



# Building Bridges with Data to Serve the Needs of Students and Your School

March 14, 2024, 11:10 am – 12:00 pm

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Who is in  
the room?



What is something  
that could scare us  
as school  
counselors?

# Learning Objectives:

After attending this session you will be able to

1. Use **School Data Summary** to develop the student outcome goal(s).
2. Collect and use **supplemental data**.
3. Select appropriate **ASCA students' standards** and **intentional action plans** that show measurable differences for students.
4. Summarize and share the results report with others.

# About me

- Elementary school counselor, OKCPS
- 2019 Oklahoma School Counselor of the Year
- OSCA Board member
- From Thailand
- Love travelling, hiking, arts and craft, reading, organizing and learning!



# Highlight Documents

- ☐ School Data Summary
- ☐ Annual Student Outcome Goals
- ☐ ASCA Student Standards: Mindsets & Behaviors  
Standard for Student Success
- ☐ Classroom and Group Mindsets & Behaviors Action Plan  
(36 total standards)



## School Data Summary

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

*Understand your school's data story by reviewing the school improvement plan, school data reports and other data resources.*

1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?
2. Review your school improvement plan and identify your school's goals. List two–three school improvement plan goals relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline).
3. Review available school data reports (achievement, attendance and discipline) for previous years to identify trends.
4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous two–three years, and identify areas of strength and concern.
5. How does your school's data compare to data from other schools, including:
  - a) schools with similar populations
  - b) district averages
  - c) state averages
6. Identify and prioritize data points you will address through your school counseling program.

Specific Data Priorities
Examples: <ul style="list-style-type: none"><li>• 26 students leaving first grade reading below expectations</li><li>• 38 first-time ninth-graders failing algebra 1</li><li>• Seventh-grade students with four or more absences in the first four weeks of school</li><li>• 12 11<sup>th</sup>-grade students suspended three or more days from school for noncompliance first quarter</li></ul>
1. _____
2. _____
3. _____



# ASCA National Model Templates



## Annual Student Outcome Goal Plan

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  % from  to   
*Percent change* *Baseline data (Numbers only)* *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.

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.

ASCA Student Standards Targeted	Student Learning Objectives
Identify 1–2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:	For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.
M&BH Mindsets & Behaviors Standards	Learning Objective(s)
	Student(s) will:
	Student(s) 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 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer question (optional):	

### Activities/Strategies/Interventions by School Counselors

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





## ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3. Positive attitude toward work and learning
- M 4. Self-confidence in ability to succeed
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

### Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills	Social Skills
B-LS 1.	Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4.	Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5.	Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness



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COUNSELOR  
ASSOCIATION

## Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				
M 4. Self-confidence in ability to succeed				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success				
Behavior Standards				
Learning Strategies	Activity/Focus or Purpose	Participants	Class/LG	SG
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills				
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High-quality standards for tasks and activities				

Updated September 2021

B-LS 7. Long- and short-term academic, career and social/emotional goals				
B-LS 8. Engagement in challenging coursework				
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				
B-LS 10. Participation in enrichment and extracurricular activities				
Self-Management Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SMS 1. Responsibility for self and actions				
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals				
B-SMS 6. Ability to identify and overcome barriers				
B-SMS 7. Effective coping skills				
B-SMS 8. Balance of school, home and community activities				
B-SMS 9. Personal safety skills				
B-SMS 10. Ability to manage transitions and adapt to change				
Social Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them				
B-SS 3. Positive relationships with adults that support success				
B-SS 4. Empathy				
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary				
B-SS 9. Social maturity and behaviors appropriate to the situation and environment				
B-SS 10. Cultural awareness, sensitivity and responsiveness				

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## Lesson Plan

School Counselor:	
Lesson Plan Title:	
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	
<b>Evidence Base:</b>	
<input type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

ASCA Student Standards Targeted:	Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>	For each of the selected student standards, write or select 1–2 learning objectives
<b>M&amp;B#</b>	<b>Mindsets &amp; Behaviors Statement</b>
	<b>Student Learning Objectives</b>
	Student(s) will:

<b>Materials:</b>

<b>Describe how you will:</b>	
Introduce Lesson	
Topic/Focus:	

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Communicate the Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize/Close:	

### Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

<b>Participation Data Plan:</b>	
Anticipated number of students:	
Planned length of lesson(s):	
<b>ASCA Student Standards Data Plan:</b>	
For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.	
Pre-/Post-Assessment items are:	
<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ol>	
<b>Outcome Data Plan: (choose one and describe specific data point to compare)</b>	
<i>Examples:</i> <i>Achievement: School counselor will compare reading levels of students before and after delivery of lesson.</i> <i>Attendance: School counselor will compare number of absences last year to this year.</i> <i>Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter.</i>	
<input type="checkbox"/> Achievement (describe):  <input type="checkbox"/> Attendance (describe):  <input type="checkbox"/> Discipline (describe):	
<b>Follow-Up Plans</b>	
Explain your plan for students who missed the lesson.	
Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.	

