

# Internal Improvement Review (IIR)

## Missouri Comprehensive School Counseling Program (MCSCP)

The Internal Improvement Review (IIR) is a school counseling program management tool designed to assess implementation of a school or district's Comprehensive School Counseling Program. Full program implementation positively impacts student achievement, graduation rates, mental health and the overall culture of the school environment. It is recommended that this tool be completed/reviewed annually to determine areas of strength as well as a means to identify areas of improvement. Results can be used by the school/district for improving the implementation of the Comprehensive School Counseling Program.

Date of Evaluation: \_\_\_\_\_

District Name: \_\_\_\_\_

Level Evaluated: \_\_\_\_\_

School Name:  
(when applicable) \_\_\_\_\_

Grade-Levels Included \_\_\_\_\_

Rater Name: \_\_\_\_\_

Rater Position: \_\_\_\_\_

# Internal Improvement Review (IIR)

## Instructions for Scoring

1. At the bottom of the page there are tabs for each section. Click on a tab to work within that section.
2. Starting with section one, Program Foundation (PF), read each element and select the rubric score that represents the level of implementation of the school/district being scored. The total score for each section will be electronically computed on the IIR Summary Sheet at the end.
3. For a description of each section, place the mouse over the title for that section (ex. Program Foundation).
4. Continue this process until all sections have been completed.
5. Upon completion of the last section, click on the IIR Summary Sheet to review the school/district scores.
6. To help analyze the results, charts will be created for each section and all the charts can be found by clicking on the Charts tab. These can be easily copied and pasted into Word documents for use in school/district reports or presentations.
7. The last tab is a form for developing an Improvement Action Plan using SMART goals.

This is a tool to assist in determining the degree of implementation of a comprehensive school counseling program using the Missouri Comprehensive School Counseling Program as a guide. If you are unfamiliar with the information and terms used in this document, please refer to the following school counseling website: <http://dese.mo.gov/college-career-readiness/school-counseling>

# Internal Improvement Review (IIR)

## Program Foundation

Score	Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
PF1.	The program has student to school counselor ratios that are consistent with Missouri desirable or recommended standards.	Student to counselor ratio is over 500/1.	Student to counselor ratio is 400-500/1.	Student to counselor ratio is 399-251/1.	Student to counselor ratio is at or below 250/1.					
PF2.	The program requires all school counselors have certification credentials to be a Missouri school counselor at the levels assigned.	One or more of the school counselors does not have Missouri School Counselor Certification in the level they are assigned.	One or more of the school counselors have only Temporary Authorization Certification as Missouri School Counselors in the level in which they are assigned.	One or more of the school counselors have provisional Missouri School Counselor (MSC) certification in the grade level they are assigned. Or one or more school counselors are certified as MSC but not working at the level they are certified.	All school counselors are fully certified (this does not include Temporary Authorization or Provisional certification) as Missouri School Counselors in the level in which they are assigned.					
PF3.	The program has a manual for the school district, aligned with the MCSCP to guide implementation. The manual includes the following components:  <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Structural and Program Components</li> <li>3. Job Description</li> <li>4. Guidelines for Personnel Evaluation</li> <li>5. Ethical Standards</li> <li>6. School Board Policies</li> </ol>	The school/district does not have a comprehensive school counseling manual.	The school's/district's comprehensive school counseling manual contains 1-3 components.	The school's/district's comprehensive school counseling manual contains 4-5 of the components.	The school's/district's comprehensive school counseling manual contains all of the components.					

