



RAMP Applications submitted in October 2023

(Using 2022–2023 school year data)

ASCA adheres to FERPA guidelines and reminds schools to protect student identity throughout the RAMP application. No identifiable student information should be included. Applications with student photos and names may be subject to being deleted. Thank you in advance for reviewing applications for this information prior to submitting for RAMP consideration.

1. VISION AND MISSION STATEMENTS – 6 points

Enter:

- School counseling vision statement
- School counseling mission statement
- School and district vision and/or mission statements if available

1.A School Counseling Vision Statement

(earn 1 point if descriptor met)

- 1.A1 Describes the future world (five–15 years in the future) where best-possible student outcomes are achieved
- 1.A2 Includes school and/or district vision statement or a statement explaining why it isn't provided
- 1.A3 Aligns with school and/or district vision statement or includes an explanation regarding the lack of alignment

1.B Vision Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 1.B Give two examples of how the vision statement was influenced by the seven mindset standards from the ASCA School Counselor Professional Standards & Competencies

1.C School Counseling Mission Statement

(earn 1 point if descriptors met)

- 1.C1 Describes school counseling program's overarching focus or purpose as described in the ASCA National Model
- 1.C2 Includes school and/or district mission statement or a statement explaining why it isn't provided
- 1.C3 Aligns with school and/or district mission statement or includes an explanation regarding the lack of alignment

1.D School Counseling Mission Statement

(earn 1 point if descriptor met)

- 1.D1 Emphasizes equity, access and success for every student
- 1.D2 Emphasizes long-range results for every student

1.E Mission Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250):

- 1.E Give two examples of how the school counseling program addresses equity and access for every student

1.F General Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 1.F Give three examples of how the vision and mission statements are communicated to stakeholders

2. ANNUAL STUDENT OUTCOME GOALS – 7 points

Upload:

- School data summary

2.A School Data Summary (earn 1 point if descriptors met)

- 2.A1 School data summary template submitted with all sections completed
- 2.A2 School data summary identifies specific data points that led to the development of goal(s).

2.B Systemic Focus (earn 1 point if descriptors met)

- 2.B1 One or more policies, procedures or practices contributing to inequities identified
- 2.B2 One or two strategies described that could influence systemic change needed in 2.B1

2.C Annual Student Outcome Goals (data-based)

(earn 1 point if descriptors met)

- 2.C1 Limit of two annual student outcome goal plans
- 2.C2 Each goal addresses a need demonstrated in student achievement, attendance or discipline data prioritized on the school data summary (Q #6)

2.D Annual Student Outcome Goals (format)

(earn 1 point if descriptor met)

- 2.D Goal statement(s) includes only: end date, target group with multiple descriptors that establish the criteria for inclusion in the goal, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model

2.E Annual Student Outcome Goal Plan(s)

(earn 1 point if descriptors met)

- 2.E1 No more than two ASCA Student Standards: Mindsets & Behaviors for Student Success identified
- 2.E2 Selected ASCA Student Standards reflect the priority(ies) identified through the collection of supplemental data

2.F Annual Student Outcome Goal Plan(s)

(earn 1 point if descriptors met)

- 2.F1 Each ASCA Student Standard identified is operationalized through one or more measurable learning objectives
- 2.F2 Pre-/post-assessment items align with the learning objectives

2.G Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 2.G How each annual student outcome goal plan affects stakeholder perception of the school counseling program and school counselor role?

3. CLASSROOM AND GROUP MINDSETS & BEHAVIORS ACTION PLAN – 5 points

Upload:

- Classroom and group mindsets & behaviors action plan

3.A Classroom and Group Mindsets & Behaviors Action

Plan (earn 1 point if descriptor met)

3.A Classroom and group mindsets & behaviors action plan template completed

3.B Classroom and Group Mindsets & Behaviors Action

Plan (earn 1 point if descriptors met)

3.B Specific classroom lessons identified (include grade level and lesson topic) for each grade level in the school.

3.C Classroom and Group Mindsets & Behaviors Action Plan

(earn 1 point if descriptor met)

3.C Small groups available for students with identified needs (include group topic)

3.D Reflection

(earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

3.D Give one example that demonstrates how identified activity fostered development of specified ASCA Student Standard to which it is attached.

3.E Reflection

(earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

3.E Give a second example that demonstrates how identified activity fostered development of specified ASCA Student Standard to which it is attached.