Updated, June 2021

# ASCA National Model



Provides a framework for School Counseling Programs

## O.S.C.A.R

Oklahoma School Counseling Accountability Report

June 15

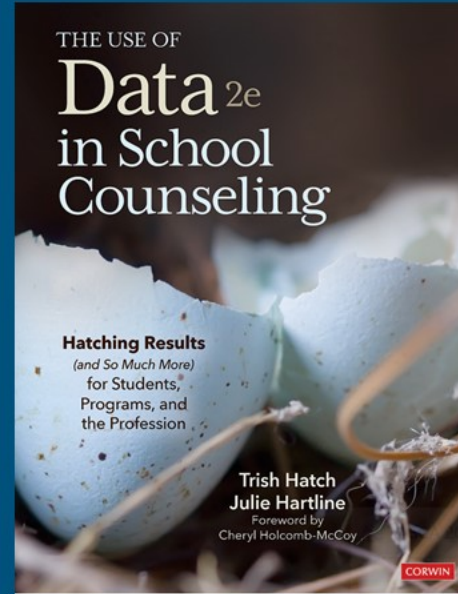
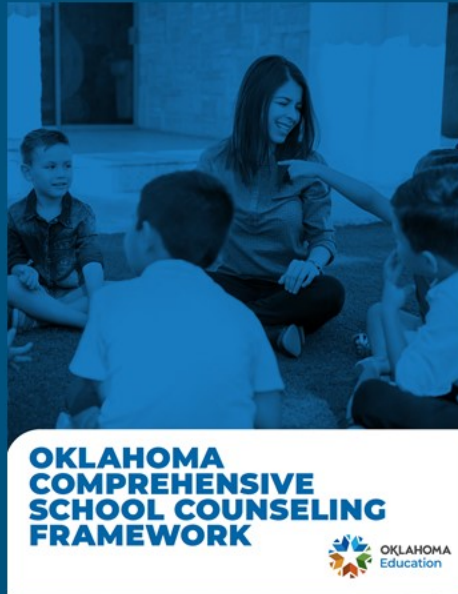
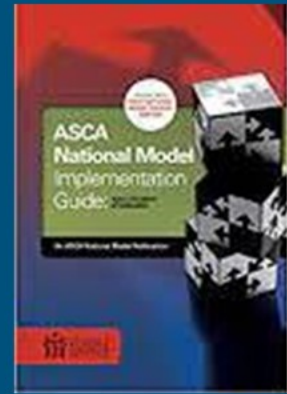
## RAMP

Recognized ASCA National Model Program

October 15

# O.S.C.A.R

1. Vision and Mission Statements
2. Annual Student Outcome Goals
3. Annual Student Outcome Report
4. Annual Administrative Conference
5. Annual Student Outcome Report
6. Annual Calendar
7. Annual Student Outcome Report
8. Annual Student Outcome Report
9. Annual Student Outcome Report
10. Closing-the-Gap Action Plan/Results Report



CELEBRATING  
**20**  
YEARS  
FOR  
COUNSELORS  
ONLY



Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.

~ **Paul Fleming**

# WHY DOES DATA MATTER?

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

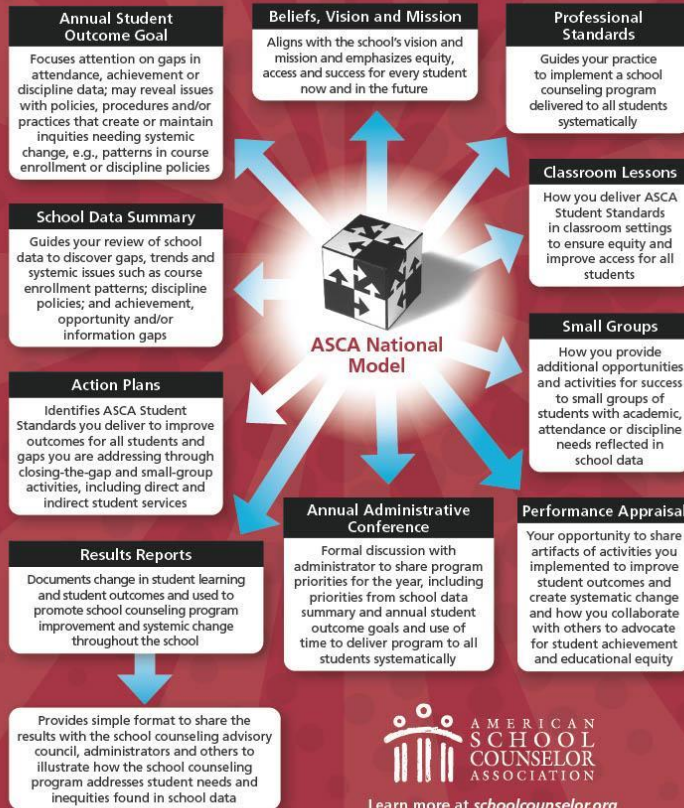
## Equity:

