

Purpose

This template serves as a guide to address the needs of students who are not reaching achievement goals or benchmarks.

Implementation Notes

1. Choose one data priority from the School Counseling Data Priority Template and complete this plan.
2. The goals and activities in this plan change from year to year based on student needs as indicated in the school counseling program data priorities.
3. Contributing-factors data such as attendance and discipline may be tracked/shared when appropriate.
4. Directions are in **red text** below.

School Name

Best Middle School

School Counselor Name

Amazing School Counselor

School Year

2025–2026

School Counseling Data Priority

Copy and paste a school counseling data priority from the School Counseling Data Priorities Template that the school counseling program will address.

14 current seventh-grade students scored in the lowest quartile on PM3 during the 2024–2025 school year and have an F in math in the first quarter of 2025–2026

Achievement Gap Goal

1. End date

What is the end date of the intervention?

End of 2025–2026 school year

2. Descriptors

Describe students with two or more descriptors that identify a specific and manageable group of students to focus on. At least one descriptor must be an achievement metric.

Descriptor 1: *Seventh-grade students*

Descriptor 2: *Have an F in math in the first quarter*

Descriptor 3: *Scored in the lowest quartile on the Math FAST progress monitoring assessment #3 during the 2024–2025 school year*

3. Achievement metric to decrease/increase

Name the achievement metric to be decreased or increased.

Decrease the number of F's in math

4. Baseline to projected final data

Identify the precise numbers for baseline achievement data and projected final achievement data.

From 14 F's to seven F's

5. Achievement goal

Write a statement that consolidates all factors from 1-4.

By the end of the 2025–2026 school year, seventh-grade students who have an F in math in the first quarter and scored in the lowest quartile on the Math FAST progress monitoring assessment #3 during the 2024–2025 school year will decrease the number of F's from 14 to seven.

EXAMPLE

What Contributing-Factors Data May Impact the Strategies to Reach this Goal?

Attendance Data *(Use “NA” if no data applies.)*

The 14 students had 126 cumulative absences in the 2024–2025 school year

Discipline Data *(Use “NA” if no data applies.)*

Two of the 14 have had a referral during the 2024–2025 school year

Student/Partner Perspectives

Talk with students and partners who are involved with the specific students identified in the goal to gain their insight about possible factors contributing to the achievement issue. Summarize insights for any that apply. (Use “NA” if no data applies.)

Students	<i>Students report that they don’t like or enjoy math. They find it difficult, they don’t believe they can do it, and they don’t know how to get help when they struggle.</i>
Family	<i>Parents/guardians state they want to help their children with math but don’t believe they have the ability to do so. They want more support and assistance from the school to help with the math challenges since they are unable to provide that help at home.</i>
Teacher(s)	<i>Teachers describe these students as not participating in classroom activities, often off task and missing too many days of school.</i>
School counselor(s)	<i>Students have stopped trying because they haven’t experienced success. They lack confidence in attempting to answer questions. They are not participating in class.</i>
Administrator	<i>Administrators believe teachers need additional support to better engage students in the learning process, especially when the students struggle.</i>
Other insights	<i>NA</i>

Systemic Barriers *(Use “NA” if no data applies.)*

In speaking to the administrators about the students, there are concerns about the lack of classroom strategies to assist students who are not engaged or are struggling with the work.

Which contributing factors will you address? *(Use “NA” if not applicable.)*

Attendance data

EXAMPLE

ASCA Student Standards, Objectives and Assessments

Consider the goal, contributing factors (if applicable) and student/partner perspectives when selecting behavior standards.

Behavior Standard(s) from ASCA Student Standards	Learning Objective(s)	Pre-/Post-Assessment Statements
Identify behavior standard(s) that will address the achievement goal.	<ul style="list-style-type: none"> Include one or two objectives per standard that align with the selected behavior standard(s) from the ASCA Student Standards. Begin each objective with "Students will..." 	<p>One or two per learning objective</p> <ul style="list-style-type: none"> The attainment of each learning objective is measured by a pre-/post-assessment statement. Administer pre-assessment before any strategies are delivered. Likert-scale or knowledge-based items are recommended.
<i>B-SMS 1. Responsibility for self and actions</i>	1. Students will write an academic goal and plan with observable action steps to achieve it.	1. I have a specific goal with a plan to achieve it.
	2. Students will utilize tools and resources to improve attendance.	2.
<i>B-SMS 6. Ability to identify and overcome barriers</i>	1. Students will identify personal barriers to learning.	1. List three tools you can use to improve your attendance.
	2. Students will maintain on-task behaviors in the classroom.	2.
		1. Describe what makes it hard for you to learn in math.
		2.
		1. I recognize when I am off-task and correct it.
		2.

