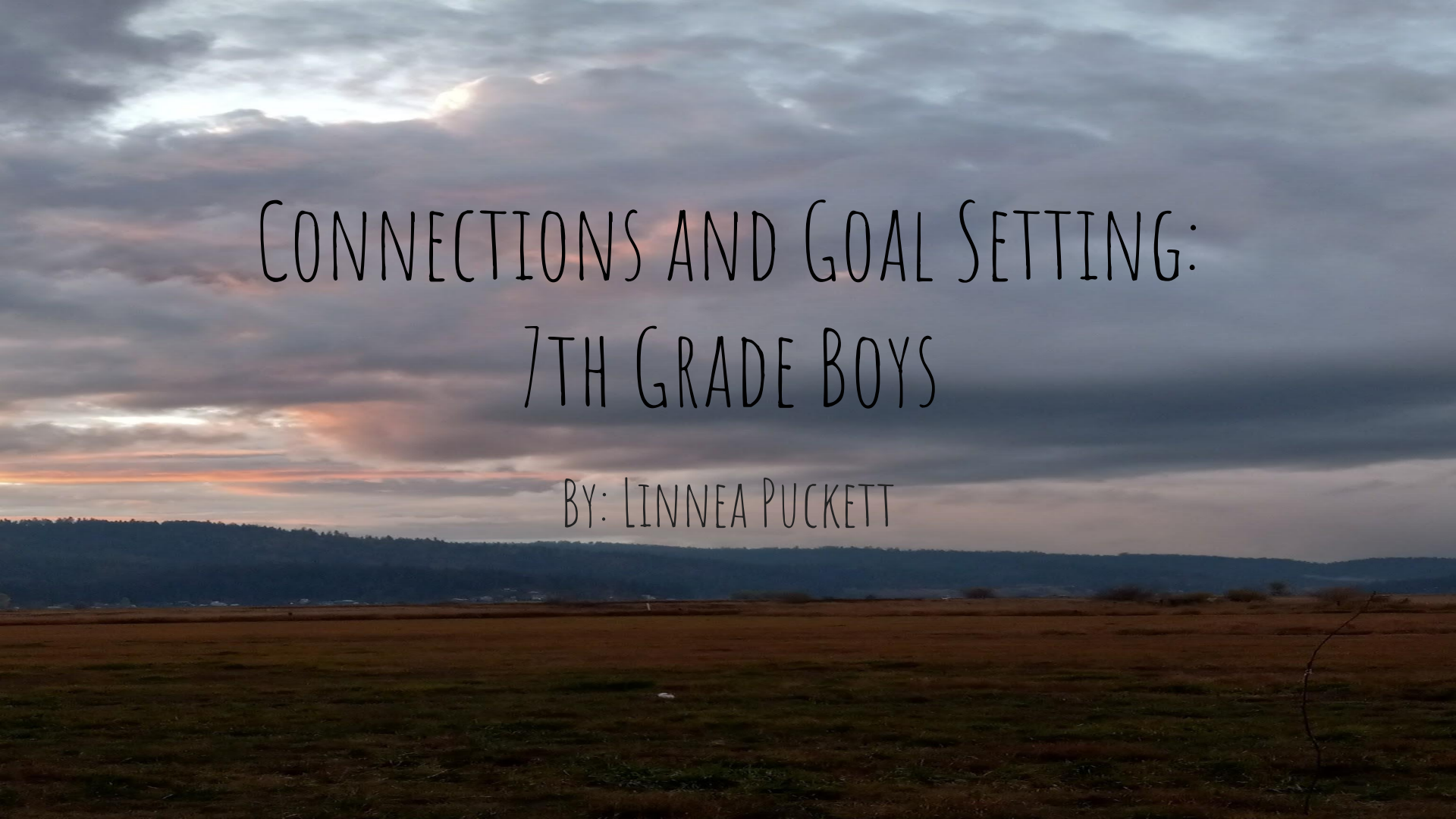


The background of the image is a landscape photograph. The foreground is a wide, flat field with brown and green grass. In the middle ground, there is a line of trees and some small buildings. The sky is filled with large, dark clouds, with a hint of orange and yellow light from the sun setting or rising behind them.