The fair treatment, access, opportunity, and advancement for all people, while at the same time working to identify and **eliminate barriers** that may prevent full participation of some groups.

**Sameness Vs. Fairness  
Not the same as Equality**

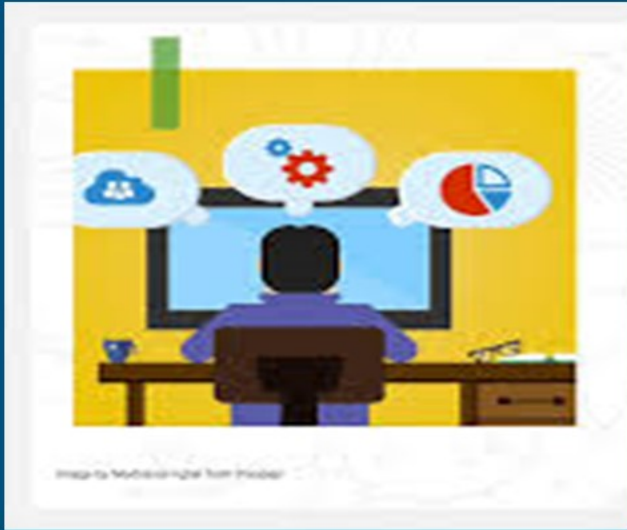


# THE ASCA NATIONAL MODEL: Equity in Action



Learn more at [schoolcounselor.org](http://schoolcounselor.org)

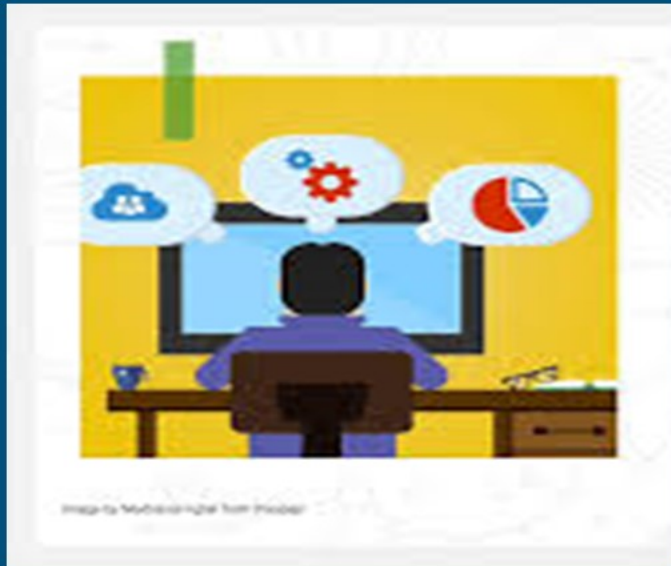
# School Data Summary



Understand your school's data story by reviewing:

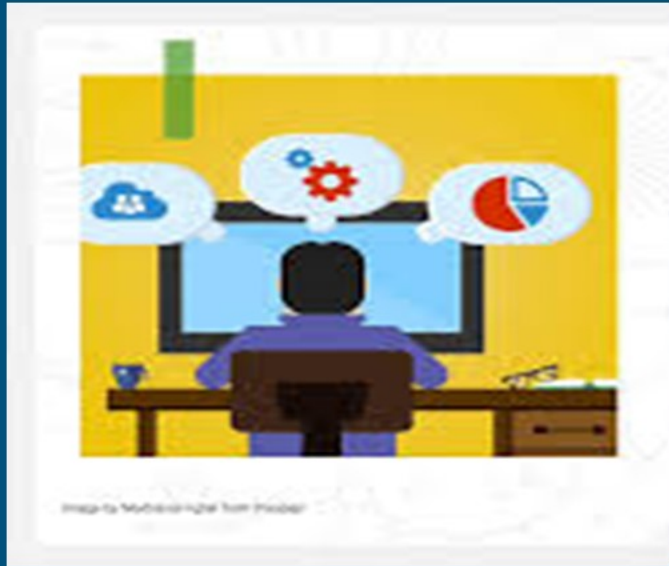
- School improvement plan
- School data reports from the previous school year
  - achievement
  - attendance
  - discipline
- other data resources
  - climate surveys
  - student behavior surveys
  - any patterns recognized in the past few years

