

Counseling Student Learning Target (SLT) Sample Set

October 2026

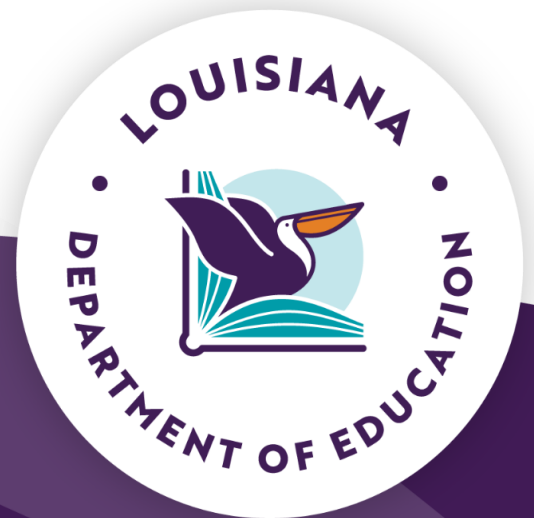


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Graduation Plan (IGP)

SLT Title: Individual Graduation Plan				
Student Learning Target: By the end of the school year, 95% of 10th-grade students will have an up-to-date Individual Graduation Plan (IGP) complete with courses, diploma pathway selection, career interest survey, and parent, student, & counselor signatures.				
Interval of Instruction: Full Academic Year		Student Count: 154		
Course Category: College and Career		Grade: 10th		
Student Assessment Name: Counselor: IGP		Other:		
Rationale for SLT: Best practices for IGP include career assessment, parental and student engagement, opportunities to discuss diploma options, and course choice. It is important to have career conversations with students starting in elementary school to ensure students are informed about graduation and post-secondary opportunities. IGP completion can fall under several domains on the Louisiana Counselor Rubric (LCR), including Student Services, Counseling Program Vision, Strategic Goal Setting & Action Planning, and School & Community Engagement.				
Baseline Data: During the previous school year, only 80% of 9th-grade IGP were completed with signatures from parents, students, and counselors, as well as appropriate course selections.				
Scoring Categories				
Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target.	Emerging (2 points) Demonstrated some impact on student learning, but did not meet the target.	Proficient (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Highly Effective (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	Exemplary (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range: 84% and below	Achievement Range: 85%-94%	Achievement Range: 95%	Achievement Range: 96%-97%	Achievement Range: 98%-100%
By signing this document, I acknowledge that this student learning target was discussed in a meeting between the evaluator and evaluatee. Evaluator Signature: _____ Date _____ Evaluatee Signature: _____ Date _____				

Note: This SLT could be Thrive and/or Counseling. Meeting with students and parents to ensure proper scheduling leads to student acceleration. This sample can fall under several [Louisiana Counselor Rubric Domains](#) (e.g., Counseling Program Vision, Strategic Goal Setting and Action Planning, Student Services, and School and Community Engagement Domains).

Discipline

SLT Title: Discipline				
Student Learning Target: The number of 7th-grade 504 students making it to a third suspension conference will decrease by 33%.				
Interval of Instruction: Full Academic Year		Student Count: 27		
Course Category:		Grade: 7th		
Student Assessment Name: Counselor: Targeted Behavior/Discipline			Other:	
Rationale for SLT: The school improvement plan includes decreasing the number of behavior referrals and suspensions. When students are suspended or expelled, they miss out on face-to-face instructional time and may experience academic setbacks. By counseling students on the importance of actively participating and being present in class, we ensure each and every student has an opportunity to thrive and accelerate. Once a student receives a third suspension, a conference is required with the student, parents/legal guardian, school administrator, and the Superintendent or designee. Once a student receives a fourth suspension, they can be expelled from the parish school system for a prescribed period of time and placed at an alternative center. Through individual and group counseling sessions on behavior management, anger management, social skills, etc., the number of 504 students who reach a third suspension hearing will decrease.				
Baseline Data: During the 2025-2026 school year, 27 6th-grade students who have a 504 Plan (Individual Accommodation Plan) made it to a third suspension hearing.				
Scoring Categories				
Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target.	Emerging (2 points) Demonstrated some impact on student learning, but did not meet the target.	Proficient (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Highly Effective (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	Exemplary (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range: 0%-47% of identified students do not get the third	Achievement Range: 48%-65% of identified students do not get the	Achievement Range: 66%-79% of identified students do not get the third	Achievement Range: 80%-89% of identified students do not get the third	Achievement Range: 90%-100% of identified students do not get the third

suspension	third suspension	suspension <i>The target should be the lower end of the range.</i>	suspension	suspension
By signing this document, I acknowledge that this student learning target was discussed in a meeting between the evaluator and evaluatee. Evaluator Signature: _____ Date _____ Evaluatee Signature: _____ Date _____				

Note: This SLT would fall under Counseling. Meeting with parents, teachers, and students regarding behavior and discipline can fall under several [Louisiana Counselor Rubric Domains](#) (e.g., Student Services; School and Community Engagement). Also, if the school has a goal of reducing discipline referrals, this SLT sample could fall under the Counseling Program Vision, and Strategic Goal Setting and Action Planning Domains.

