RAMP Reflections Planner

Plan items 7.1, 7.2, 5.11 and 3.5 from your own data · page 1 of 3: blank

Written by your program · numbers match the uploads · no student identifiers · leave a word margin

School | Data collection year | Submit by | Written by (and reader)

1. Evidence inventory: list every result you could use before you write

Result (number exactly as uploaded)	Source document	Students (in totals)	National Model work behind it

2. Item 7.1: two examples of how students benefited (250 words)

Example 1

Who and why (data that identified them)

What the program did (services)

The result, with the number

What it meant for students

Example 2

Who and why (data that identified them)

What the program did (services)

The result, with the number

What it meant for students

3. Item 7.2: two actions to sustain or improve, next one to four years (250 words)

Action 1

What I or we will do

Who is involved

When (which school year)

How we will know it worked

Action 2

What I or we will do

Who is involved

When (which school year)

How we will know it worked

4. Item 5.11 (inclusion in the submitted lesson) and item 3.5 (mission alignment, 100 words)

5.11: lesson title

Students the strategy served (totals)

The strategy, in the submitted lesson

What you saw

3.5: first-semester council template

Key phrase from the mission

Link 1 (lessons, data priorities)

Link 2 (gap plan, families)

5. Draft word counts (aim for 200 to 235 on the 250 word items)

3.5: _____ / 100 **5.11:** _____ / 250 **7.1:** _____ / 250 **7.2:** _____ / 250

Rubric wording quoted from ASCA's RAMP Scoring Rubric, Fifth Edition. Reflections must be written by your program.

RAMP Reflections Planner

Filled example (fictional school) · page 2 of 3: Maple Hollow Elementary, October 2029 application

Data year 2028-2029 · evidence from the gap plan, lesson, small group and use of time · drafted August 2029

School	Data collection year	Submit by	Written by (and reader)
Maple Hollow Elementary	2028-2029	Oct 1, 2029	J. Rivera (reader: A. Brooks)

1. Evidence inventory: list every result you could use before you write

Result (number exactly as uploaded)	Source document	Students (in totals)	National Model work behind it
1s in reading 14* to 6, 57.1% decrease (*one moved)	Gap plan data report	14 grade 4 students, 1 in reading	Group, data conferences, counseling; teacher meetings, family calls
Absences 63* to 34, trimester 1 to 3 (46.0% decrease)	Gap plan, contributing factors	Same 14 students	Attendance team referral; bus route advocacy
Bus route changed Feb 5, 2029; reading comments in Spanish	Gap plan, systemic focus	5 bus riders; Spanish speaking families	Advocacy with the principal
Below benchmark 7* to 4 (42.9% decrease); all items up	Small-group data report	7 grade 5 students (Cool and Ready)	Tier 2 group chosen with data
Due date item 38.0% to 85.9%; checklist 45.1% to 90.1%	Lesson data report	71 of 74 grade 4 students	Tier 1 lesson on delivery plan
Use of time 76.1% direct + indirect (2027-28)	Calculators, conference	All students	Manage: use of time

2. Item 7.1: two examples of how students benefited (250 words)

Example 1: gap plan, grade 4 reading

Who and why (data that identified them)

15 grade 4 students well below benchmark on spring screener, 1 in reading

What the program did (services)

Reading Strong group, data conferences, counseling; teacher data meetings, family conferences, referrals

The result, with the number

1s in reading 14* to 6 (57.1% decrease); absences 63* to 34

What it meant for students

Bus route changed, reading reports in Spanish: two barriers removed

Example 2: Cool and Ready, grade 5

Who and why (data that identified them)

8 grade 5 students below benchmark on winter math interim who worried about tests

What the program did (services)

Six session Cool and Ready group; math teacher notes after session 3

The result, with the number

7 finished; every item improved; 3 of 7 moved to at or above benchmark

What it meant for students

Students said stuck strategies helped; other support (intervention) named

3. Item 7.2: two actions to sustain or improve, next one to four years (250 words)

Action 1: protect time for students

What I or we will do

Log two use-of-time weeks a year; follow up on moving testing coordination

Who is involved

Me, A. Brooks, district testing team

When (which school year)