# School Data Summary



- Compare your school's data with other schools
    - similar populations
    - district averages
    - state averages
-

# School Data Summary



- Identify any prioritized data points SC program wants to address

## Examples:

- 26 students leaving first grade reading below expectations
  - 38 first-time ninth-graders failing algebra 1
  - Seventh-grade students with four or more absences in the first four weeks of school
  - 12 11<sup>th</sup>-grade students suspended three or more days from school for noncompliance first quarter
-

## Previous Years Data

- In **2021-2022**, per Oklahoma School Report Cards, Wilson earned **B in Academic Achievement** and **C in Academic Growth**, and **F in Chronic Absenteeism**.
- In **2022-2023**: 52% of kindergarten passed the reading proficiency minimum.
- 60% of kindergarten passed the math proficiency minimum.

# 2022-2023 Discipline Data

<b># of discipline referrals by quarter (total = 46)</b>				<b>Referral grades</b>	<b>Gender</b>	<b>Location</b>	<b>Type of discipline referrals</b>	<b>Ethnicity</b>
1st	2nd	3rd	4th	1 <sup>st</sup> grade (15)	Male (35)	Classroom (24)	Disruptive behaviors (30)	Black (34)
<b>15</b>	<b>3</b>	<b>12</b>	<b>16</b>	2 <sup>nd</sup> grade (11)	Female (11)	Outside/ Playground (14)	Abusive languages (8)	Others- WH, IN, HI (6)

# Attendance Data

- 2022-2023 Wilson's attendance ADA: 93.63%; Chronic Absences is 18%

• **Schools with similar populations:** Based on the 2022-2023 school year, Wilson had the **lowest chronic absence rate** of all schools with similar populations.

• **District averages:** The district's chronic absence average is **31%**. Wilson's chronic absence from 2022 to 2023 is **18%**.

• **State averages:** Based on the 2021-2022 Oklahoma School Report Cards, the percentage of students in good attendance compared to the district and state are as follows: **Wilson: 78.14%; District: 60.34% and the State: 80.5%**. Therefore, Wilson has a better attendance rate compared to other schools in the same district but has lower good attendance compared to the state level.

## School Improvement Plans

- Improving reading for PreK and Kindergarten by 18%
- Improving math in kindergarten by 10%
- Improving 4<sup>th</sup> grade Math by 2 %
- Increase attendance rate to 95%/Decrease chronic absenteeism by 5%



# Past Student Outcome Goals

## Attendance-Focused

- By May 2021, number of students who met tier II absence guidelines at the end of the two nine-week (missing 10-20 % of school) will decrease **40% from 28 to 17**. Wilson's goal is to reach **97%** of Average Daily Attendance.
- By May 2022, the number of students who met tier III absence guidelines at the end of the first nine weeks (missing 20 % or more of school) will decrease by 40% from **10 to 4**.
- By May 4th, 2023, 17 students who were absent more than 16.8% or more of enrolled school day from the previous school year (2021-2022) will decrease the cumulative number of chronic absences by **15%** from 597 to **507** days.

**WILSON HAS DECREASED  
THE CUMULATIVE NUMBER  
OF CHRONIC ABSENCES  
FROM 597 TO 458 DAYS**



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Percent change = 23%

**2023-2024**  
**Student Outcome Goal**  
**= Closing-the Gap Goal**

**Attendance-Focused**

By May 3<sup>rd</sup>, 2024, 17 students who missed 16% or more of enrolled school days from the previous school year (2022-2023) and in the first month of this current school year (2023-2024) will decrease the cumulative number of chronic absences by **40%** from **640 days to 384** days.



# Select ASCA Student Standards

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## Annual Student Outcome Goal Plan

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  % from  to   
*Percent change Baseline data (Numbers only) 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.

School counselors report:

Teachers report:

Administrators report:

Parents report:

Students report:

Others report:

Updated, June 2021

### 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.

### ASCA Student Standards Targeted

Identify 1–2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:

M&BH Mindsets & Behaviors Standards

### Student Learning Objectives

For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.