# Internal Improvement Review (IIR)

## Program Foundation

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
PF4. The program manual is : 1. Utilized 2. Reviewed 3. Revised	The school/district has no manual.	The school/district meets one of the indicators.	The school/district meets two of the indicators.	The school/district meets all of the indicators.					
PF5. The program objectives are aligned with the district and/or school Comprehensive School Improvement Plan (CSIP).	The school/district has no SC program objectives.	The school/district has SC program objectives that are not aligned with the district CSIP.	The school/district has some SC program objectives that are aligned with the district CSIP.	The school/district SC program objectives are fully aligned with the district CSIP.					
PF6. The program uses an evaluation plan based on the following indicators: 1. Internal Improvement Review (IIR) 2. Counselor Evaluation (specific to school counselors)- Growth Plan 3. Results Evaluation-Action Research (formerly called PRoBE) 4. Analysis of process data 5. Analysis of perceptual data	The school/district has no SC program evaluation plan.	The school's/ district's SC program evaluation plan is based on one or two of the indicators.	The school's/district's SC program evaluation plan is based on three or four of the indicators.	The school's/district's SC program evaluation plan is based on all of the indicators.					
PF7. The program is supported by the district through: 1. SC program budget 2. Appropriate facilities (private office, computer, phone, etc.) 3. Opportunities for counseling specific professional development 4. Implementation materials	The school/district meets none of the indicators.	The school/district meets one of the indicators.	The school/district meets two or three of the indicators.	The school/district meets all of the indicators.					

# Internal Improvement Review (IIR)

## Program Foundation

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
PF8: The program has a calendaring process to document scheduled events/activities/classroom lessons. The calendar is: <ol style="list-style-type: none"> <li>1. Aligned with the school calendar</li> <li>2. Developed for the school year</li> <li>3. Reviewed regularly</li> <li>4. Updated annually</li> <li>5. Shared with administrators, teachers, staff, parents, and students as appropriate</li> </ol>	The school/district meets none of the indicators.	The school/district meets one or two of the indicators.	The school/district meets three or four of the indicators.	The school/district meets all of the indicators.					

# Internal Improvement Review (IIR)

## System Support

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
SS1. The program uses data to assist in determining priorities. <ol style="list-style-type: none"> <li>1. Process Data</li> <li>2. Perceptual Data</li> <li>3. Results Data</li> </ol>	The school/district does not use data to determine priorities.	The school/district uses one form of data to determine priorities.	The school/district uses two forms of data to determine priorities.	The school/district uses all forms of data to determine priorities.					
SS2. The program has an active SC Advisory Council which includes the following activities: <ol style="list-style-type: none"> <li>1. Meets at least 2x/year</li> <li>2. Makes program recommendations</li> <li>3. Reviews program</li> <li>4. Provides advocacy &amp; support for SC program</li> </ol>	The school/district does not have a SC Advisory Council.	The school/district SC Advisory Council includes one of the activities.	The school/district SC Advisory Council includes two or three of the activities.	The school/district SC Advisory Council includes all of the activities.					
SS3. The program priorities are determined by: <ol style="list-style-type: none"> <li>1. Input from stakeholders (teachers, parents, students, board of education members and especially school administrators).</li> <li>2. Planning Survey (every 3-5 years)</li> <li>3. Internal Improvement Review (IIR)</li> </ol>	The school/district program priorities are not determined by any of the indicators.	The school/district program priorities are determined by one of the indicators.	The school/district program priorities are determined by two of the indicators.	The school/district program priorities are determined by all of the indicators.					
SS4. The program is supported by school administration through: <ol style="list-style-type: none"> <li>1. Regularly scheduled and prioritized school counseling staff meetings</li> <li>2. Inclusion of the counselors in leadership meetings</li> <li>3. Prioritizing counseling program activities within the school.</li> <li>4. Avoids assigning barriers to implementation</li> <li>5. Prioritizing job relevant professional development</li> </ol>	The school/district does not meet any of the indicators.	The school/district meets one or two of the indicators.	The school/district meets three or four of the indicators.	The school/district meets all of the indicators.					

