

# Small-Group Plan and Data Report

## Purpose

This plan provides details of small-group sessions that enhance life-readiness skills and academic success and defines:

1. **What** will be delivered in group sessions
2. **To whom** it will be delivered
3. **How** it will be delivered
4. **How** student attainment of the session's learning objectives will be assessed in small-group activities

## Implementation Notes

1. Sessions are delivered to students with identified needs.
2. There is a minimum of four sessions with three-12 students.
3. Sessions are based on data that identifies student needs.
4. Each session is connected to behavior standards from the ASCA Student Standards.
5. Directions are in **red text** below.

<b>School Name</b>	Washington Park High School		
<b>School Counselor Name</b>	Gabriel Santiago and Lena Stittmeyer	<b>School Year</b>	2025–2026
<b>Small Group Title or Focus</b>	New Student Support Group		
<b>Number of Sessions</b>	Six		
<b>Reason for this group:</b>	Students in group need support with: (check all that apply)  <a href="#">Life-Readiness</a> <input checked="" type="checkbox"/> Learning Strategies <input type="checkbox"/> Self-Management Skills <input type="checkbox"/> Social Skills  <b>Academic Success</b> <input checked="" type="checkbox"/> Failing grades <input type="checkbox"/> Low test scores <input checked="" type="checkbox"/> Meeting graduation requirements <input type="checkbox"/> Meeting benchmarks		

## Achievement data for students in small group

For the issues checked above, indicate the baseline achievement data for students in the small group.

Issue	Number of Students
Failing grades	9
Low test scores	4
Not meeting graduation requirements	9

**EXAMPLE**

Not meeting benchmarks

9

## What contributing-factors data supports the need for the small group?

### **Attendance Data** (Use "NA" if no data applies.)

Attendance data for these nine students did not indicate excessive absences.

### **Discipline Data** (Use "NA" if no data applies.)

Data for these nine students did not indicate discipline issues.

### **Other Data** (Use "NA" if no data applies.)

# Small-Group Plan and Data Report

## Session Plans

Add or remove sessions as needed.

Minimum  
of four  
sessions  
with three–  
12 students

Session

**Behavior Standard  
from the  
ASCA Student Standards**

**Learning Objective**

**Pre-/Post-Assessment  
Statements**

Identify one behavior standard per session. A standard may be repeated in multiple sessions.

1. Limit of one objective aligned with the selected standard per session.
2. Learning objective may be used more than once.
3. Begin each example with “Students will...”

1. Write one-two assessment items aligned with each learning objective.
2. Administer pre-assessment for entire small group before or during session one.

1	B#  SMS 10.	Ability to manage transitions and ability to adapt to changing situations and responsibilities	Students will adapt to change.	1. What skills are needed to adapt to change?  2.
2	B#  SS .3	Positive relationships with adults to support success	Students will identify three adults they can go to for help at school.	1. I can name three adults I can go to for help at WPHS.  2.
3	B#  LS 8.	Engagement in challenging coursework	Students will articulate specific behaviors associated with effective class participation, as defined by the course instructor.	1. I pay attention and take notes in class.  2.
4	B#  SMS 10.	Ability to manage transitions and ability to adapt to changing situations and responsibilities	Students will identify and explain phases of transition (endings/letting things go, neutral zone, beginnings).	1. Explain each of the three phases of transition.  2.
5	B#  SS 7.	Leadership and teamwork skills to work effectively in diverse groups	Students will participate in groups/teams in a variety of settings.	1. What are two school extracurricular activities that match your interests or skills?  2.
6	B#  SS 7.	Leadership and teamwork skills to work effectively in diverse groups	Students will define the underlying skills needed to be an effective leader (communication, interpersonal skills, problem-solving, collaboration, etc.).	1. List at least three skills needed to be an effective leader.  2.

**EXAMPLE**

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1. Administer pre-assessment for entire small group before or during session one.
2. Record pre-assessment data. Optional Data Organizer on the last page of the plan can be used for this information (Life-Readiness baseline data).

## Session 1 Focus:

Describe the teaching content for this session.

*This session will focus on naming skills needed to adapt to new situations, including enrolling in a new school.*

Describe how students will practice the content.

