



ACTION PLAN CLOSING THE GAP

Goal: By June of 2017, at least 80% of 6th Grade students who have a C or lower in a core academic class first nine weeks will pass all academic subjects and will increase one academic class grade by fourth quarter.

Target Group: Sixth grade students that did not pass an English or Math SOL in 5th grade and had a C or lower in a core academic class at the end of the first quarter.

Data to Identify Students First quarter grades in core classes at a C or lower and math and English SOL scores below passing in June of 2016.

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
<p>Homework Club Activities</p> <ul style="list-style-type: none"> - Work with students weekly in managing their time wisely by accessing individual student grades and work due. - Organizational skills: organizing binders and cleaning out lockers - Study skills strategies. -Students will meet with individual teachers to get assistance with work -Collaboration teachers and parents to maintain communication and encourage student's efforts and successes 	<p>Domain: Academic and Social/Emotional</p> <p>Mindsets M2: Self-confidence in ability to succeed M3: Sense of belonging in the school environment M6: Positive attitude toward work and learning</p> <p>Behaviors <u>Learning Strategies</u> B-LS3: Use time management, organizational and study skills B-LS4: Apply self-motivation and self-direction to learning B-LS5: Apply media and technology skills</p>	<p>Cart of Laptops and Chromebooks available for student use</p> <p>Teacher assistance after school- at least one teacher per core academic subject</p> <p>Access to student grades to review with each student at each meeting</p> <p>Access to google classroom for work assigned</p> <p>Two classrooms to allow for</p>	<p>START: November 2016</p> <p>END: May 2017</p>	<p>All students involved in program</p> <p>(approximately 25-30 from each grade)</p>	<p>Students, parents and teachers will be surveyed regarding interest in participation and perception on whether they felt participation in the program would help students to improve their grades. These assessments will be conducted through individual phone and in person conversations. Parent permission</p>	<p>Quarterly grade data for quarter 1 and quarter 4 to compare academic progress</p> <p>End of year grades (June 2017) will be reviewed for all students attending.</p> <p>Prior school year end of year Math and English SOL scores will be compared to current school year Grade end of year Math and English SOL scores</p> <p>Outcome data will be collected for students who attend Homework</p>	<p>Jennifer Alberth (6th Grade Counselor)</p> <p>Tiffany Quarles (6th/7th Grade Counselor)</p> <p>Sarah O'Brien (7th Grade Counselor)</p> <p>Patricia Bagdasarian (8th Grade Counselor)</p> <p>Ann Barrett (8th Grade Counselor)</p>

	<p>B-LS 7: Identify long- and short term academic, career and social/emotional goals</p> <p><u>Self-Management Skills:</u></p> <p>B-SMS 1: Demonstrate ability to assume responsibility</p> <p>B-SMS2 Demonstrate self-discipline and self-control</p> <p>B-SMS 3: Demonstrate ability to work independently</p> <p>B-SMS4: Demonstrate ability to delay immediate gratification for long-term rewards</p> <p>B-SMS5: Demonstrate perseverance to achieve long-and short term goals</p> <p>B-SMS6: Demonstrate ability to overcome barriers to learning</p> <p>B-SMS8: Demonstrate the ability to balance school, home and community activities</p> <p><u>Social Skills</u></p> <p>B-SS1: Use effective oral and written communication skills and listening skills</p> <p>B-SS2: Create positive and supportive relationships with other students</p>	<p>smaller groups to work and additional space for students working or organizing notebook</p>			<p>letters will also be mailed out.</p> <p>Post perception surveys will be sent to students, teachers, and parents.</p>	<p>club five or more times.</p> <p>Data will be broken down by students attending ten or more times and students attending 5-9 times, as research shows that consistent attendance at after school programs is connected with increased academic achievement.</p>	
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	<p>B-SS3: Create relationships with adults that support success</p> <p>B-SS5: Demonstrate ethical decision making and social responsibility</p> <p>B-SS6: Use effective collaboration and cooperation skills</p> <p>B-SS8: Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>Virginia School Counseling Standards:</p> <p>Academic:</p> <p>MA1: Understand the relationship of personal abilities, goals, skills, interests and motivation to academic achievement</p> <p>MA2: Understand the relationship of dependability, productivity and initiative to academic success</p> <p>Personal/Social:</p> <p>MP1: Recognize the effect of peer pressure on decision making,</p> <p>MP2: Understand the consequences of decisions and choices</p> <p>MP5: Demonstrate appropriate skills for interactions with adults and positive peer interactions</p>						
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Individual student academic planning	<p>Domain: Academic and Social/Emotional</p> <p>Mindsets M2: Self-confidence in ability to succeed M3: Sense of belonging in the school environment M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success M5: Apply media and technology skills M6: Positive attitude toward work and learning</p> <p>Behaviors <u>Learning Strategies</u> B-LS3: Use time management, organizational and study skills B-LS4: Apply self-motivation and self-direction to learning B-LS 7: Identify long- and short term academic, career and social/emotional goals</p>	Access to student grades through Phoenix SIS system,	August 2016- June 2017 school year	All students involved in program (approximately 25-30 from each grade)	Student perception of current progress will be assessed at each meeting and compared from November 2016 to June 2017.	Interim and quarterly grades will be reviewed with students to discuss academic progress.	<p>Jennifer Alberth (6th Grade Counselor)</p> <p>Tiffany Quarles (6th/7th Grade Counselor)</p> <p>Sarah O'Brien (7th Grade Counselor)</p> <p>Patricia Bagdasarian (8th Grade Counselor)</p> <p>Ann Barrett (8th Grade Counselor)</p>