Learning Objective(s)

Student(s) will:

Student(s) 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 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer question (optional):	

### Activities/Strategies/Interventions by School Counselors

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
<input type="text"/>	<input type="text"/>

Updated, June 2021

**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.

<i>School counselors report:</i>
<i>Teachers report:</i>
<i>Administrators report:</i>
<i>Parents report:</i>
<i>Students report:</i>
<i>Others report:</i>

**School  
Climate  
Surveys**

**Ask parents,  
teachers,  
business & don't  
forget students!**

**Gain insight about  
possible factors  
contributing to  
identified problems or  
issues**

**Counselor  
Beliefs &  
Insights**



# Supplemental Data

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- ❑ **Connected to Annual Student Outcome Goal Plans & Closing- the-Gap work**
- ❑ **Follows identification of student needs grounded in achievement, attendance, or discipline data**
- ❑ **Collects perspectives of stakeholders**
- ❑ **Specific to targeted students in goal**
- ❑ **Analyzed for themes**
- ❑ **Used to select standards to drive the work**





## **ASCA Student Standards: Mindsets & Behaviors for Student Success**

K-12 College-, Career- and Life-Readiness Standards for Every Student

ASCA Student  
Standards  
36 Total Standards  
6 Mindsets  
30 Behaviors

# The ASCA Student Standards Drive our Work

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## 1.Planning & Implementing:

- Annual Student Outcome Goal Plans
- Closing-the-Gap Action Plan
- Classroom and Group M&B Action Plan
- Lesson Plan Development
- Annual Calendar

## 2.Assessing

- Mindsets & Behaviors Data Collection & Analysis
- Pre/Posts Assessments
- Student Outcome Data Collection & Analysis

# Select a Student Standard

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## Based on Need:

- Gather information from others  
*Supplemental Data, Universal Screeners*
- Reflect on counselor professional knowledge

## Based on Students:

- Incorporate what you know
- Recognize unique constellation of targeted group

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
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### Category 2: Behavior Standards

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Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

# ASCA Student Standards

36 Total Standards

6 Mindsets

30 Behaviors



## Closing-the-Gap Action Plan/Results Report

School Name	
Annual Student Outcome Goal	
ASCA Student Standards (Limit of two standards)	
1.	
2.	
Mindsets & Behaviors Pre-/Post-Assessment Statements	
1.	
2.	
3.	
4.	
Interventions That Support Achieving the Annual Student Outcome Goal	
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1.	1.
2.	2.
3.	3.
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.	
<b>Baseline Data</b>	<b>Results Data</b>
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
<i>Pre-Assessment Data</i> (calculate the average student response for each item)	<i>Post-Assessment Data</i> (calculate the average student response for each item)
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i> <i>Percent Change:</i>
Reflection	



## Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (CS) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				
M 4. Self-confidence in ability to succeed				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success				
Behavior Standards				
Learning Strategies	Activity/Focus or Purpose	Participants	Class/LG	SG
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills				
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High-quality standards for tasks and activities				

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B-LS 7. Long- and short-term academic, career and social/emotional goals				
B-LS 8. Engagement in challenging coursework				
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				
B-LS 10. Participation in enrichment and extracurricular activities				
Self-Management Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SMS 1. Responsibility for self and actions				
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals				
B-SMS 6. Ability to identify and overcome barriers				
B-SMS 7. Effective coping skills				
B-SMS 8. Balance of school, home and community activities				
B-SMS 9. Personal safety skills				
B-SMS 10. Ability to manage transitions and adapt to change				
Social Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them				
B-SS 3. Positive relationships with adults that support success				
B-SS 4. Empathy				
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary				
B-SS 9. Social maturity and behaviors appropriate to the situation and environment				
B-SS 10. Cultural awareness, sensitivity and responsiveness				

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## Lesson Plan

School Counselor:	
Lesson Plan Title:	

- Single Classroom Lesson  
 Unit of Classroom Lessons: Lesson \_\_\_ of \_\_\_  
 Small-Group Session Lessons: Lesson \_\_\_ of \_\_\_

Target Audience:	
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<b>Evidence Base:</b>
<input type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )

<b>ASCA Student Standards Targeted:</b>	<b>Student Learning Objectives:</b>
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>	For each of the selected student standards, write or select 1–2 learning objectives
<b>M&amp;B#</b>	<b>Mindsets &amp; Behaviors Statement</b>
	<b>Student Learning Objectives</b>
	Student(s) will:

<b>Materials:</b>

<b>Describe how you will:</b>
Introduce Lesson Topic/Focus:

Communicate the Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize/Close:	

### Data Collection Plan – For multiple lessons in a unit. Complete this section only once for the unit.

<b>Participation Data Plan:</b>
Anticipated number of students:
Planned length of lesson(s):

### ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

- 1.
- 2.
- 3.
- 4.

### Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

*Achievement: School counselor will compare reading levels of students before and after delivery of lesson.*

*Attendance: School counselor will compare number of absences last year to this year.*

*Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter*

- Achievement (describe):  
 Attendance (describe):  
 Discipline (describe):

### Follow-Up Plans

Explain your plan for students who missed the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

# Supplemental Data

*Goal for repeating 9<sup>th</sup> grade*

**Administrators:** limited English prohibited students' access to credit bearing courses until second year of HS

**Teachers:** students lack study skills; do not engage in the classroom; ignore make-up work; do not go to tutoring

**Parents:** students not willing to ask for help; do not admit need help; do not believe teachers will help

**Students:** graduation isn't possible; tutoring too hard to get (after school/transportation); almost all reported that they did want to graduate but were not confident that they had the skills/resources to do it



### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3. Positive attitude toward work and learning
- M 4. Self-confidence in ability to succeed
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

### Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Select the appropriate student standard(s) based on supplemental data

<b>Supplemental Data</b>	<b>Possible Student Standards</b>
Students are unorganized and don't know how to study	B-LS 3. Time-management, organizational and study skills
Students lack self confidence and self efficacy	B-SMS 1. Responsibility for self and actions B-SMS 3. Independent work
Students don't feel comfortable with peers in class	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them
Students lack an understanding of how courses are relevant to their future	B-LS 7. Long- and short-term academic, career, and social/emotional goals

**2023-2024**  
**Student Outcome Goal**  
**= Closing-the Gap Goal**

**Attendance-Focused**

By May 3<sup>rd</sup>, 2024, 17 students who missed 16% or more of enrolled school days from the previous school year (2022-2023) and in the first month of this current school year (2023-2024) will decrease the cumulative number of chronic absences by **40%** from **640 days to 384** days.

## Create Intentional Plans

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- ❑ Create/select student learning objectives
- ❑ Create M&B pre/post assessment
- ❑ Identify strategies

# Direct Activities/Strategies/Interventions by School Counselor

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1. **Tier 1: Three Classroom lessons** regarding good attendance for all 2nd grade
  - a. Importance of good attendance
  - b. Identify different strategies to stay healthy, organized and on top of learning after absence.
  - c. Identify coping strategies for a change in routine/any strong emotions or interpersonal conflict with others (peers, classes, or teachers).
  - d. Identify ways within their control to overcome barriers of attending school regularly.

# Direct Activities/Strategies/Interventions by School Counselor

2. **Tier 2: Wilson Job Cops Program - Attendance small groups** (17 students) (Increasing Attendance Rates Using PBIS Strategies, ASCA Webinar)

- Matching Job students with WJC coaches
- 5 minute-job
- PAYDAY every other week and semester job incentives
- Monthly small group counseling and Perks

Here are the 2 ASCA Student Standards:

- 1) **Responsibility for self and action**
- 2) **Positive relationships with adults to support success**

3. **Tier 2: Individual counseling** with students who have multiple risk factors (academic, attendance and/or behavior) or ongoing attendance issues.

# Pre-Post-Assessment Statements

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1. I know ways to **set goals to be responsible** for my school success.
2. I can tell at least **2 strategies within my control** to be responsible in achieving my goals.
3. I can **name one adult** at school who I can ask for help.
4. I can **ask for help** in a respectful and responsible way.