# Internal Improvement Review (IIR)

## System Support

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
SS5. The program requires all school counselors have a written Professional Development/Growth (PD/G) Plan aligned with Comprehensive School Counseling Program (CSCP) objectives.	The school/district does not require SCs to have a written PD/G plan.	The school/district requires a written PD/G plan but does not require alignment to CSCP goals.	The school/district requires a written PD/G plan with partial alignment to CSCP goals.	The school/district requires a written PD/G plan with full alignment to CSCP goals.					
SS6. The program adheres to legal and ethical standards (American School Counselor Association). School Counselors:  1. Are strongly encouraged to join professional school counseling organizations (local, state, or national) 2. Participate in annual legal and ethical training 3. Consult with other professionals when faced with a legal or ethical dilemma	The school/district meets none of the indicators.	The school/district meets one of the indicators.	The school/district meets two of the indicators.	The school/district meets all of the indicators.					
SS7. The program expects school counseling representation on committees aligned with the district's Comprehensive School Counseling Program (CSCP) objectives.	The school/district committees do not include SC representation.	The school/district committees seldom include SC representation.	The school/district committees often include SC representation.	The school/district committees always include SC representation.					
SS8. The program requires all school counselors to complete Time on Task Analysis.	Never	1-4 times per year	5-8 times per year	Once a month (9 or more times per year)					
SS9. The program uses Time on Task Analysis results to verify school counselors spend their time working <u>directly</u> with students (Responsive Services, Individual Student Planning and School Counseling Curriculum)	The school/district SCs spend less than 25% of their time working directly with students.	The school/district SCs spend 25% to 50% of their time working directly with students.	The school/district SCs spend 51% to 79% of their time working directly with students.	The school/district SCs spend 80% or more of their time working directly with students.					

# Internal Improvement Review (IIR)

## System Support

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
SS10. The program includes time within the school day for all school counselors to spend on program planning and management.	The school/district does not allot time for planning.	The school/district allots quarterly planning time.	The school/district allots monthly planning time.	The school/district allots weekly planning time.					

# Internal Improvement Review

## School Counseling Curriculum

Score	Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
SCC1.	<p>The program prioritizes the inclusion of Missouri Comprehensive School Counseling Program K-12 Grade Level Expectations (GLEs) in the curriculum through the use of various sources of information.</p> <ol style="list-style-type: none"> <li>1. Planning Survey</li> <li>2. Student Data</li> <li>3. Building/district goals</li> <li>4. Teacher/advisory committee input</li> </ol>	The school/district does not prioritize CSCP curriculum GLEs.	The school/district utilizes one source of information to prioritize needs of CSCP curriculum GLEs.	The school/district utilizes two or three sources of information to prioritize needs of CSCP curriculum GLEs.	The school/district utilizes all sources of information to prioritize needs of CSCP curriculum GLEs.					
SCC2.	<p>The program's written curriculum:</p> <ol style="list-style-type: none"> <li>1. Reflects the current Missouri CSCP K-12 GLEs</li> <li>2. Is reviewed and updated annually</li> <li>3. Is shared with stakeholders</li> </ol>	The school/district has no written SC curriculum.	The school/district SC curriculum meets one of the indicators.	The school/district SC curriculum meets two of the indicators.	The school/district SC curriculum meets all of the indicators.					
SCC3.	<p>The program SC curriculum:</p> <ol style="list-style-type: none"> <li>1. Is implemented at all grade levels for all students</li> <li>2. Includes classroom or large group lessons, assemblies, and/or events</li> <li>3. Is facilitated by school counselors</li> <li>4. Is implemented through partnerships with the teachers</li> </ol>	The school/district SC curriculum meets none of the indicators.	The school/district SC curriculum meets one of the indicators.	The school/district SC curriculum meets two or three of the indicators.	The school/district SC curriculum meets all of the indicators.					
SCC4.	<p>The program uses curriculum assessments to determine students knowledge and growth in the areas of social/emotional, academic and career development. Assessments may include but are not limited to: pre/post testing, exit tickets, show of hands/signal, surveys, worksheets, projects, etc.</p>	The school/district program does not use curriculum assessments.	The school/district program rarely uses curriculum assessments.	The school/district program occasionally uses curriculum assessments.	The school/district program always uses curriculum assessments.					

# Internal Improvement Review

## School Counseling Curriculum

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
SCC5. The program uses curriculum assessment data to revise and evaluate curriculum.	The school/district program does not use curriculum assessments to revise and evaluate curriculum.	The school/district program rarely uses curriculum assessments to revise and evaluate curriculum.	The school/district program occasionally uses curriculum assessments to revise and evaluate curriculum.	The school/district program always uses curriculum assessments to revise and evaluate curriculum.					