	<p>B-LS8: Actively engage in challenging course work</p> <p><u>Self-Management Skills:</u> B-SMS5: Demonstrate perseverance to achieve long-and short term goals</p> <p><u>Social Skills</u> B-SS3: Create relationships with adults that support success</p> <p>Virginia School Counseling Standards: Academic: MA1: Understand the relationship of personal abilities, goals, skills, interests and motivation to academic achievement MA2: Understand the relationship of dependability, productivity and initiative to academic success MA3: Understand the importance of high school course and/or program selection in relation to future academic and career options</p> <p>Personal/Social: MP1: MP1. Recognize the effect of peer</p>						
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	pressure on decision making, MP2: Understand the consequences of decisions and choices						
<p>Individual Student Counseling:</p> <ul style="list-style-type: none"> • Attendance • Behavior • Personal/social concerns preventing students from academic success. 	<p>Domain: Academic and Social/Emotional</p> <p>Mindsets M1: Demonstrate critical thinking skills to make informed decisions M2: Self-confidence in ability to succeed M3: Sense of belonging in the school environment M4: Apply self-motivation and self-direction to learning</p> <p>Behaviors Learning Strategies B-LS 7: Identify long- and short term academic, career and social/emotional goals B-LS9: Gather evidence and consider multiple perspectives to make informed decisions</p> <p>Self-Management Skills: B-SMS 1: Demonstrate ability to assume responsibility</p>	Access to attendance, grades, and behavioral referrals through Phoenix SIS system and PBIS data.	August 2016-June 2017	All students involved in program (approximately 25-30 from each grade)	Student perception of grades, attendance and data discussed at individual counseling sessions.	Student grades , Attendance and PBIS referral data reviewed quarterly and at the end of the year	<p>Jennifer Alberth (6th Grade Counselor)</p> <p>Tiffany Quarles (6th/7th Grade Counselor)</p> <p>Sarah O'Brien (7th Grade Counselor)</p> <p>Patricia Bagdasarian (8th Grade Counselor)</p> <p>Ann Barrett (8th Grade Counselor)</p>