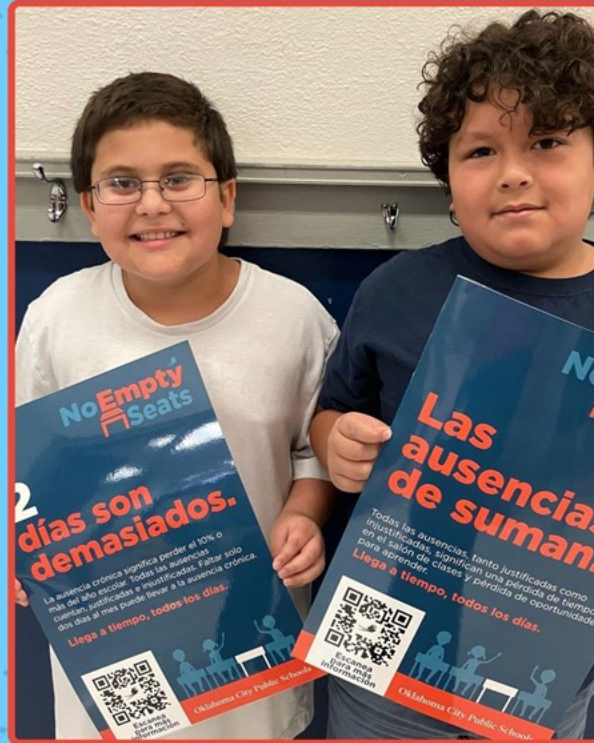
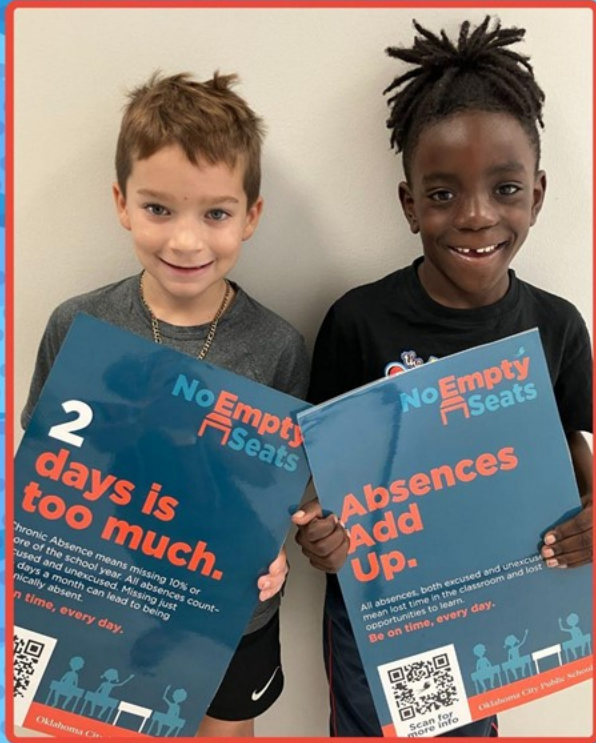
# Indirect Activities/Strategies/Interventions by School Counselor

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4. Support and coordinate **WISE WOLVES**: Good Attendance Tracking System
5. Coordinate and promote “**Attendance Awareness Month**” in September
6. **Stay connected with parents/guardian** via phone call, text message, email, postcards, home visits, etc.
7. **Support** Quarterly Perfect Attendance Recognition, PBIS incentives.
8. **PLC with teachers**
9. Provide referrals as needed to **Tier 3 interventions.**



# SEPTEMBER IS ATTENDANCE AWARENESS MONTH



## Every day Matters!

## September is Attendance Awareness Month



Be An Attendance **H.E.R.O.**



Here **Every** day **Ready** **On** time

Super Attendance Spirit Tuesday

Every **Tuesday** in September—Wear a Superhero shirt!! Come to school every day ready to learn and be on time!



To learn more about the attendance campaign and access a family plan for student success, visit [www.attendanceworks.org](http://www.attendanceworks.org) or visit the school.

September is Attendance Awareness Month



## BE AN ATTENDANCE H.E.R.O.

Kindergarten  
Teacher: Mrs. Herzog

# Wise Wolves

Attendance Matters

Start: August 21<sup>st</sup>, 2023  
August 10<sup>th</sup>, 2023 Complete: September 27<sup>th</sup>

Teacher: Fincher

# Wise Wolves

Attendance Matters

Start: August 10, 2023 Complete: \_\_\_\_\_

Teacher: Ramirez

# Wise Wolves

Attendance Matters

Start: 08/21/23 Complete: 09/15/23 Yay!!

