

# Closing-the-Gap Action Plan/Results Report

School Name	Central School	
Annual Student Outcome Goal	By the end of the 2024–2025 school year, the number of behavioral referrals for <b>7th-grade students</b> will decrease from <b>86 to 75 referrals</b> (a <b>13% reduction</b> ) through small-group counseling focused on self-regulation and social skills, along with teacher collaboration on behavior strategies.	
<b>ASCA Student Standards (Limit of two standards)</b>		
<ol style="list-style-type: none"> <li><b>1. B-SMS 2:</b> Demonstrate self-discipline and self-control.</li> <li><b>B-SS 8:</b> Demonstrate effective coping skills when faced with a problem.</li> </ol>		
Mindsets & Behaviors Pre-/Post-Assessment Statements		
<ol style="list-style-type: none"> <li>I am able to control my emotions and avoid disruptions.</li> <li>I know positive ways to handle conflicts with my peers.</li> <li>I feel supported by my teachers and counselor in improving my behavior.</li> <li>I understand the impact of my behavior on others.</li> </ol>		
<b>Interventions That Support Achieving the Annual Student Outcome Goal</b>		
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)	
<ol style="list-style-type: none"> <li><b>Small-Group Counseling:</b> Weekly sessions focused on self-regulation, emotional management, and conflict resolution.</li> <li><b>Behavior Check-in/Check-out Program:</b> Daily check-ins with the counselor or assigned teacher to monitor behavior progress.</li> </ol>	<ol style="list-style-type: none"> <li><b>Teacher Collaboration Meetings:</b> Monthly meetings between counselors and teachers to share student progress and develop positive behavior strategies.</li> <li><b>Parent Engagement:</b> Conduct meetings with parents to align behavior goals at home and at school, and provide weekly progress updates.</li> </ol>	
<b>Systemic Focus</b>		
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.		
<b>Identify Policies/Practices That Maintain Inequities</b> <ul style="list-style-type: none"> <li><b>Lack of consistent positive behavior reinforcement strategies across classrooms.</b></li> <li><b>Inconsistent communication between teachers and families about student behavior plans.</b></li> </ul>		
List 1–2 strategies that could influence systemic change related to this goal.		
<b>Strategies for Systemic Change</b> <ol style="list-style-type: none"> <li><b>Implement a school-wide positive behavior rewards system to recognize improvements.</b></li> <li><b>Provide professional development for teachers on de-escalation strategies and consistent behavior management techniques.</b></li> </ol>		

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Baseline Data	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated: 25 7th-grade students with 3+ referrals will engage in small-group counseling.</i>	<i>Actual: To be recorded after program completion</i>
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
<p><i>Pre-Assessment Data</i> (calculate the average student response for each item)</p> <ol style="list-style-type: none"> <li>1. I can control my emotions in class.</li> <li>2. I know how to handle conflicts.</li> <li>3. I feel supported by my teachers/counselors</li> <li>4. I understand the impact of my behavior.</li> </ol>	<p><i>Post-Assessment Data</i> (calculate the average student response for each item)</p> <ol style="list-style-type: none"> <li>1. I can control my emotions in class.</li> <li>2. I know how to handle conflicts.</li> <li>3. I feel supported by my teachers/counselors</li> <li>4. I understand the impact of my behavior.</li> </ol>
Outcome Data Plan	Outcome Data Results
<p><i>Baseline Data:</i></p> <p><b>Baseline Data (2023–2024):</b></p> <ul style="list-style-type: none"> <li>• 86 behavioral referrals for 7th-grade students.</li> </ul>	<p><i>Final Data:</i></p> <p><i>Goal 75 behavioral referrals</i></p> <p>Actual Referrals (to be entered after tracking throughout the school year)</p> <ul style="list-style-type: none"> <li>• <i>Percent Change: Formula: <math>(86 - \text{Final Referrals}) \div 86 \times 100</math></i></li> </ul>
Reflection	
<ul style="list-style-type: none"> <li>• How did the interventions facilitate the attainment of identified ASCA Student Standards? <ul style="list-style-type: none"> <li>• Small-group counseling improved students' emotional regulation (B-SMS 2).</li> <li>• Teacher collaboration ensured consistent strategies, helping students develop coping skills (B-SS 8).</li> </ul> </li> <li>• How could the interventions be improved (e.g., consider timing, number and type of services, student access and identified barriers)? <ul style="list-style-type: none"> <li>○ Consider starting small-group counseling earlier in the year to maximize impact.</li> <li>○ Expand check-in/check-out to more students to reach those at risk earlier.</li> <li>○ Improve family engagement by offering more flexible meeting times or virtual options.</li> </ul> </li> </ul>	