	<p>B-SMS2 Demonstrate self-discipline and self-control immediate gratification for long-term rewards</p> <p>B-SMS6: Demonstrate ability to overcome barriers to learning</p> <p>B-SMS7: Demonstrate effective coping skills when faced with a problem</p> <p><u>Social Skills</u></p> <p>B-SS1: Use effective oral and written communication skills and listening skills</p> <p>B-SS3: Create relationships with adults that support success</p> <p>B-SS5: Demonstrate ethical decision making and social responsibility</p> <p>B-SS8: Demonstrate advocacy skills and ability assert self, when necessary</p> <p>Virginia School Counseling Standards</p> <p>Academic:</p> <p>MA1: Understand the relationship of personal abilities, goals, skills, interests and motivation to academic achievement</p> <p>MA2: Understand the relationship of dependability, productivity and</p>						
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	<p>initiative to academic success</p> <p>Personal/Social: MP1: Recognize the effect of peer pressure on decision making, MP2: Understand the consequences of decisions and choices MP4: Use appropriate decision making and problem solving skills MP5: Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships MP6: Use appropriate communication and conflict resolution skills with peers and adults MP7: Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals.</p>						
<p>Parent/teacher conferences: held with students and parents to discuss academic progress and plan of action to assist student in improving grades.</p>	<p>Domain: Academic and Social/Emotional</p> <p>Mindsets M1: Demonstrate critical thinking skills to make informed decisions M2: Self-confidence in ability to succeed</p>	<p>Access to student grades, attendance through Phoenix SIS and computer access to type up a plan of action.</p>	<p>September 2016-June 2017 (as needed)</p>	<p>All students involved in program (approximately 25-30 from each grade)</p>	<p>Student, teacher and parent perceptions gathered through pre-conference conversations and communication at the</p>	<p>Quarterly grade reports and current grades in Phoenix SIS grade system will be reviewed at conferences and end of the year.</p>	<p>Jennifer Alberth (6th Grade Counselor) Tiffany Quarles (6th/7th Grade Counselor) Sarah O'Brien (7th Grade Counselor)</p>

	<p>M3: Sense of belonging in the school environment M4: Apply self-motivation and self-direction to learning M5: Apply media and technology skills M6: Set high standards of quality</p> <p>Behaviors <u>Learning Strategies</u> B-LS 7: Identify long- and short term academic, career and social/emotional goals B-LS9: Gather evidence and consider multiple perspectives to make informed decisions</p> <p><u>Self-Management</u> <u>Skills:</u> B-SMS 1: Demonstrate ability to assume responsibility B-SMS2 Demonstrate self-discipline and self-control B-SMS6: Demonstrate ability to overcome barriers to learning B-SMS7: Demonstrate effective coping skills when faced with a problem</p> <p><u>Social Skills</u> B-SS1: Use effective oral and written</p>				parent/teacher conference		<p>Patricia Bagdasarian (8th Grade Counselor)</p> <p>Ann Barrett (8th Grade Counselor)</p>
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	<p>communication skills and listening skills B-SS3: Create relationships with adults that support success B-SS5: Demonstrate ethical decision making and social responsibility B-SS8: Demonstrate advocacy skills and ability assert self, when necessary</p> <p>Virginia School Counseling Standards Academic: MA1: Understand the relationship of personal abilities, goals, skills, interests and motivation to academic achievement MA2: Understand the relationship of dependability, productivity and initiative to academic success MA3: Understand the importance of high school course and/or program selection in relation to future academic and career options</p> <p>Personal/Social: MP1: Recognize the effect of peer pressure on decision making,</p>						
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	<p>MP2: Understand the consequences of decisions and choices</p> <p>MP4: Use appropriate decision making and problem solving skills</p> <p>MP5: Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships</p> <p>MP6: Use appropriate communication and conflict resolution skills with peers and adults</p> <p>MP7: Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals.</p>						
<p>Consultation with community agencies and other professionals as needed to assist students and families with personal/family needs such as clothing, dental and eyeglass needs, and community counseling referrals</p>	<p>Domain: Academic and Social/Emotional</p> <p>Mindsets M1: Demonstrate critical thinking skills to make informed decisions M2: Self-confidence in ability to succeed M3: Sense of belonging in the school environment</p> <p><u>Self-Management Skills:</u></p>	<p>List of community counseling referral sources</p> <p>Parent liaison access to community resources like eyeglass and dental vouchers, coats, etc.</p>	<p>Ongoing August 2016-June 2017</p>	<p>Number of students needing consultation with community agencies will depend on the needs of our students involved</p>	<p>Student perception gathered through individual meetings with counselor</p>	<p>Quarterly grades, attendance and PBIS referral data reviewed</p> <p>End of year grades, attendance, and referral data reviewed</p>	<p>Jennifer Alberth (6th Grade Counselor)</p> <p>Tiffany Quarles (6th/7th Grade Counselor)</p> <p>Sarah O'Brien (7th Grade Counselor)</p> <p>Patricia Bagdasarian (8th Grade Counselor)</p> <p>Ann Barrett</p>