Teacher: Hinckle

# Wise Wolves

Attendance Matters

Start: 8-21-2023 Complete: 9-12-23

Teacher: Hoppers

# Wise Wolves

Attendance Matters

Start: August 23, 2023 Complete: September 19, 2023

# Wolves

Attendance Matters

Start: 08-22 Complete: \_\_\_\_\_

Teacher: Ms. Sprague

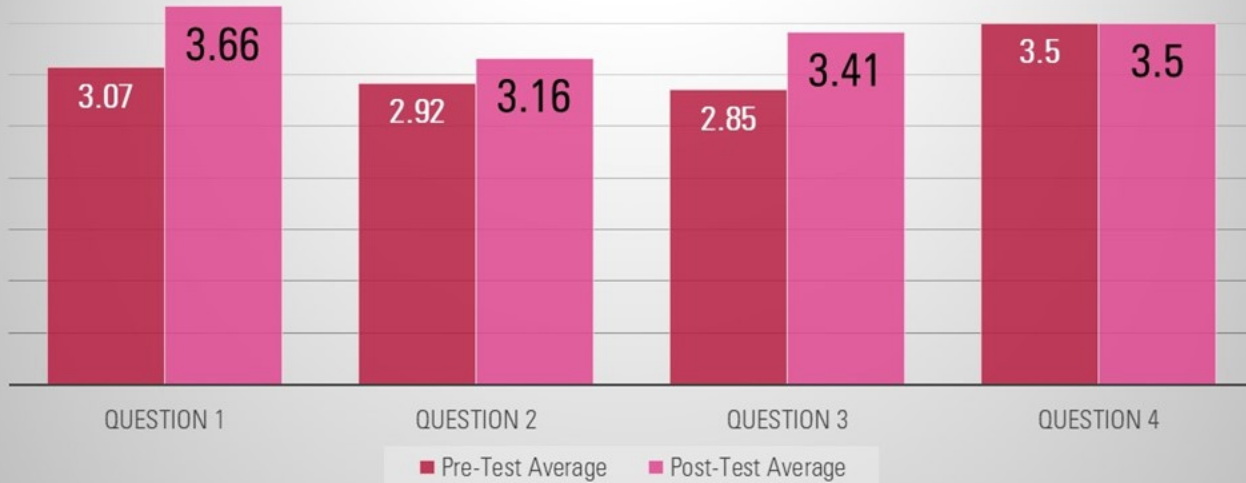
# Wise Wolves

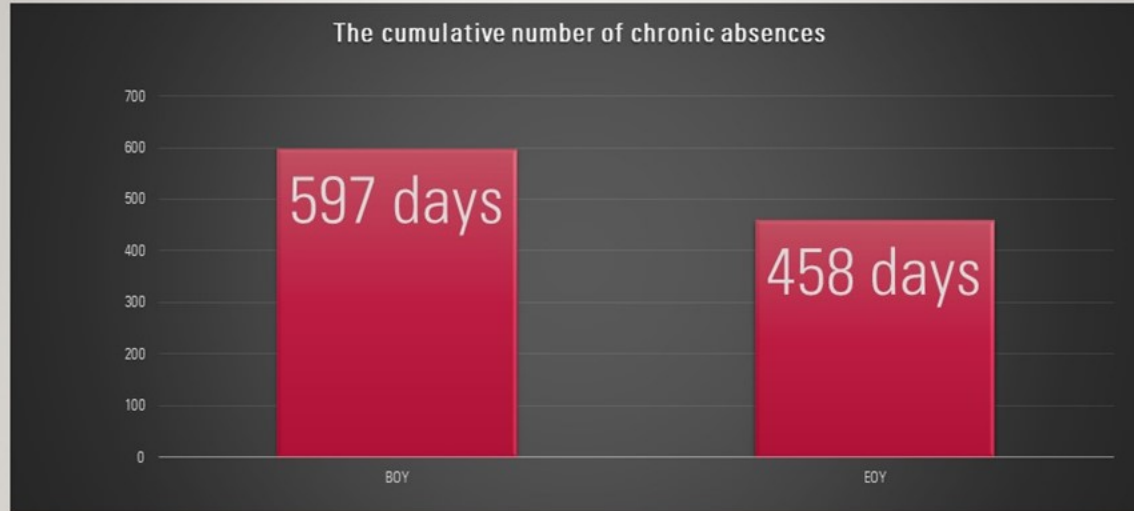
Attendance Matters

Start: 8/25 Complete: September 15

# DATA REPORT

Pre/Post Assessment Statements





Percent change = 23%

22-23 Wilson Job Coaches:

Ms. Acers, Ms. Conger, Ms. Elwell, Ms. Halaoui, Mr. Hoppers, Ms. Johnson,

Ms. Patry, Ms. Ramirez, Ms. Sekine, Ms. Sprague, and Ms. Sullivan

# Thanks for all you do for the students!

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**“ As you plan for next school year, think through a few ways to intentionally document the work you’re doing and share all the ways your students are different because you showed up and followed through. It will undoubtedly feel unnatural at first, but I have found that nothing worth doing is ever comfortable at first. ”**

**~ Meredith Draughn  
2023 School Counselor of the Year**

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**Read my**

**Blog**

**Email Me**

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