*Change jar discussion – A jar will be filled with slips of paper describing different changes (some big, some small). Each student draws one, shares how they might feel and names a skill they will need to respond to the change. The student will role play the skill with the school counselor.*

## Session 2 Focus:

Describe the teaching content for this session.

*This session will focus on helping students identify adults in the building they can go to for help when they have a need or concern. Names and images of school staff, such as teachers, school counselors, coaches, administrators, media specialist, office staff, support staff, will be shared in the group. Their roles will be discussed.*

Describe how students will practice the content.

*Students will review names and roles of school staff. They will complete their own individual support triangle. Each corner of the triangle represents one trusted adult.*

## Session 3 Focus:

Describe the teaching content for this session.

*Strategies for effective class participation will be presented. Strategies include*

- *Sit where you can focus*
- *Maintain focus on the instructor/speaker*
- *Limit distractions*
- *Use active listening*

*Several note-taking methods will be shared.*

Describe how students will practice the content.

*Students will discuss strategies to stay present in the classroom. They will conduct an online search for note-taking methods and select one that seems most helpful to them. They will try one of the note-taking methods in at least one class over the next week and report back on its effectiveness to the group in the next session.*

# EXAMPLE

# Small-Group Plan and Data Report

## Session 4 Focus:

Describe the teaching content for this session.

*Three phases of transition will be presented.*

1. *Ending (Letting Go)*
2. *Neutral Zone (In-Between Phase)*
3. *New Beginning*

Describe how students will practice the content.

*Students will identify which stage they think they are in. Each will participate in an activity based on the stage selected and share with the group.*

### 1. *Ending Activity: Memory Map*

*Students draw or write about something they are leaving behind (e.g., a grade level, a routine, a friendship) with the goal of helping them acknowledge what's changing and expressing their feelings. Prompts include "What will you miss most? What are you proud of from this time?"*

### 2. *Neutral Zone Activity: Feelings Forecast*

*Students create a "weather report" for how they feel during uncertain times (e.g., cloudy with a chance of nervousness, sunny with excitement) with a goal to normalize mixed emotions and build emotional vocabulary. Prompt: "What helps you feel calm when things are uncertain?"*

### 3. *New Beginning Activity: Goal-Setting Stars*

*Students create a visual or written representation of what they hope for in the new phase (e.g., new school year, new role, new habit) with a goal of encouraging optimism and ownership of the future. Prompt: "What are you excited to try or learn? What strengths will help you succeed?"*

## Session 5 Focus:

Describe the teaching content for this session.

*Students will be asked to create a list of activities they enjoy. A list of all clubs, teams and opportunities will be shared with the group.*

Describe how students will practice the content.

*Students will match school clubs, teams and opportunities with their list of interests. Students create a timeline of when they will visit or explore two activities at school that are most closely aligned with their interests. If they have difficulty finding activities of interest at school, they will be asked to search online for community or online activities that are appropriate for high school students.*

# EXAMPLE

## Session 6 Focus:

Describe the teaching content for this session.

*Students will be asked to think about themselves as a leader in their new school. They will be asked to consider how they can give support and build community at WPHS through leadership skills. Three leadership skills will be defined, presented and discussed.*

1. Communication
2. Teamwork
3. Problem-Solving
4. Responsibility
5. Growth Mindset

Describe how students will practice the content.

*Students will be asked to self-assess their skills in each of the five categories using a four-point Likert scale. They will identify ways they can use their strongest skills to better the school community. To wrap up the group, each student will be given the opportunity to respond to one of these prompts.*

1. One thing I've learned about myself
2. A challenge I faced and how I handled it
3. Someone who helped me feel welcome
4. One thing I'm proud of since starting at this school
5. Advice I'd give to a new student

## END OF PLAN

# EXAMPLE

## Small-Group Data Report

### ACCESS

#### Participation Data Results

Number of students at beginning of plan:	9
Number of students at end of plan:	8
If number of students changes from beginning to ending of plan, provide an explanation for the change.	<i>One student returned to her previous school after the third session.</i>

#### Graphs

*If needed, use organizer on the final page to organize the data.*

### LIFE-READINESS GRAPH

#### Follow these guidelines for graphs.

Pre-/post-assessment results:

1. Match data reported in the results section.
2. Data represented side by side.
3. Graph aggregate data, not individual student data.