	<p>B-SMS 1: Demonstrate ability to assume responsibility</p> <p>B-SMS6: Demonstrate ability to overcome barriers to learning</p> <p>B-SMS7: Demonstrate effective coping skills when faced with a problem</p> <p><u>Social Skills</u></p> <p>B-SS3: Create relationships with adults that support success</p> <p>B-SS8: Demonstrate advocacy skills and ability assert self, when necessary</p> <p>Virginia School Counseling Standards</p> <p>Personal/Social:</p> <p>MP2: Understand the consequences of decisions and choices</p> <p>MP4: Use appropriate decision making and problem solving skills</p> <p>MP5: Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships</p> <p>MP6: Use appropriate communication and conflict resolution skills with peers and adults</p>						(8 th Grade Counselor)
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<p>Small Group Counseling: Participation of students involved (as appropriate) in with grade level counselor to address personal/social obstacles to student success.</p>	<p>Domain: Academic and Social/Emotional</p> <p>Mindsets M1: Demonstrate critical thinking skills to make informed decisions M2: Self-confidence in ability to succeed M3: Sense of belonging in the school environment M4: Apply self-motivation and self-direction to learning</p> <p>Behaviors <u>Learning Strategies</u> B-LS 7: Identify long- and short term academic, career and social/emotional goals B-LS9: Gather evidence and consider multiple perspectives to make informed decisions</p> <p><u>Self-Management</u> <u>Skills:</u> B-SMS 1: Demonstrate ability to assume responsibility B-SMS2: Demonstrate self-discipline and self-control B-SMS6: Demonstrate ability to overcome barriers to learning</p>	<p>Small group assessment forms from students</p> <p>Group curriculum for requested groups (making good choices, learning strategies for handling anger or handling stressful situations)</p>	<p>Fall Groups October 2016- January 2017</p> <p>Spring Group: February 2017-May 2017</p>	<p>Number of students participating in small groups will Depend on needs assessments collected and needs of students. (5-30)</p>	<p>Pre and post perception surveys will be provided to students participating in groups.</p>	<p>Quarterly and end of year grades, attendance, and PBIS referral data reviewed.</p>	<p>Jennifer Alberth (6th Grade Counselor)</p> <p>Tiffany Quarles (6th/7th Grade Counselor)</p> <p>Sarah O'Brien (7th Grade Counselor)</p> <p>Patricia Bagdasarian (8th Grade Counselor)</p> <p>Ann Barrett (8th Grade Counselor)</p>
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	<p>B-SMS7: Demonstrate effective coping skills when faced with a problem</p> <p><u>Social Skills</u></p> <p>B-SS1: Use effective oral and written communication skills and listening skills</p> <p>B-SS3: Create relationships with adults that support success</p> <p>B-SS5: Demonstrate ethical decision-making and social responsibility</p> <p>B-SS8: Demonstrate advocacy skills and ability assert self, when necessary</p> <p>Virginia School Counseling Standards</p> <p>Academic:</p> <p>MA1: Understand the relationship of personal abilities, goals, skills, interests and motivation to academic achievement</p> <p>MA2: Understand the relationship of dependability, productivity and initiative to academic success</p> <p>Personal/Social:</p> <p>MP1: Recognize the effect of peer pressure on decision making</p>						
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	<p>MP2: Understand the consequences of decisions and choices</p> <p>MP4: Use appropriate decision making and problem solving skills</p> <p>MP5: Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships</p> <p>MP6: Use appropriate communication and conflict resolution skills with peers and adults</p> <p>MP7: Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals</p>						
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