EXAMPLE

Strategies That Support Achieving the Goal

Identify multiple strategies that will be delivered directly to students.

Consider the learning objectives and contributing factors (if applicable) when selecting strategies.

Direct Student Service

Setting

Describe the strategy.

Choose one per strategy.

1.	<input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Advisement <input type="checkbox"/> Counseling	<input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Individual	<i>Address knowledge and skills to improve math achievement, particularly relating to taking responsibility for their work and overcoming barriers.</i>
2.	<input type="checkbox"/> Instruction <input checked="" type="checkbox"/> Appraisal & Advisement <input type="checkbox"/> Counseling	<input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual	<i>Utilize progress monitoring data to advise students on current status and strategies to improve.</i>
3.	<input type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Advisement <input type="checkbox"/> Counseling	<input type="checkbox"/> Small Group <input type="checkbox"/> Individual	
4.	<input type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Advisement <input type="checkbox"/> Counseling	<input type="checkbox"/> Small Group <input type="checkbox"/> Individual	

Identify one or more strategies with education partners.

Indirect Student Service

Describe the strategy.

1.	<input type="checkbox"/> Referral <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	<i>Conference with parent/guardians of students in goal to discuss strategies that can be supported and encouraged at home.</i>
2.	<input type="checkbox"/> Referral <input type="checkbox"/> Consultation <input checked="" type="checkbox"/> Collaboration	<i>Meet monthly with math teachers of students in goal to review progress and grades.</i>
3.	<input type="checkbox"/> Referral <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	<i>Consult with attendance intervention team for recommendations and strategies to improve attendance of students in goal.</i>
4.	<input type="checkbox"/> Referral <input type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	

Reminder: Administer pre-assessment before delivering strategies.

END OF PLAN

EXAMPLE

Achievement Gap Data Report

ACCESS

Participation Data Results

Number of students at beginning of plan: 14

Number of students at end of plan: 13

If number of students changes from beginning to ending of plan, provide an explanation for the change.
One student withdrew to another state.

Graphs

If needed, use organizer on the final page to organize the data.

LIFE-READINESS GRAPH

Follow these guidelines for graphs.

Pre-/post-assessment results:

1. Match data reported in the results section.
2. Data represented side by side.
3. Graph aggregate data, not individual student data.

All graphs are bar charts and include:

1. Primary title: ASCA Student Standards Data Results
2. Subtitle with specific details about the students or data represented on graph
3. Y-axis label: describes data being graphed; if Likert scale is used, defines the scale
4. X-axis label: defines what is being compared
5. Data points included for each bar on graph