All graphs are bar charts and include:

1. Primary title: ASCA Student Standards Data Results
2. Subtitle with specific details about the students or data represented on graph
3. Y-axis label: describes data being graphed; if Likert scale is used, defines the scale
4. X-axis label: defines what is being compared
5. Data points included for each bar on graph

#### ASCA Students Standards Data Results

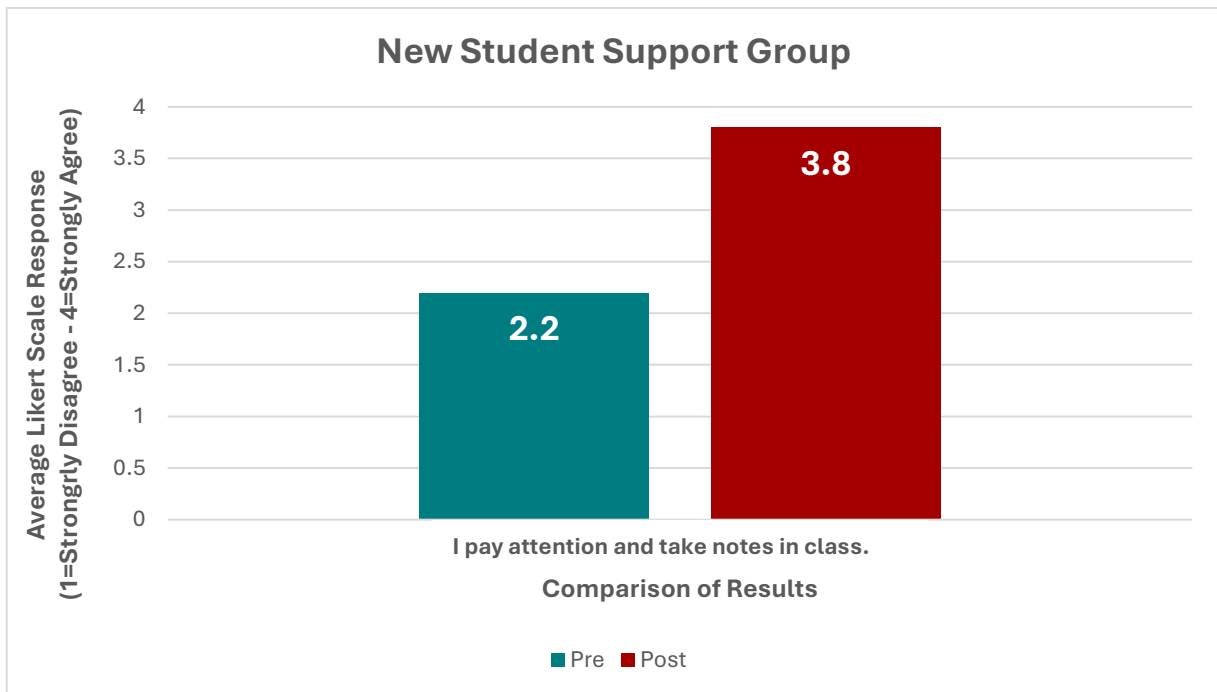
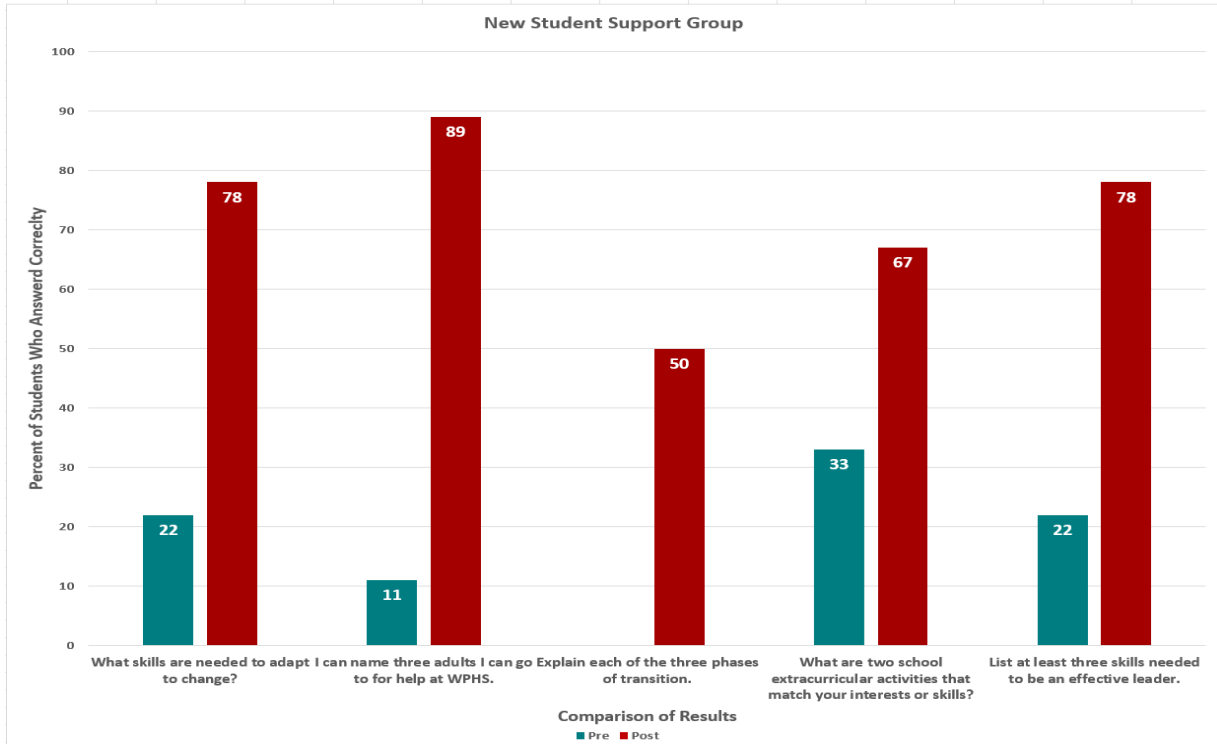
#### Behaviors Standards Addressed:

1. SMS 10. Ability to manage transitions and ability to adapt to changing situations and responsibilities
2. SS 3. Positive relationships with adults to support success
3. LS 8. Engagement in challenging coursework
4. SMS 10. Ability to manage transitions and ability to adapt to changing situations and responsibilities
5. SS 7. Leadership and teamwork skills to work effectively in diverse groups
6. SS 7. Leadership and teamwork skills to work effectively in diverse groups

# EXAMPLE

# Small-Group Plan and Data Report

*Insert graph for data from the ASCA Student Standards pre- and post-assessment results for this plan.*



**EXAMPLE**



## ACADEMIC SUCCESS GRAPH

### Follow these guidelines for graphs.

Pre-/post-assessment results:

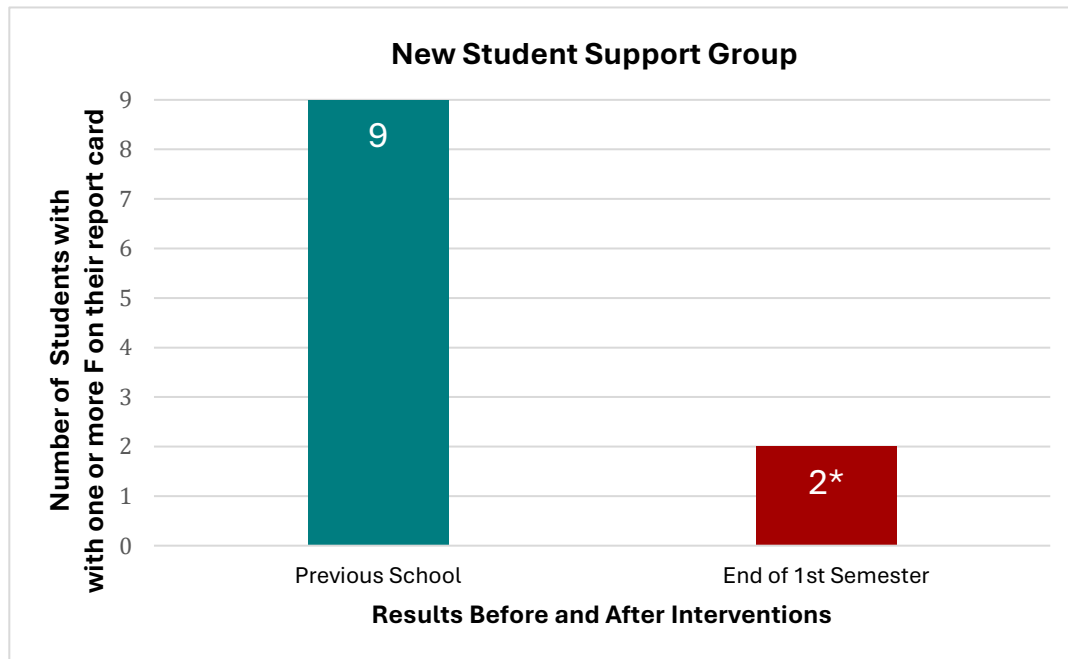
1. Match data reported in the results section.
2. Data represented side by side.
3. Graph aggregate data, not individual student data.

All graphs are bar charts and include:

1. Primary title: Achievement Data Results
2. Subtitle with specific details about the students or data represented on graph
3. Y-axis label: describes data being graphed
4. X-axis label: defines what is being compared and when data was collected
5. Data points included for each bar on graph

### Achievement Data Results

*Insert graph for data reported in the baseline and final achievement data results for this plan.*



\*One student transferred to another school

### Contributing-Factors Results Graphs (if applicable)

When appropriate, insert graph(s) of baseline and final data such as attendance and discipline

# EXAMPLE

## Reflection

### How can you improve your small group?

Consider timing, number and type of strategies, cultural responsiveness, student access and identified barriers.

*With the students coming from nine different high schools, it took longer for them to feel comfortable sharing with each other. I realized that I need to give more attention to building group rapport in the first few sessions since the students are working through transition to the new school and becoming comfortable with each other.*

### How do the results inform future small groups or the school counseling program?

*At the end of the semester, only two of the eight students received one or more Fs on their report card. Although we cannot show causation for the academic success, students in the group reported that the group experience helped them transition to WPHS and helped them succeed academically. We plan to run a new group in second semester with slight adjustments.*

# EXAMPLE

# Small-Group Plan and Data Report

## Optional Data Organizer

(Required for RAMP)

### ACCESS

#### Baseline Participation Data

Number of students expected to participate in the small group:

9

#### Final Participation Data

Number of students who actually participated in the small group:

8 - One student returned to her previous school after the third session

### LIFE-READINESS

#### Baseline ASCA Student Standards Data

Pre-Assessment Data: Calculate the average student response for each Likert-scale item, or percent correct for each knowledge-based item.

ASCA Student Standard Pre-Assessment Results

1. 22%
2. 11%
3. 0
4. 33%
5. 22%
6. 2.2

#### Final ASCA Student Standards Data

Post-Assessment Data: Calculate the average student response for each Likert-scale item or percent correct for each knowledge-based item.

ASCA Student Standard Post-Assessment Results

1. 78%
2. 89%
3. 50%
4. 67%
5. 78%
6. 3.8

### ACADEMIC SUCCESS

#### Baseline Achievement Data

This data matches baseline achievement data in small group.

Five of nine students had a cumulative GPA of 3.0 or higher at their previous school.

#### Final Achievement Data

Report actual final achievement data

Six of eight students had a cumulative GPA of 3.0 or higher at the end of the first semester.

Note – one student returned to her previous school

Percent Change from Baseline to Final Data:

20% increase

# EXAMPLE

## Small-Group Plan and Data Report

### Contributing-Factors Data – What other data has been impacted through this plan?

#### Baseline Attendance Data

(when applicable)

#### Final Attendance Data

(when applicable)

#### Baseline Discipline Data

(when applicable)

#### Final Discipline Data

(when applicable)

**EXAMPLE**