CONNECTIONS AND GOAL SETTING: 7TH GRADE BOYS

BY: LINNEA PUCKETT

WHY

DATA SHOWS

Student Incident Count

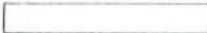
Report Filters

School	Incident Type	Student Selection	Start Date	End Date	Incidents Status
West Limestone High School	All Incident Types	Active Students	07/31/2025	05/21/2026	Students with Incidents

Select parameters and click submit

Incident Count

Total Records: 129

Student	Student Number	Grade Level	Number of Incidents
			
Adams, Jesse	19797241	11	6
Adams, Jesse	1969997	12	1
Adams, Jesse	1972285	7	3
Adams, Jesse	1972288	6	4
Adams, Jesse	1969997	11	2
Adams, Jesse	1972289	12	1
Adams, Jesse	1972286	8	1
Adams, Jesse	1972286	7	1
Adams, Jesse	1972286	7	1
Adams, Jesse	1972286	9	1
Adams, Jesse	1972286	10	1

INCIDENT LIST FROM AUG 2025-JAN 2026:

REPORTED BEHAVIOR INCIDENTS EXPLAINING NATURE OF REPORT AND STUDENTS INVOLVED, REVEALING BEHAVIOR PROBLEMS WITH BOYS INVOLVED IN SMALL GROUP

CHRONIC DAILY ABSENT METRICS JULY

2025-FEBRUARY 2026 (GENDER GRADE LEVEL, LOW INCOME):

THIS RESOURCE ONLY GAVE PERCENTAGES IN GENDER, GRADE LEVEL, AND LOW INCOME OF ABSENSES FROM SCHOOL, HOWEVER THE BOYS INVOLVED IN THIS GROUP WERE A PART OF THAT GROUP.

STUDENT INCIDENT COUNT JULY 2025 -MAY 2026 (STUDENTS WITH REPORTED BEHAVIOR INCIDENTS):

REPORTED NUMBER OF BEHAVIOR INCIDENTS PER STUDENT REVEALED A HIGH COUNT FOR STUDENTS INVOLVED IN THE GROUP.

NEEDS ASSESSMENT

NEEDS ASSESSMENT 2026-27

WHO: ALL WEST LIMESTONE STAFF, ADMIN, AND STUDENTS

WHAT: SOCIAL EMOTIONAL, CAREER, AND ACADEMIC

WHEN: THE BEGINNING OF SPRING SEMESTER AFTER TWO WEEKS OF CLASSES

HOW: GOOGLE FORMS FOR BOTH STUDENTS AND STAFF PUBLISHED IN THE SCHOOL NEWSLETTER

NEEDS ASSESSMENT STAFF EXAMPLE



Needs Assessment



Published



Questions

Responses

7

Settings

Needs Assessment

This Survey ask social-emotional, academic, and career needs/skills that the staff feels need to be met in the school



My students have difficulty connecting to one another

1

2

3

4

5

not a day without fighting

☐☐☐☐☐

no problems getting along at all

Students know who to go to for support/care

1

2

3

4

5



NEEDS ASSESSMENT STUDENT EXAMPLE

Needs Assessment

Published

QuestionsResponses24Settings

Section 1 of 4

Needs Assessment

This Survey is for Middle and/or High School Students. This Survey is anonymous and will only ask questions about the academic, career and social/emotional needs/skills the student will need for success in education and life and provides the school counselor on what services need to be provided for all students in this school. Please answer each question honestly

After section 1Continue to next section

Section 2 of 4

Social/emotional skills

Description (optional)

QuestionsResponses24Settings

I have difficulty connecting to my peers *

12345

Not much difficulty

☐

☐

☐

☐

☐

It is extremely difficult

It is easy to express my feelings, or advocate for my needs to others *

12345

Not easy at all

☐

☐

☐

☐

☐

Easy Cheesy

I have faced discrimination/harassment/peer pressure by peers *

AIA AND ASCA STANDARDS

MINDSETS:

- M2 SELF-CONFIDENCE IN ABILITY TO SUCCEED
- M3 SENSE OF BELONGING IN SCHOOL
- M4 UNDERSTANDING LIFELONG LEARNING IMPORTANCE
- M5 BELIEF IN USING ABILITIES FULLY
- M6 POSITIVE ATTITUDE TOWARD WORK AND LEARNING

BEHAVIOR:

- B-SS2 POSITIVE PEER RELATIONSHIPS
- B-SS4 EMPATHY
- B-SS6 COLLABORATION SKILLS
- B-LS1 CRITICAL THINKING
- B-LS4 SELF-DIRECTED LEARNING
- B-LS7 SHORT- AND LONG-TERM GOALS
- B-LS8 ENGAGEMENT IN COURSEWORK
- B-LS11 DECISION-MAKING SKILLS
- B-SMS1 RESPONSIBILITY
- B-SMS3 INDEPENDENT WORK
- B-SMS5 PERSEVERANCE
- B-SMS7 PROBLEM-SOLVING

AIA STANDARDS:

COUNSELING PREVENTION AND INTERVENTION

ASSESSMENT

RESEARCH AND EVALUATION

COLLABORATION AND CONSULTATION

LEADERSHIP

CULTURAL SENSITIVITY

ADAPTED WORKSHEETS: AFTER MEETING WITH THE STUDENTS FOR THE FIRST TIME I ADAPTED MY WORKSHEETS TO BE MORE SIMPLIFIED AND EASIER TO UNDERSTAND

PROJECT BASED: TO MAKE THE CONCEPTS EASIER TO GRASP, EACH SESSION WAS SET IN A PROJECT-BASED LEARNING STYLE, REQUIRING STUDENTS TO WORK TOGETHER TO COME UP WITH ANSWERS TO THE QUESTIONS AND TALKING TOGETHER, SO IF THERE WAS ANY CONFUSION I COULD SEE IT.

PRE/POST TEST: TESTING THE GRASPING OF CONCEPTS TAUGHT BEFORE AND AFTER THE LESSON, ENSURES THE CONCEPT WAS UNDERSTOOD, OR IF IT NEEDS TO BE RETAUGHT.

EXAMPLES OF ITEMS

Pre/Post Small group Perception Survey

Scale: 1 = strongly disagree | 2 = disagree | 3 = Not sure | 4 = Agree | 5 = strongly agree

1. I feel comfortable working with other students
1 2 3 4 5

2. I know how to share my ideas respectfully in a group
1 2 3 4 5

3. I listen to others even when I disagree
1 2 3 4 5

The small group perception survey taken before and after the group.

Session 3 Study Skills

Pre-test Rate 1-5

I know at least two effective study technique
1 2 3 4 5

I know how to plan my study time
1 2 3 4 5

I can choose a study method that fits the task
1 2 3 4 5

High Impact Study Methods

Retrieval practice (self-testing)

Spaced study (not cramming)

chunking

Practice Problems

Session 1 covered collaboration and connection skills. Session 2 covered advocacy skills. The papers for these sessions were too blurry so I am showing an example of their format. Each lesson was formatted to include a pre/post test and then the worksheet they were to fill out for the lesson.

Project time

Session 5
Session 5

1. 3 domain goals:
 - Academic
 - Career/future
 - Social Emotional or personal growth
2. One short-term, one long term for each
3. Action steps, obstacles, coping skill

SMART

Session 5 was the second to last session so it was more of a project based lesson, there was more work for the students to do so the next few slides show what was done during session 5

SMART

Specific

Measurable

Actionable

Realistic

Time-bound

ex: Raise my Science grade from C to B
by the end of the quarter by studying 20
min 4 days/week

Session 5 was about making smart goals, so I had to explain what a smart goal was.

The boys were able to come up with one SMART goal with guidance from me.

Academic

one short, one long

Science or math C to B

Student S will improve Science from C to B by studying 1 two weeks

EVALUATION PLAN

EVALUATION PLAN

EVALUATION METHODS:

- PRE/POST TEST SURVEY: BEFORE AND AFTER GROUP & BEFORE AND AFTER EACH LESSON
- TEACHER OBSERVATION REPORT: A FEW DAYS AFTER GROUP ENDS
- CHECK IN: 1 WEEK LATER FOR OBSERVATION OF EITHER CONTINUED SUPPORT OR RENEWED SMALL GROUP PLAN

Post Perception Survey

Rate 1-5

True answers only

I feel more confident working with others
1 2 3 4 5

I can advocate for my needs
1 2 3 4 5

I use better study strategies
1 2 3 4 5

I can set goals
1 2 3 4 5

I understand why school is important
1 2 3 4 5

Post Survey completed by students during the last session of group. Slightly different than the pre survey done at the beginning of group, but still covers the materials learned