2029-30 logging; 80% or more by 2030-31

How we will know it worked

Calculator average at the August conference; report to council each fall

Action 2: start support earlier

What I or we will do

Start Tier 2 earlier: September data review, gap plan in Oct, group in Oct to Nov

Who is involved

Grade 4 and 5 teams, principal (bus times each August)

When (which school year)

From 2029-30, every August through 2032-33

How we will know it worked

More students at benchmark by trimester 2, not only at year end

4. Item 5.11 (inclusion in the submitted lesson) and item 3.5 (mission alignment, 100 words)

5.11: Plan It, Pack It, grade 4

Students the strategy served (totals)

12 English learners; 6 with IEPs or 504 plans

The strategy, in the submitted lesson

Items read aloud in English and Spanish; picture checklist; partner roles

What you saw

Every student practiced both objectives; make up for 3 absent

3.5: first-semester council template

Key phrase from the mission

"every student reads, belongs and grows"

Link 1 (lessons, data priorities)

Tier 1 lessons in every grade; priorities from school plan

Link 2 (gap plan, families)

Gap plan for grade 4 reading; results in English and Spanish

5. Draft word counts (aim for 200 to 235 on the 250 word items)

3.5:	5.11:	7.1:	7.2:
80 / 100	149 / 250	234 / 250	229 / 250

Rubric wording quoted from ASCA's RAMP Scoring Rubric, Fifth Edition. Reflections must be written by your program.

Reflections Word Count and Check

Check every answer before it goes in the portal · page 3 of 3

Copy the exact wording above each draft · count in the tool you paste from · recount after every edit

1. The four written answers in the RAMP Scoring Rubric, Fifth Edition

Item	Exact wording	Limit	Target	Draft	Final
3.5	"Describe how the school counseling program aligns with the school/district vision and mission statements."	100	80 to 90		
5.11	"Describe at least one strategy utilized in the submitted classroom lesson that facilitated inclusion and/or supported diverse learners."	250	200 to 235		
7.1	"Give two examples of how students have benefited from your school counseling program's implementation of the ASCA National Model."	250	200 to 235		
7.2	"Give two examples of actions you will take to sustain or improve your school counseling program over the next one-four years."	250	200 to 235		

2. Quality check (one column per item)

	3.5	5.11	7.1	7.2
1. Answers the exact rubric wording	☐	☐	☐	☐
2. Two separate examples or actions (7.1, 7.2)	☐	☐	☐	☐
3. About students, not the program (7.1)	☐	☐	☐	☐
4. Every number matches an uploaded document	☐	☐	☐	☐
5. Adjusted baselines and direction of change stated	☐	☐	☐	☐
6. Honest about cause; other supports named	☐	☐	☐	☐
7. Future actions you own, with a year (7.2)	☐	☐	☐	☐
8. About the submitted lesson (5.11)	☐	☐	☐	☐
9. Under the limit with a margin	☐	☐	☐	☐
10. No names, initials or identifying details	☐	☐	☐	☐
11. Written by your program; any AI help checked	☐	☐	☐	☐
12. Read by the principal or a council member	☐	☐	☐	☐

3. Number cross-check: every figure in a reflection, and where it appears in the uploads

Figure	Item and sentence	Uploaded document and box	Match
			☐
			☐
			☐
			☐
			☐
			☐

4. Cuts that save words without losing evidence

- ☐ Do not restate the question
- ☐ Numerals, not words
- ☐ Spell out or drop acronyms
- ☐ Totals, never individual students
- ☐ Cut adjectives (robust, impactful)
- ☐ One idea per sentence
- ☐ Label Example 1 and Example 2
- ☐ Read it aloud; split long sentences

5. Reader's comments (principal or advisory council member) and date read

Rubric wording quoted from ASCA's RAMP Scoring Rubric, Fifth Edition. Reflections must be written by your program.

L&T

Lotus & Tulip

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