# Internal Improvement Review

## Individual Student Planning

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
<p>IP1. The program's educational/career development activities are:</p> <ol style="list-style-type: none"> <li>Grade-level appropriate</li> <li>Delivered to all students <ul style="list-style-type: none"> <li>Elementary - Career Awareness</li> <li>Middle School - Career Exploration</li> <li>High School - Career Planning</li> </ul> </li> <li>Aligned to the Grade Level Expectations (GLEs)</li> </ol>	The school/district does not conduct career development activities.	The school/district career development activities meet one indicator.	The school/district career development activities meet two indicators.	The school/district career development activities meet all indicators.					
<p>IP2. The program uses a variety of appraisal tools to help students and their parents identify student strengths and interests for educational/career planning including but not limited to the following:</p> <ol style="list-style-type: none"> <li>Assessment results</li> <li>Aptitude testing results</li> <li>Educational testing results</li> <li>Interest inventories</li> <li>Student interviews</li> <li>Observations</li> <li>Learning styles inventories</li> <li>Multiple intelligence inventories</li> <li>Personality surveys</li> </ol>	The school/district SC program does not help students identify their strengths and interests for career and educational planning.	The school/district SC program uses 1-3 tools to help students identify their strengths and interests for career and educational planning.	The school/district SC program uses 4-6 tools to help students identify their strengths and interests for career and educational planning.	The school/district SC program uses 7 or more tools to help students identify their strengths and interests for career and educational planning.					
<p>IP3. The program implements processes and/or activities to support student transitions through school. Types of transitions addressed:</p> <ul style="list-style-type: none"> <li>Home to School</li> <li>Grade to Grade</li> <li>Building to Building</li> <li>Secondary to Post Secondary</li> </ul>	The school/district SC program does not have processes or activities to support transitions through school.	The school/district SC program implements processes and/or activities to address at least one transition listed.	The school/district SC program implements processes and/or activities to address at least two transitions listed.	The school/district SC program implements processes and/or activities to address all of the transitions listed.					

# Internal Improvement Review

## Individual Student Planning

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
<p>IP4. The program provides a systematic process for the development, review, and revision of the Personal Plan of Study including pre-secondary career development activities</p> <ul style="list-style-type: none"> <li>● Elementary - Career Awareness Activities</li> <li>● Middle School - Career Exploration Activities</li> <li>● High School - Career Planning - Personal Plan of Study</li> </ul> <p>*Rate appropriate level(s) for the school/district being scored</p>	The school/district SC program does not have a process for the implementation of career activities.	The school/district SC program has a process for implementation of career awareness activities in at least one grade level for elementary, middle, and high school (rate only for your levels).	The school/district SC program has a process for implementation of career awareness activities at all grade levels.	<p>Elem: The school/district SC program has a systematic career awareness process for all students in place linked to educational planning.</p> <p>MS: The school/district SC program has a systematic career exploration process for all students in place and by eighth grade all students will develop a Personal Plan of Study.</p> <p>HS: The school/district has a systematic process in place for all students to further develop, review, and revise their Personal Plan of Study.</p>					
<p>IP5. The program Individual Student Planning (ISP) process involves the collaboration and participation of:</p> <ol style="list-style-type: none"> <li>1. Student</li> <li>2. Parent(s)</li> <li>3. Teacher(s)</li> </ol>	The school/district does not have an ISP process.	The school/district ISP process involves collaboration between the counselor and one other participant.	The school/district ISP process involves collaboration between the counselor and two other participants.	The school/district ISP process involves collaboration between the counselor and all participants.					

# Internal Improvement Review

## Responsive Services

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
<p>RS1. The program provides brief individual counseling services to students experiencing problems that may be interfering with their Social/Emotional, Academic, and Career (SE, AD, &amp; CD) Development within the school setting. The brief counseling adheres to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Within the counselor's scope of practice</li> <li>2. Limited duration</li> <li>3. Intermittent</li> </ol>	The school/district program does not provide brief individual counseling.	The school/district program offers brief individual counseling that adheres to one of the guidelines.	The school/district program offers brief individual counseling that adheres to two of the guidelines.	The school/district program offers brief individual counseling that adheres to all of the guidelines.					
<p>RS2. The program offers opportunities for small group (informal or formal) counseling services to students experiencing problems that may be interfering with their SE, AD, &amp; CD development within the school setting. Small group counseling adheres to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Within the counselor's scope of practice</li> <li>2. Limited duration</li> <li>3. Topics are based on student needs</li> </ol>	The school/district program does not offer small group counseling.	The school/district program offers small group counseling that adheres to one of the guidelines.	The school/district program offers small group counseling that adheres to two of the guidelines.	The school/district program offers small group counseling that adheres to all of the guidelines.					