4. ANNUAL ADMINISTRATIVE CONFERENCE – 5 points

Upload:

- Completed annual administrative conference template for each school counselor
- Completed five-day use-of-time calculators for each school counselor to document previous school year's use-of-time cited on template (one from first semester and one from second semester)
- Supporting documentation for 4.C

4.A ASCA Annual Administrative Conference

(earn 1 point if descriptors met)

- 4.A1 Annual administrative conference template completed
- 4.A2 Conference held and template signed by the school counselor and supervising administrator within the first two months of the school year
- 4.A3 All sections of each annual administrative conference template completed for each member of the school counseling department

4.B Use of Time from Previous School Year

Documentation Provided (earn 1 point if descriptors met)

- 4.B1 Five-day use-of-time calculator template used
- 4.B2 Five-day use-of-time calculator (one week from first semester and one week from second semester) for each school counselor from previous school year included
- 4.B3 Classifications of activities align with the ASCA National Model definitions of direct and indirect services, program planning and school support, and non-school-counseling tasks.

4.C Supporting Documentation Provided

(earn 1 point if descriptors met)

- 4.C1 Date(s) and minutes of school counseling department meeting(s) to develop annual administrative conference plan (if more than one school counselor on site)
- 4.C2 Date(s) and minutes of school counselors/administrator meeting(s) describing discussions and decisions regarding components of annual administrative conference

4.D Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words per item):

- 4.D Give two or more examples of what you learned from the use-of-time analysis

4.E Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 4.E How the school counselor(s) advocate(s) for reaching/maintaining 80% of time in delivery of direct and indirect student services

5. ADVISORY COUNCIL – 6 points

Upload:

- First semester and second semester advisory council agenda templates
- First semester and second semester advisory council minutes templates

5.A Advisory Council Membership

(earn 1 point if descriptors met)

- 5.A1 Advisory council solely focused on the school counseling program
- 5.A2 List of all advisory council members and their stakeholder positions included
- 5.A3 Membership represents and includes (minimally): parents, teachers, school counselors, administrators, business/community members and students (if appropriate)
- 5.A4 Advisory council membership approximates recommended eight–20

5.B Advisory Council Agendas

(earn 1 point if descriptors met)

- 5.B1 School counseling advisory council agenda template completed.
- 5.B2 First-semester agenda specifies, at minimum, the following agenda items:
 - ▶ School Data Summary
 - ▶ Annual Student Outcome Goals Plan(s)
 - ▶ Classroom and Group Mindsets & Behaviors Action Plan
 - ▶ Closing-the-Gap Action Plan(s)
- 5.B3 Second-semester agenda specifies, at minimum, the following agenda items:
 - ▶ Annual Student Outcome Goal Plan Results
 - ▶ Classroom and Group Results Report (classroom)
 - ▶ Classroom and Group Results Report (small group)
 - ▶ Closing-the-Gap Action Plan and Results Report

5.C First-Semester Advisory Council Minutes

(earn 1 point if descriptors met)

- 5.C1 Advisory council minutes template completed
- 5.C2 First-semester minutes match agendas, using agenda items as outline for minutes.
- 5.C3 First semester minutes include summaries of discussions, feedback and suggestions from members for:
 - ▶ School Data Summary
 - ▶ Annual Student Outcome Goal Plan(s)
 - ▶ ASCA Classroom and Group Mindsets & Behaviors Action Plan
 - ▶ Closing the Gap Action Plan(s)
 - ▶ other items on the agenda (if any)

5.D Second-Semester Advisory Council Minutes

(earn 1 point if descriptors met)

- 5.D1 Advisory council minutes template completed
- 5.D2 Second-semester minutes match agendas, using agenda items as outline for minutes.
- 5.D3 Second-semester minutes include summaries of discussions, feedback and suggestions from members for results or progress toward results of:
 - ▶ Annual Student Outcome Goal Plan if not addressed in Closing-the-Gap Results Report
 - ▶ Classroom and Group Results Report (classroom)
 - ▶ Classroom and Group Results Report (small group)
 - ▶ Closing-the-Gap Action Plan and Results Report

5.E Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 5.E Provide rationale for membership selection that is inclusive of all voices of the school community.

5.F Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 5.F Give two or more examples of how the advisory council strengthens and improves the school counseling program.

