s)	
Other Counseling Staff	
Administrator	
Plan Year	



Plan drafted (date)	
Next review (date)	

Section 1 • DEFINE

1.1 Define • Oregon CSC Student Standards

Which Oregon CSC Student Standards will your program prioritize this year (across social/emotional, academic, career), how do the complementary TSEL and HECPS standards reinforce them, and how will you know students learned them?

Type here.

Framework pp. 12, 18–19

1.2 Define • Program Focus and Counselor Standards

Hyperlink or paste your program's beliefs, vision, and mission statements. Name the role-specific professional/ethical standards each staff member uses (ASCA for school counselors; NASW for school social workers).

Type here.

Framework pp. 11, 17, 20

Section 2 • DELIVER

As part of the schoolwide MTSS, counseling staff deliver role-appropriate tiered direct services (Instruction, Appraisal & Advisement, Counseling) and indirect services (Referrals, Consultation, Collaboration) across all three domains, in partnership with school student success teams, Tribal Education Leaders, and community/healthcare partners. Services are culturally responsive and trauma-informed. Categorize your building's supports by tier and domain below; example Oregon supports are shown in each cell.

2.1 Deliver • Tiered Supports by Domain

TIER	ACADEMIC	COLLEGE / CAREER	SOCIAL / EMOTIONAL
TIER 3 <i>Direct & indirect for few</i>	<i>e.g., short-term goal-focused counseling for transfer-ins with few credits; IEP meeting re: graduation. Type your supports...</i>	<i>e.g., counseling for seniors facing summer melt, rescinded admission, FAFSA verification; advocacy to financial aid. Type...</i>	<i>e.g., individual counseling to assess crisis needs; referral/coordination with mental health or community agencies. Type...</i>
TIER 2 <i>Direct & indirect for some</i>	<i>e.g., small groups for students with 2+ Ns/Us/Fs; off-track-for-graduation groups; Check-In/Check-Out. Type...</i>	<i>e.g., groups for students who want college but haven't applied; FAFSA workshops for migrant/homeless/first-gen; portal outreach (Naviance, CCGI, Xello). Type...</i>	<i>e.g., data-driven small groups and workshops. Type...</i>
TIER 1 <i>Direct & indirect prevention for all</i>	<i>e.g., classroom instruction on Oregon CSC Student Standards; universal appraisal and advisement. Type...</i>	<i>e.g., schoolwide college/career activities; universal advisement. Type...</i>	<i>e.g., schoolwide SEL instruction; staff/family workshops; community partnerships. Type...</i>

List the direct and indirect supports your program provides in each cell. Tier 3 college/career and social/emotional supports are often secondary-level; coordinate clinical needs through referral rather than providing treatment.

Framework pp. 22–27

Section 3 • MANAGE

3.1 Manage • Annual Data Review

What data did counseling staff review to set this year's priorities? Use the three data categories below to identify:

- **Participation Data**
- **Comprehensive School Counseling Student Standards Data**
- **Achievement Data**
 - *Aligned to Statewide Performance Growth Targets:
 - Attendance rates (i.e., K-2, K-12)
 - Grade-level benchmark assessments/ proficiency (i.e., 3rd grade ELA, 8th grade Math)
 - On-track indicators (i.e., 9th grade on-track)
 - Graduation rates (i.e., 4-year graduation)
 - Completion rates (i.e., 5-year completion)
 - *Aligned to Local Performance Growth Targets:
 - 5th Grade Science Achievement
 - Academic Growth
 - Career and Workforce Readiness (i.e., CTE participants and concentrators)
 - Bilingual and Multicultural Proficiency
 - Postsecondary Readiness (i.e., Dual Credit, Advanced Placement, International Baccalaureate completion)
 - *Based on local priorities:
 - Traditional grades (i.e., tests, homework)
 - Standards-based grades (i.e., mastery of specific learning targets or skills)
 - Promotion rates (i.e., moving from one grade to the next)
- **Other Metrics**
 - Survey data (e.g., [Student Health Survey](#), culture/climate, needs assessments, students/families/key partners feedback)
 - Behavioral data (e.g., discipline referrals, code of conduct infractions)
 - Transition data (i.e., Oregon's Kindergarten Assessment, transition check-in, postsecondary)

Other _____

Type here.

Framework pp. 28, 31

3.2 Manage • Annual Student Outcome and Achievement Gap Goals

1–2 goals recommended. Each names a prioritized indicator, contributing conditions, strategy, and how it aligns to school improvement.

Goal #1 — indicator, focal group, strategy, and how it aligns to your school improvement plan:
Type here.
Goal #2 (optional):
Type here.

Framework pp. 18, 28, 31

3.3 Manage · Action Plans and Lesson Plans

Hyperlink your Tier 1 instruction, schoolwide programs, small-group, and individual planning action plans with data reports.
Type here.

Framework p. 28

3.4 Manage · Annual Administrator Conference

Date the conference occurred with your supervising administrator	
Hyperlink the completed annual agreement (adapt to your collective bargaining agreement; flexible signature expectation applies)	

Framework p. 29

3.5 Manage · Use of Time

Recommended practice is at least two consecutive weeks of tracking each semester. Oregon's benchmark: about 80% of time on direct and indirect services, about 20% on program management — applied to counselors, school social workers, and other counseling staff. This is a reflection benchmark; your district retains authority over duty assignments.

Fall and spring dates staff will track use of time	
Tool used to track time	
Date staff will review results with the administrator	

Resources: *Use-of-Time Analysis Tool · Framework pp. 29–30*

3.6 Manage · Calendars

Hyperlink your annual and weekly CSCP calendars.
Type here.

Framework p. 29

Section 4 · ASSESS

4.1 Assess · Annual Program Assessment

When you will assess the CSCP as a whole	
Assessment Participants	
Tool(s) used to assess the program	
Location of Assessment (Shared Drive?)	

Framework p. 32

4.2 Assess · Sharing Program Results

Which methods will you use to share results (one-pagers, results report, presentation), and hyperlink completed products.
Type here.

Framework pp. 32–33

4.3 Assess • Performance Appraisal

Role-specific tool/framework used (ASCA / NASW), tied to district evaluation system and CBA	
Qualified administrator conducting the evaluation	
Date the evaluation will occur	

Framework p. 33

Team Commitments and Sign-Off	
Top 3 building priorities this year	
Support needed from the district / ODE / ESD	
CSCP Representative (School Counselor/School Social Worker) name and date	
Administrator (name and date)	

Adapted for Oregon from a school CSCP planning template. Aligned to Oregon's Framework for Comprehensive School Counseling Programs, 3rd Edition (2026).