# Internal Improvement Review

## Responsive Services

Score	Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
RS3.	<p>The program offers brief crisis counseling services to students experiencing problems that may be interfering with their SE, AD, &amp; CD development within the school setting. Crisis counseling adheres to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Within the counselor's scope of practice</li> <li>2. Limited duration</li> <li>3. Counselor determines outside referrals when necessary</li> </ol>	The school/district program does not provide crisis counseling.	The school/district provides crisis counseling that meets one of the guidelines.	The school/district provides crisis counseling that meets two of the guidelines.	The school/district provides crisis counseling that meets all of the guidelines.					
RS4.	<p>The program includes a consultation process to assist students who are experiencing problems in SE, AD, &amp; CD development. The consultation process included the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Permission form to share information with specific stakeholders</li> <li>2. Faculty receives information on a need to know basis</li> <li>3. Counselor/administrator</li> </ol>	The school/district program does not have a consultation process.	The school/district program has a consultation process that adheres to one of the guidelines.	The school/district program has a consultation process that adheres to two of the guidelines.	The school/district program has a consultation process that adheres to all of the guidelines.					
RS5.	<p>The program follows established procedures for referral to the school counselor that adheres to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Within the counselor's scope of practice</li> <li>2. Students may be referred by self, parents/guardians, and staff</li> <li>3. Includes follow-up</li> </ol>	The school/district program has no procedure for referral to the school counselor.	The school/district program has a procedure for referral to the school counselor that adheres to one of the guidelines.	The school/district program has a procedure for referral to the school counselor that adheres to two of the guidelines.	The school/district program has a procedure for referral to the school counselor that adheres to all of the guidelines.					

# Internal Improvement Review

## Responsive Services

Score Appropriate Level(s) in the Columns to the Right	0	1	2	3	Notes:	Elementary School Level	Middle School Level	High School Level	Average of District or All Levels Scored
<p>RS6. The program follows established procedures for student referrals to outside resources that adhere to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Written parent/guardian permission to share information with outside resources</li> <li>2. Multiple sources of assistance are provided to the parent/guardian</li> <li>3. A method for follow up is established</li> </ol>	The school/district program has no procedure for referral to outside resources. (link to consultation guide).	The school/district program has a procedure for referral to outside resources that follows one of the guidelines.	The school/district program has a procedure for referral to outside resources that follows two of the guidelines.	The school/district program has a procedure for referral to outside resources that follows all of the guidelines.					
<p>RS7. The program has a list of outside resources which adhere to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Offers a diverse array of outside resources</li> <li>2. Updated at least every two years</li> <li>3. Available to students, staff, parents, and community</li> </ol>	The school/district program does not have a list of outside resources.	The school/district program has a list of outside resources that adheres to one of the guidelines.	The school/district program has a list of outside resources that adheres to two of the guidelines.	The school/district program has a list of outside resources that adheres to all of the guidelines.					
<p>RS8. The program has a building/district crisis response team that adheres to the following guidelines:</p> <ol style="list-style-type: none"> <li>1. The school counselor is an integral and active member of crisis response team</li> <li>2. Responsibilities for each member of the team are clearly defined</li> <li>3. Procedures for addressing a crisis are clearly written</li> </ol>	The school/district does not have a crisis response team.	The school/district has a crisis response team that adheres to one of the guidelines.	The school/district has a crisis response team that adheres to two of the guidelines.	The school/district has a crisis response team that adheres to all of the guidelines.					