6. ANNUAL CALENDAR – 3 points

Upload:

- Completed annual calendar template

6.A Annual Calendar (earn 1 point if descriptor met)

6.A Annual calendar template completed

6.B Annual Calendar (earn 1 point if descriptors met)

6.B1 All activities from classroom and group mindsets & behaviors action plan, closing-the-gap action plan and school counseling program events are listed on the annual calendar with topics, dates and, if appropriate, time

6.B2 The classification of calendar activities aligns with the ASCA National Model definitions of direct services, indirect services, program planning and school support.

6.C Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

6.C Give three examples of how the annual calendar is communicated to stakeholders

7. LESSON PLANS (CLASSROOM AND GROUP) – 5 points

This section requires three lesson plans from your school counseling program, whether independent lessons or part of a unit, as well as all lessons from one small group. Results from the lessons will be evaluated in Sections 8 and 9.

7.A Classroom Lesson Plans

(earn 1 point if descriptors met)

- 7.A1 One ASCA Student Standard identified for each lesson
- 7.A2 Learning objectives promote attainment of selected ASCA Student Standard
- 7.A3 Procedure components of lesson plan clearly support attainment of identified learning objectives
- 7.A4 Follow-up plans described

7.B Classroom Lessons Data Collection Plan(s)

(earn 1 point if descriptors met)

- 7.B1 Participation data plan identifies expected number of students who will participate and planned length of lessons
- 7.B2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment (a Mindsets & Behavior plan for each of the three stand-alone lessons or a Mindsets & Behaviors plan for a unit of three lessons)
- 7.B3 Mindsets & Behaviors data assessment instrument(s) designed to measure attainment of learning objectives
- 7.B4 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed (an outcome data plan for each of the three stand-alone lessons or a single outcome data plan for a unit of three lessons)

7.C Small-Group Lesson Plans

(earn 1 point if descriptors met)

- 7.C1 Small group includes minimum of four sessions and three–12 students; lesson plans provided for each session of group
- 7.C2 One ASCA Student Standard identified for each session
- 7.C3 Learning objectives promote attainment of selected ASCA Student Standards
- 7.C4 Procedure components of lesson plan clearly stated and promote attainment of identified learning objectives
- 7.C5 Follow-up plans described

7.D Small-Group Data Collection Plan

(earn 1 point if descriptors met)

- 7.D1 Participation data plan identifies expected number of students who will participate and planned length of lessons
- 7.D2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment
- 7.D3 Mindsets & Behaviors data assessment is designed to measure attainment of learning objectives
- 7.D4 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed

7.E Reflection on Classroom and Small-Group Lessons

(earn 1 point if descriptors met)

Reflect on the following (maximum 250 words):

- 7.E1 Give an example of how the selected ASCA Student Standard inform the content of the classroom lessons
- 7.E2 Give an example of how the selected ASCA Student Standard informed the content of the small-group sessions

8. CLASSROOM INSTRUCTION RESULTS REPORT – 7 points

The classroom instruction results report shows participation, Mindsets & Behaviors and outcome data from the three lessons highlighted in Section 7.

Upload:

- Mindsets & Behaviors data results bar graph(s): (one bar graph per standalone lesson or one bar graph per unit)
- Outcome data results bar graph(s): (one bar graph per standalone lesson or one bar graph per unit)

8.A Classroom Lessons Participation Data

(earn 1 point if descriptors met)

- 8.A1 Number of participants identified
- 8.A2 Length of lessons identified
- 8.A3 Number of lessons identified

8.B Classroom Lessons Mindsets & Behavior Data

(earn 1 point if descriptors met)

- 8.B1 Pre-assessment data provided
- 8.B2 Post-assessment data provided

8.C Classroom Lessons Outcome Data

(earn 1 point if descriptors met)

- 8.C1 Baseline data included
- 8.C2 Final data included
- 8.C3 Percent change included

8.D Mindsets & Behaviors Data Results Bar Graph(s) One ASCA Student Standard identified for each lesson

(earn 1 point if descriptors met)

- 8.D1 Bar graph(s) is clear (includes title, labeled axes and data points)
- 8.D2 Bar graph(s) depicts average student responses for Likert-scale items or depicts percent correct for knowledge-based questions from Mindsets & Behaviors assessments collected before and after lessons/unit
- 8.D3 Bar graph(s) conveys impact on students at a glance with pre-/post-data results represented side by side

8.E Outcome Data Results Bar Graph(s)

(earn 1 point if descriptors met)

- 8.E1 Bar graph(s) includes title, labeled axes and data points
- 8.E2 Bar graph(s) summarizes outcome baseline and final data
- 8.E3 Bar graph(s) conveys impact on students at a glance with baseline and final outcome data represented side by side

8.F Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words per item):

- 8.F How did the classroom instruction facilitate attainment of identified ASCA Student Standards? Give two examples.

