



Annual Student Outcome Goal Plan

Academic Year 24 to 25

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

Panorama survey shows a low score for Self-Efficacy at McLane, especially for our 3rd and 4th-grade students.

By June 2025,

End Date

3rd and 4th grade students at McLane

Targeted Group

will

Increase in the area of self-efficacy on the Panorama survey

(increase/decrease something related to achievement, attendance or discipline)

by

10%

Measure of change

from

Average of 45%

Baseline data

to

Average of 55%

Target data

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Parents, attendance secretary, assistant principal, nurse, teachers

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B# Mindsets & Behaviors Statement

M1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being.
BSS 2	Create positive and supportive relationships with other students.

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Students will understand how to approach hard things at school with a “magical yet” mentality.

Student will work together to break down hard tasks into more manageable parts.

--

Possible Activities/Strategies/Interventions by School Counselors

Provide classroom lessons and goal-setting. Identify one thing that is challenging and goal set, then revisit.

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
I believe I can do hard things	1 2 3 4
If something is hard, I will still try my best.	1 2 3 4
I will ask for help for things that are hard.	1 2 3 4
I will partner with a classmate to learn how to do things I don't understand.	1 2 3 4
Brief answer question: How confident do you feel that you can figure out how to do something you don't currently know how to do?	
Brief answer question: Do you know how to set goals, if so please explain.	