

School Counselor Name: \_\_\_\_\_

**Evidence of Impact Used: Academic Success**

**Learning Content**

*(Identify the comprehensive school counseling activity, intervention, or instruction to be implemented. Include the state curriculum standards the SLO addresses if applicable)*

The 9<sup>th</sup> grade school counselor will conduct individual and small group academic counseling sessions with students identified as at-risk of not being ready for college-level work or for entry-level career positions.

Indicator 1.5 - Appraisal of Student Growth and Achievement: The school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and social/emotional development of all students through full implementation of a school counseling program and defines the school counselor's role in assessment consistent with level of training, expertise, and a fully implemented school counseling program.

**Interval of Intervention**

*(How much time will students have to reach their goals? A unit? A semester? The full year? Be as specific as possible)*

Full 9<sup>th</sup> grade year from August to May

**Student Population(s)**

*(Describe the student population(s) included in this SLO. Include IEP, EL, and Free and Reduced Price Lunch (F/RL) data)*

Students identified as at-risk of not being ready for college-level work or for entry-level career positions based on 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math MAP scores of Below Basic, 8<sup>th</sup> grade semester grades below proficient in ELA and Math, and Grade Equivalency Reading Levels of 6.5 or below.  
Total of 25 students

#IEP	#EL	#F/RL
3	1	16

**Targets**

Baseline Data	Expected Growth	Activities, Interventions, Instruction
D and F in 8 <sup>th</sup> Grade ELA and Math courses	Semester grades of C or better in ELA and Math	Small group academic counseling sessions held on goal-setting, study habits, organizational skills, and task completion skills. Conduct individual planning activities. Identify barriers to learning and assist students individually in removing those barriers.
6.5 Grade Equivalency Reading Level or lower	Increase reading level by 1 grade level	In individual and small groups, teach and practice soft skills. Conduct a small book study with grade level appropriate book about success/motivation.

**Rationale**

*(State how the growth targets are appropriate and rigorous. Explain how the identified activities, interventions, or instruction are appropriate to reach those growth targets)*

Students are expected to earn proficient grades in ELA and Math to prove that they are college and career ready with assistance in study skills, organization, and task completion. Students are expected to read at grade level, but increasing reading level is difficult at this age. It will take more than one year of intense intervention to increase reading level to the appropriate grade level. A growth of 1 grade level is rigorous but achievable with good study habits, reading every night, and participating in class.

**Results**

Total # of Students	# Students Met Target	% Students Met Target	Comments
25	18	72%	1 student moved during the course of the year.