ASCA Student Standards Data Results

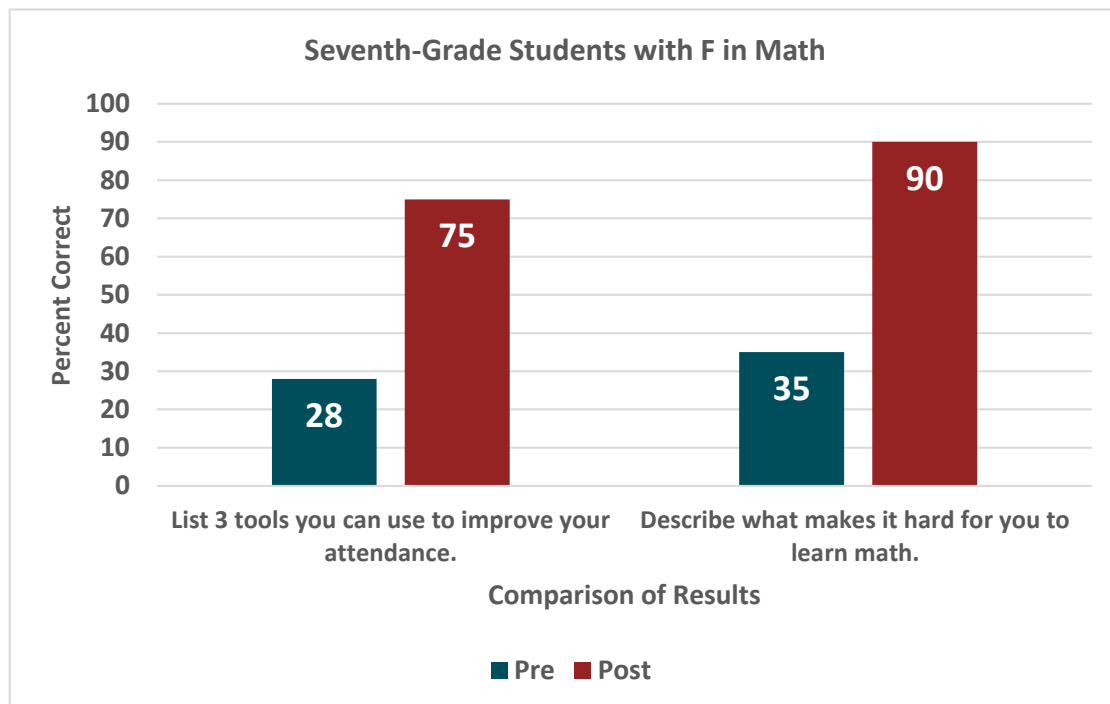
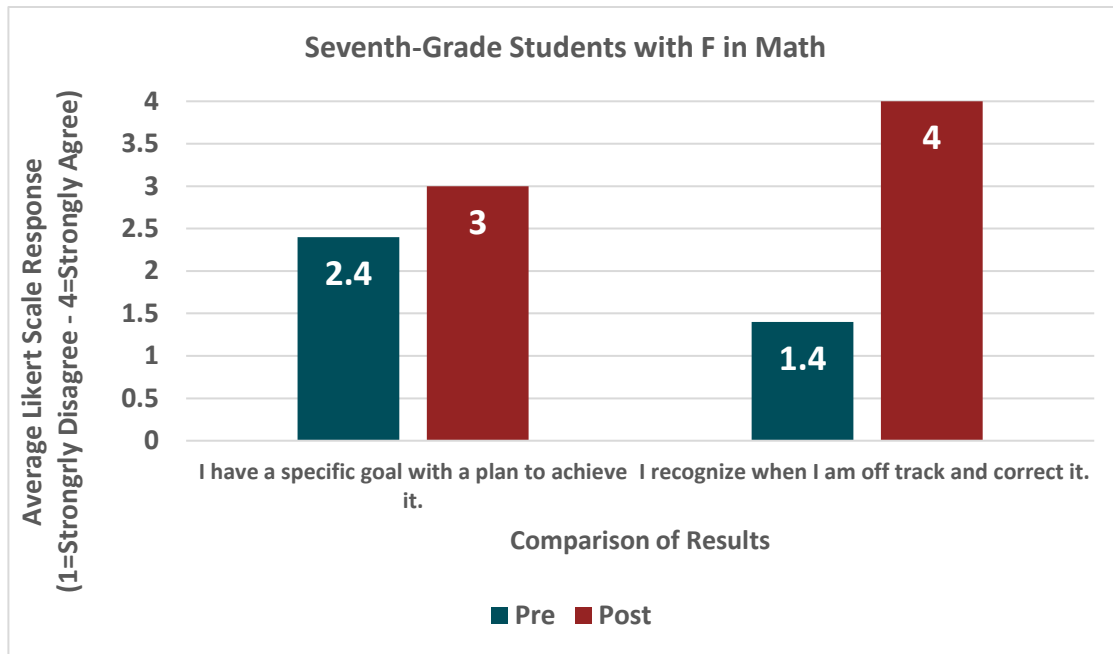
Behavior Standards Addressed:

1. B-SMS 1. Responsibility for self and actions

2. B-SMS 6. Ability to identify and overcome barriers.

Insert graph for data from the ASCA Student Standards pre-/post-assessment results for this plan.

EXAMPLE



EXAMPLE

ACADEMIC SUCCESS GRAPH

Follow these guidelines for graphs.