8.G Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 8.G How the lessons/unit could be improved (e.g., consider timing, lesson length, student access and identified barriers)

9. SMALL-GROUP RESULTS REPORT – 7 points

The small-group results report shows the participation, Mindsets & Behaviors and outcome data from the small-group sessions highlighted in Section 7.

Upload:

- ASCA Mindsets & Behaviors data results bar graph
- Outcome data results bar graph

9.A Small-Group Participation Data

(earn 1 point if descriptors met)

- 9.A1 Number of participants identified
- 9.A2 Length of sessions identified
- 9.A3 Number of sessions identified

9.B Small-Group Mindsets & Behavior Data

(earn 1 point if descriptors met)

- 9.B1 Pre-assessment data provided
- 9.B2 Post-assessment data provided

9.C Small-Group Outcome Data

(earn 1 point if descriptors met)

- 9.C1 Baseline data included
- 9.C2 Final data included
- 9.C3 Percent change included

9.D Mindsets & Behaviors Data Results Bar Graph(s)

(earn 1 point if descriptors met)

- 9.D1 Bar graph is clear (includes title, labeled axes and data points)
- 9.D2 Bar graph depicts average student responses for Likert-scale items or depicts percent correct for knowledge-based questions from Mindsets & Behaviors assessments collected before and after small-group sessions completed
- 9.D3 Bar graph conveys impact on students at a glance with pre-/post data results represented side by side

9.E Outcome Data Results Bar Graph

(earn 1 point if descriptors met)

- 9.E1 Bar graph is clear (includes labeled axes and data points)
- 9.E2 Bar graph summarizes outcome baseline and final data
- 9.E3 Bar graph conveys impact on students at a glance with baseline and final outcome data results represented side by side

9.F Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words per item):

- 9.F How did the small group facilitate attainment of identified ASCA Student Standards? Give two examples.

9.G Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 9.G How the group could be improved (e.g., consider timing, number of sessions, session length, student access and identified barriers)

10. CLOSING-THE-GAP ACTION PLAN/RESULTS REPORT – 9 points

Upload:

- Mindsets & Behaviors data results bar graph
- Outcome data results bar graph

10.A Closing-the-Gap Goal Statement

(earn 1 point if descriptor met)

10.A Goal addresses a gap demonstrated in student achievement, attendance or discipline data.

10.B Closing-the-Gap Goal Statement

(earn 1 point if descriptor met)

10.B Goal statement includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model

10.C Closing-the-Gap Action Plan

(earn 1 point if descriptors met)

10.C1 Mindsets & Behaviors survey items (pre-/post-assessment) support attainment of the standard(s) selected

10.C2 Direct student services identified and support closing the gap (minimum of two)

10.C3 Indirect student services identified and support closing the gap (minimum of two)

10.D Data Collection Plan (earn 1 point if descriptors met)

10.D1 Participation: anticipated number of students identified

10.D2 Mindsets & Behaviors: pre-assessment data provided

10.D3 Outcome: details the specific academic, attendance or disciplinary data to be analyzed

10.E Results Data (earn 1 point if descriptors met)

10.E1 Participation: number of students served

10.E2 Mindsets & Behaviors: post-assessment data provided

10.E3 Outcome: final achievement, attendance or discipline data provided

10.E4 Outcome: percent change provided

10.F Mindsets & Behaviors Data Results Bar Graph(s)

(earn 1 point if descriptors met)

10.F1 Bar graph is clear (includes title, labeled axes and data points)

10.F2 Bar graph depicts average student responses for Likert-scale items or depicts percent correct for knowledge-based questions from Mindsets & Behaviors assessments collected before and after interventions

10.F3 Bar graph conveys impact on students at a glance with pre-/post-data results represented side by side

10.G Outcome Data Results Bar Graph(s)

(earn 1 point if descriptors met)

10.G1 Bar graph is clear (includes title, labeled axes and data points)

10.G2 Bar graph summarizes outcome baseline and final data

10.G3 Bar graph conveys impact on students at a glance with results represented side by side

10.H Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

10.H How did the interventions facilitate the attainment of identified ASCA Student Standards? Give two examples.

10.I Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

10.I How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified barriers)