Attendance (Elementary)

SLT Title: Attendance ELEMENTARY				
Student Learning Target: By May 2026, the average daily attendance rate for students will increase from 82% to 87%.				
Interval of Instruction: Full Academic Year		Student Count: 361		
Course Category: Academic		Grade: K-5		
Student Assessment Name: Counselor: Targeted Attendance		Other:		
Rationale for SLT: Louisiana is focusing on the Power of Presence, an initiative aimed at improving student attendance and reducing chronic absenteeism. Great things are possible when students are present. Research shows that students who are present at school have a greater opportunity to excel academically. By providing targeted counseling, collaborating with families, and tracking systemic barriers, the school counselor will address the root causes of absenteeism, ensuring that every student has a consistent opportunity to thrive and excel.				
Baseline Data: In reviewing our attendance data, our average daily attendance was 82.3% during the 2024-2025 school year.				
Scoring Categories				
Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target.	Emerging (2 points) Demonstrated some impact on student learning, but did not meet the target.	Proficient (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Highly Effective (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	Exemplary (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range: Students will have an average attendance rate 0%-81%	Achievement Range: Students will have an average attendance rate between 82%-86%	Achievement Range: Students will have an average attendance rate equal to 87%-90% <i>The target should be the lower end of the range.</i>	Achievement Range: Students will have an average attendance rate between 91%-94%	Achievement Range: Students will have an average attendance rate 95%-100%

By signing this document, I acknowledge that this student learning target was discussed in a meeting between the evaluator and evaluatee.

Evaluator Signature: _____

Date _____

Evaluatee Signature: _____

Date _____

Note: This SLT would fall under Counseling. Meeting with parents, teachers, and students regarding attendance concerns can fall under several [Louisiana Counselor Rubric Domains](#) (e.g., Student Services; School and Community Engagement). Also, if the school has a goal of lowering student absences, this SLT sample could also fall under the Counseling Program Vision and Strategic Goal Setting and Action Planning Domains.

TOPS Core Dual Enrollment

SLT Title: TOPS Core Dual Enrollment				
Student Learning Target: 60% of University track students in the Class of 2026 will earn 6 or more hours of TOPS Core Dual Enrollment courses with a C or higher during the 2025-2026 school year.				
Interval of Instruction: Full Academic Year		Student Count: 324 (225 on TOPS University Track)		
Course Category: Academic		Grade: 12th		
Student Assessment Name: Counselor: Targeted Academics		Other:		
Rationale for SLT: Dual enrollment (DE) allows high school students to earn both high school and college credit. This aids in a smoother transition to college and helps ensure a timely graduation. Students can experience the rigor of college while still in high school. The school counselor meets with both parents and students to discuss DE opportunities, college and career readiness, and to monitor academic performance throughout the school year. Counselors advise students on DE coursework that would be beneficial based on career interests and can use the articulation matrix to discuss transfer options with students. The Thrive component under the University Accelerator, included in the School Improvement Plan, aims to increase the number of students who earn DE credits, thereby accelerating academic progress, reducing college costs, and improving college readiness.				
Baseline Data: Last year, 39% of the TOPS University track students at Pelican Magnet Academy earned 6 or more hours of DE credit through ULM and/or LSU. This year, 225 out of 324 students are on the TOPS University track. Given the number of students planning to enroll in college after high school, the goal is to increase the number of students who take advantage of DE benefits.				
Scoring Categories				
Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target.	Emerging (2 points) Demonstrated some impact on student learning, but did not meet the target.	Proficient (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Highly Effective (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	Exemplary (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range: 0-39% of students earned	Achievement Range: 40%-59% of students	Achievement Range: 60%-75% of students	Achievement Range: 81%-100% of students	Achievement Range: 81-100% of students

6 hours	earned 6 hours	earned 6 hours	earned 6 hours	earned 6 hours, and 20% of students earned 9 or more hours
By signing this document, I acknowledge that this student learning target was discussed in a meeting between the evaluator and evaluatee. Evaluator Signature: _____ Date _____ Evaluatee Signature: _____ Date _____				

Note: This SLT would fall under Counseling and/or Thrive. Meeting with students and parents to schedule Dual Enrollment leads to student acceleration. This sample can fall under several [Louisiana Counselor Rubric Domains](#) (e.g., Counseling Program Vision, Strategic Goal Setting and Action Planning, Student Services, and School and Community Engagement Domains).