Pre-/post-assessment results:

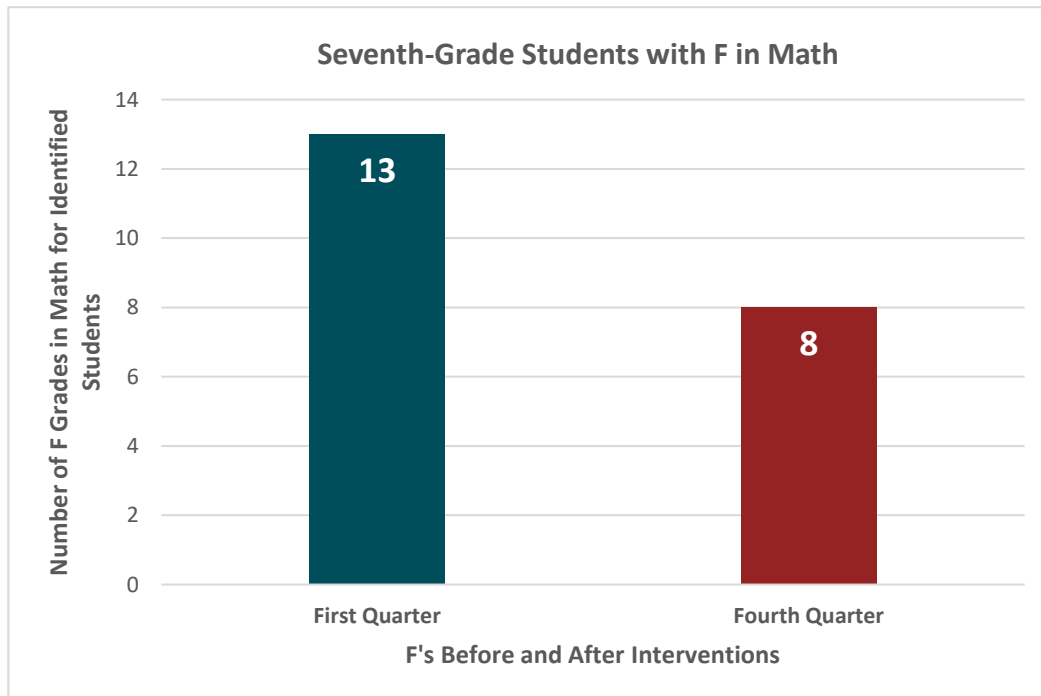
1. Match data reported in the results section.
2. Data represented side by side.
3. Graph aggregate data, not individual student data.

All graphs are bar charts and include:

1. Primary title: Achievement Data Results
2. Subtitle with specific details about the students or data represented on graph
3. Y-axis label: describes data being graphed
4. X-axis label: defines what is being compared and when data was collected
5. Data points included for each bar on graph

Achievement Data Results

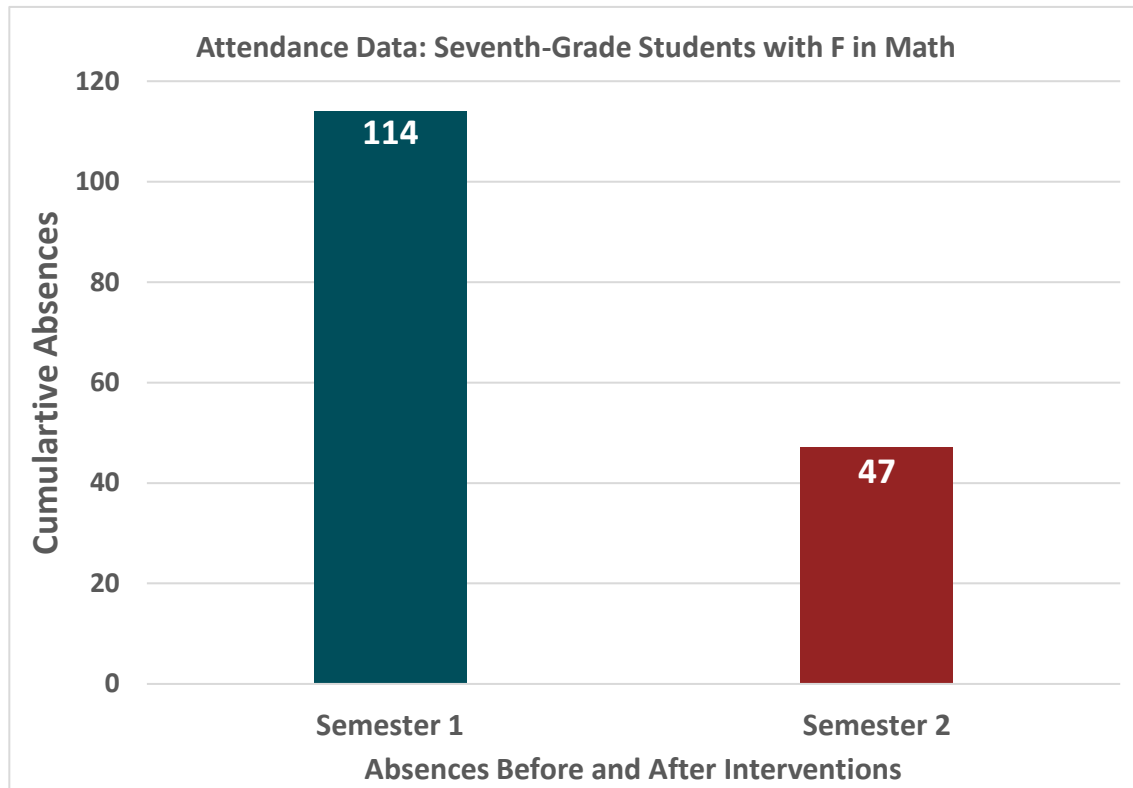
Insert graph for data reported in the baseline and final achievement data results for this plan.



