



SCHOOL COUNSELOR

SCHOOL YEAR

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal:

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By END DATE, DESCRIBE TARGETED STUDENTS (CRITERIA FOR INCLUSION IN INTERVENTIONS WITH MULTIPLE DESCRIPTORS)

will DECREASE/INCREASE DESCRIBE SPECIFIC OUTCOME TO BE CHANGED (ACHIEVEMENT, ATTENDANCE OR DISCIPLINE)

by PERCENT CHANGE from BASELINE DATA (NUMBERS ONLY) to TARGET DATA (NUMBERS ONLY)

Supplemental Data:

Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

Table with 6 rows for reporting: School counselors report, Teachers report, Administrators report, Parents report, Students report, Others report.



Systemic Focus

Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.

List 1–2 strategies that could influence systemic change related to this goal.

Mindsets & Behavior data:

Identify one or two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	Mindsets & Behaviors Statement

Based on the selected ASCA Mindsets & Behaviors, write one or two learning objectives/competencies students need to learn:

Students will

Students will



Pre-/Post-Assessment:

Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	Sometimes	Most of the time	Almost all the time

Statement	Scale
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

Activities/Strategies/Interventions by School Counselors

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)