**Appendix B- Small Group Action Plan**

**School Name:** Longfellow Elementary School

**Year:** 2012

**Group Name:** Improving How We Communicate (after school group)

**Target Group:** 2nd or 3rd graders who are identified by their teacher and do not show improvement on results from a class presentation on communication skills

**Data Used to Identify Students**: Results from pre/post survey that students take during class presentation and identification of struggles according to the teacher

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School counselor | ASCA domain, standard and student competency | Outline of group sessions to be delivered | Resources needed | Process data (projected # of students affected) | Perception data (type of surveys to be used) | Outcome data (achievement, attendance and or/behavior data to be collected) | Project start/  Project end |
| Samantha Fitzjarrald | Academic Development  Standard  A:A1.5,  A:A2.3,  A:A3.2  Personal/Social Development Standard  PS:A2.6,  PS:A2.7 | One 45-minute session every Monday for eight weeks outlining 4 different types of communication. Each type will be studied over two sessions. First session is informative and the second session involves role-play and actively trying the type of communication. | One other teacher to assist the school counselor | Ten students in the 3rd grade. | A pre & post-survey will be given to students before each type of skill. Also, overall results will be determined on a rubric. | This includes improvement in grades and achievement in school. Also, observations from the teacher. Lastly, if 90% of students attended and if 80% improve on their understanding of these skills. | October 1st-  November  19th |