EXAMPLE

Contributing-Factors Results Graphs (if applicable)

When appropriate, insert graph(s) of baseline and final data such as attendance and discipline



EXAMPLE

Reflection

Systemic Focus

What did you learn about any systemic barriers (new or previously identified)? Consider:

1. The specific impact of the stated issue on the students in this goal
2. Challenges and barriers that became more evident as you addressed this issue
3. What might change in your school if this issue were successfully resolved

What strategies can you use to address the barrier(s), such as leadership, advocacy, collaboration?

Consider:

1. Ways in which school counselors have addressed the identified systemic barrier(s) in the school
2. The impact or result of school counselors' work toward eliminating the systemic barrier

A discussion with administration began and will continue about the lack of classroom strategies to assist students who are not engaged or are struggling with the work. The discussion focused on all grade levels, as they see this concern is not limited to seventh grade and are aware that teacher/student relationships need strengthening. Administrators and school counselors will collaborate to identify professional development for teachers on building relationships and engaging students.

Plan Improvement

How can you improve your achievement gap plan? Consider timing, number and type of strategies, culturally sustaining practice, student access and identified barriers?

A key change I would make is to identify students before the end of the first grading period so the interventions can start sooner. Using attendance and progress reports mid-quarter will give me the data I need to create a goal that can be implemented before the first report card. Another area to improve is to work more closely with the grade level to schedule small groups. The feedback from the teachers of the students in the goal was extremely positive regarding seeing improvements in student attendance and performance. I will use that feedback next year to involve the teachers early in the scheduling process and to advocate for the best possible times for groups to meet. Finally, I plan to work with the administration and the families to advocate for resources and tools to help students struggling in math and managing their schoolwork. The students in the goal did not have access to or did not use planners, many didn't have supplies to be better organized in their work, and most did not take advantage of before-school math tutoring.

EXAMPLE

Optional Data Organizer

(Required for RAMP®)

ACCESS

Baseline Participation Data

Number of students expected to participate in the lesson:

14 students

Final Participation Data

Number of students who actually participated in the lesson:

13 students

One student withdrew

LIFE-READINESS

Baseline ASCA Student Standards Data

Pre-Assessment Data: Calculate the average student response for each Likert-scale item or percent correct for each knowledge-based item.

ASCA Student Standard Pre-Assessment Results

1. 2.4

2. 28%

3. 35%

4. 1.4

Final ASCA Student Standards Data

Post-Assessment Data: Calculate the average student response for each Likert-scale item or percent correct for each knowledge-based item.

ASCA Student Standard Post-Assessment Results

1. 3.0

2. 75%

3. 90%

4. 4.0

ACADEMIC SUCCESS

Baseline Achievement Data

This data matches baseline achievement data in goal statement.

13* F grades in math on first-quarter report card for students who were in lowest quartile on progress monitoring assessment #3 during the 2024–2025 school year.

*Adjusted baseline due to one student withdrawing

Final Achievement Data

Report actual final achievement data (may be different from projected final data)

Eighth F grades in math on fourth-quarter report card for students who were in lowest quartile on progress monitoring assessment #3 during the 2025–2026 school year.

Percent Change from Baseline to Final Data:

38.4%

EXAMPLE

Contributing-Factors Data – What other data has been impacted through this plan?

Baseline Attendance Data

(when applicable)

114* cumulative absences in the 2024–2025 school year

*Adjusted baseline due to one student withdrawing

Final Attendance Data

(when applicable)

47 cumulative absences in the 2025–2026 school year

Baseline Discipline Data

(when applicable)

NA

Final Discipline Data

(when applicable)

NA

EXAMPLE