# Internal Improvement Review Summary Sheet

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Level Evaluated: \_\_\_\_\_

Rater Name: \_\_\_\_\_

Rater Position: \_\_\_\_\_

Program Foundation Elements	Raw Score	Possible Action Item
PF1		
PF2		
PF3		
PF4		
PF5		
PF6		
PF7		
PF8		
<b>Total</b>		

Systems Support Elements	Raw Score	Possible Action Item
SS1		
SS2		
SS3		
SS4		
SS5		
SS6		
SS7		
SS8		
SS9		
SS10		
<b>Total</b>		

School Counseling Curriculum Elements	Raw Score	Possible Action Item
SCC1		
SCC2		
SCC3		
SCC4		
SCC5		
<b>Total</b>		

Individual Planning Elements	Raw Score	Possible Action Item
IP1		
IP2		
IP3		
IP4		
IP5		
<b>Total</b>		

Responsive Services Elements	Raw Score	Possible Action Item
RS1		
RS2		
RS3		
RS4		
RS5		
RS6		
RS7		
RS8		
<b>Total</b>		

Section Score		
Element	Points Possible	Raw Score
Program Foundation	24	
Systems Support	30	
School Counseling Curriculum	15	
Individual Planning	15	
Responsive Services	21	
<b>Complete IIR</b>	<b>105</b>	

Section Analysis		
Element	Avg Rating	Percentage of Implementation
Program Foundation		
Systems Support		
School Counseling Curriculum		
Individual Planning		
Responsive Services		
Complete IIR		

# Internal Improvement Review (IIR)

## Program Improvement Plan

Date: \_\_\_\_\_

School/District Name: \_\_\_\_\_

Person Overseeing Program Improvement Activity: \_\_\_\_\_

District Comprehensive School Counseling Program Coordinator/Supervisor: \_\_\_\_\_

**IIR Element Selected for Improvement:**  
(Note: Use a separate form for each improvement target)

Section	Element
Program Foundation	<input type="checkbox"/> PF1 <input type="checkbox"/> PF2 <input type="checkbox"/> PF3 <input type="checkbox"/> PF4 <input type="checkbox"/> PF5 <input type="checkbox"/> PF6 <input type="checkbox"/> PF7 <input type="checkbox"/> PF8
System Support	<input type="checkbox"/> SS1 <input type="checkbox"/> SS2 <input type="checkbox"/> SS3 <input type="checkbox"/> SS4 <input type="checkbox"/> SS5 <input type="checkbox"/> SS6 <input type="checkbox"/> SS7 <input type="checkbox"/> SS8 <input type="checkbox"/> SS9 <input type="checkbox"/> SS10
School Counseling Curriculum	<input type="checkbox"/> SCC1 <input type="checkbox"/> SCC2 <input type="checkbox"/> SCC3 <input type="checkbox"/> SCC4 <input type="checkbox"/> SCC5
Individual Planning	<input type="checkbox"/> IP1 <input type="checkbox"/> IP2 <input type="checkbox"/> IP3 <input type="checkbox"/> IP4 <input type="checkbox"/> IP5
Responsive Services	<input type="checkbox"/> RS1 <input type="checkbox"/> RS2 <input type="checkbox"/> RS3 <input type="checkbox"/> RS4 <input type="checkbox"/> RS5 <input type="checkbox"/> RS6 <input type="checkbox"/> RS7 <input type="checkbox"/> RS8

# Internal Improvement Review (IIR)

**S**pecific Goal

Being specific increases chances of achieving the goal.

What can be done to improve this element? Be specific.

**M**easurable

Identifying criteria for measuring progress increases chances of achieving the goal by the target date.

- Process Data
  Perceptual Data
  Results Data

Data to Be Used:


Method of Collection:

**A**ttainable

Identifying activities and resources that are required increases your chances of achieving the goal.

**Activities**

Resources		
Personnel	Financial	Community

# Internal Improvement Review (IIR)

Realistic

A practical and purposeful goal increases chances of achieving that goal.

How does this goal improve the Comprehensive School Counseling Program?

Timely

An established deadline increases chances of achieving the goal.

Short Term

Long Term

Date of Deadline:

## Review Results

Date:

Select one:

Goal Achieved

What results indicate the goal has been achieved?

Continue Present

New Date of Review:

Revise Activities

How has the SMART Goal changed?

New Date of Review: