



A2 ACHIEVE GAP ANALYSIS FOR ELLY PAGE

PURPOSE OF THIS GAP ANALYSIS

This gap analysis is not a list of things Elly has done wrong or reasons she should feel behind. It is an objective review of what is already strong in her record, what still needs to be documented, and what can be strengthened before applications and scholarship materials are submitted.

Elly already has the foundation of a strong and meaningful application. Her primary challenge is not finding more activities. It is capturing the depth of what she has already accomplished and presenting it in a way that helps an admissions reader understand her academic discipline, career direction, leadership progression, service, and character.

OVERALL APPLICATION READ

Elly's application has a clear and credible central story.

She notices people.

She notices when someone feels excluded.

She notices changes in people's emotions.

She notices when a conversation becomes negative.

She listens to multiple sides during disagreements.

She finds ways to create comfort, inclusion, encouragement, and connection. This quality appears in her work at Merrimack Hall, Junior Civitan leadership, student government, church mentoring, Sunday school involvement, service, friendships, and interest in occupational therapy.

Elly should not be positioned as a student who merely says she enjoys helping people. She has already devoted substantial time to teaching and supporting children and adults with disabilities, leading school organizations, organizing service opportunities, mentoring younger students, and balancing those commitments with excellent grades.

Her strongest application will show that her career interest grows from sustained experience rather than from a general interest in healthcare.

A2 ACHIEVE POSITIONING STATEMENT

Elly is a compassionate, academically disciplined, and people-centered student whose leadership is grounded in service and emotional awareness. Through her work at Merrimack Hall, she has gained direct experience teaching and supporting individuals with disabilities. At Huntsville High School, she has progressed from class representative to community service chair to schoolwide secretary and from Junior Civitan member to chief of staff to president. She is most effective when she is helping people feel included, organizing opportunities for others to serve, and creating a more positive environment.

ACADEMIC STRENGTHS

Elly reports a 4.0 unweighted GPA and a 4.25 weighted GPA.

She has maintained straight As throughout high school.

She reports taking honors-level coursework throughout high school.

She has completed or plans to complete AP English Language, AP Environmental Science, and AP Government.

She has completed or plans to complete English 112 through the University of North Alabama.

She has been inducted into six academic honor societies.

Her honors represent achievement in English, history, mathematics, science, art, leadership, character, and overall academic performance.

Her teachers reportedly see her as productive, respectful, and engaged.

Elly has demonstrated the ability to balance advanced coursework with approximately 14 hours of work each school week, leadership, service, athletics, and church involvement.

She taught herself more effective study techniques through note cards and self-quizzing.

ACADEMIC GAPS AND NEXT STEPS

The exact titles of Elly's honors-level courses are not included.

Her transcript has not yet been reviewed as part of these materials.

Her senior-year schedule has not been documented.

Obtain the complete transcript.

Record the exact name and grade level of every honors, AP, and dual-enrollment course.

Review the senior-year schedule to make sure it demonstrates continued academic effort.

Confirm whether Huntsville High School reports class rank.

Identify any academic awards beyond membership in honor societies.

Look for departmental awards, honor roll recognition, school-based distinctions, competition results, academic letters, teacher-selected awards, or community recognition.

Continue building an academic-interest story beyond occupational therapy.

Elly's interests in history, environmental science, art, crafts, and interior design can help demonstrate that she is intellectually and creatively multidimensional.

STANDARDIZED-TESTING STRENGTHS

Elly reports an ACT superscore of 28.

She has continued testing even after receiving scores that did not reflect her goal.

Her testing history demonstrates perseverance and willingness to continue working toward improvement.

Her ACT result should be viewed alongside her 4.0 unweighted GPA, advanced coursework, employment, and leadership.

STANDARDIZED-TESTING GAPS AND NEXT STEPS

The ACT section scores have not been provided, so the 28 superscore should be verified.

Elly plans to take the ACT again in the fall.

Obtain the official score report showing the section scores from every test date.

Confirm the superscore.

Identify which section or sections offer the greatest opportunity for improvement.

Create a focused preparation plan rather than preparing equally for every subject.

Evaluate the value of an additional test based on Elly's scholarship and admissions goals.

Once the final result is available, make an individual score-submission decision for each college.

Do not allow standardized testing to become the main story of Elly's application. It is one part of a much broader record.

COURSE AND CAREER ALIGNMENT STRENGTHS

Elly has identified occupational therapy as her primary career goal.

Her career interest is supported by direct experience rather than only classroom research.

She works year-round at Merrimack Hall with children and adults with disabilities.

She helps teach and assist with dance, yoga, art, Sprouts, games, pottery, camps, and special activities.

She has experience adjusting her communication and support to different people and situations.

Her strengths in empathy, emotional awareness, patience, creativity, and communication are relevant to occupational therapy.

She is interested in working with children, older adults, people with disabilities, and others who need assistance.

She has also identified possible minors in history or interior design, adding academic personality and breadth to her college profile.

CAREER ALIGNMENT GAPS AND NEXT STEPS

The materials do not document formal occupational-therapy shadowing or an informational interview with an occupational therapist.

Elly has not yet described which occupational-therapy setting most interests her.

She should explore pediatric, school-based, geriatric, rehabilitation, outpatient, and home-health settings.

Arrange an informational interview or shadowing experience with an occupational therapist when practical.

Ask Elly to identify what occupational therapists do that differs from the support she currently provides at Merrimack Hall.

Document any Merrimack Hall training related to safety, behavior, disability awareness, communication, teaching, or participant support.

Create a list of specific lessons Elly has learned from participants and instructors.

Research the educational path from undergraduate study to occupational-therapy graduate school.

Identify undergraduate majors that could provide both graduate-school prerequisites and a subject Elly genuinely enjoys.

Explore how history or interior design could remain part of her education without interfering with occupational-therapy preparation.

EMPLOYMENT STRENGTHS

Merrimack Hall is the strongest single activity in Elly's application.

She works Monday through Thursday from approximately 2:30–6:00 p.m.

Her schedule represents about 14 hours of work each school week before weekend activities and summer programs are added.

She works during the school year and participates in year-round teaching.

She assists with multiple classes rather than completing only one repetitive task.

She also helps with occasional weekend programs and week-long summer camps.

The role directly supports her intended career.

Her work demonstrates maturity, dependability, teaching ability, patience, adaptability, communication, and time management.

The experience differentiates Elly from students whose interest in occupational therapy is based solely on observation or general interest.

EMPLOYMENT GAPS AND NEXT STEPS

The current materials do not include Elly's official job title or exact start date.

It is unclear whether her co-op placement and paid employment should be listed as one role or two connected roles.

The descriptions do not yet show which responsibilities Elly completes independently.

Confirm the official job title.

Confirm the date paid employment began.

Determine how the school co-op relates to the employment.

Record the age groups and populations served.

Document the training Elly received.

Identify two or three specific examples of times she adapted an activity, encouraged a participant, solved a problem, or earned additional responsibility.

Ask a supervisor what Elly does particularly well.

Document any positive feedback, evaluations, awards, or recognition.

Consider requesting a recommendation from a Merrimack Hall supervisor for colleges or scholarships that allow an additional letter.

LEADERSHIP STRENGTHS

Elly's leadership is sustained and progressive.

She served as a class representative during grades 9 and 10.

She served as community service chair during grade 11.

She was elected schoolwide Student Council secretary for grade 12.

She served as Junior Civitan chief of staff in grade 11.

She will serve as Junior Civitan president in grade 12.

She helped organize the Junior Civitan Beach Bash.

She helps connect students with volunteer opportunities at Merrimack Hall.

She mentors younger students through her church.

She helps plan churchwide events.

She has led Vacation Bible School worship and helped lead Sunday school.

She demonstrates informal leadership by leaving negative conversations, encouraging others to follow, and helping resolve disagreements.

Her leadership style is collaborative, service-oriented, and emotionally aware.

LEADERSHIP GAPS AND NEXT STEPS

Several of Elly's most important senior-year positions are just beginning.

Her final application should be updated as she completes projects and responsibilities.

For Student Council secretary, document:

- Meeting responsibilities
- Communication responsibilities
- Events planned
- Projects completed
- Problems solved
- Students represented

- Improvements made

For Junior Civitan president, document:

- Number of members
- Meetings led
- Projects organized
- Volunteer opportunities created
- Participation increased
- Beach Bash responsibilities
- Craft activities with special-needs classes
- Communication with Merrimack Hall
- Results or impact

For the Beach Bash, document:

- Number of students served
- Number of volunteers
- Elly's specific planning responsibilities
- Challenges encountered
- How the event affected participants

Avoid using only titles. Each activity should show what Elly accomplished through the position.

SERVICE STRENGTHS

Elly estimates that she has completed approximately 200 or more service hours.

She has served through Junior Civitan, Junior Grace, Alpha Omega, Huntsville First United Methodist Church, Manna House, The Learning Center, Merrimack Hall, Science National Honor Society, and National Art Honor Society.

Her service reaches children, adults, people with disabilities, younger students, school peers, faith communities, and community organizations.

Her service aligns with her stated values of faith, friendship, honesty, kindness, and generosity.

Merrimack Hall is personally meaningful to her and led to a long-term work commitment.

Her student-government role also helped other students gain easier access to volunteer information.

SERVICE GAPS AND NEXT STEPS

The estimate of approximately 200 service hours has not been documented.

Some service activities are currently only organization names without details.

Create a complete service log.

Separate paid Merrimack hours from volunteer Merrimack hours.

Record the dates, duties, hours, and impact of each activity.

Confirm the official purpose of Junior Grace Club.

Confirm the official purpose of Alpha Omega Sorority.

Document Elly's responsibilities at Manna House.

Document Elly's responsibilities at The Learning Center.

Document church service separately from regular youth-group participation.

Record the number of hours connected to honor-society service.

Use exact numbers only when they can be reasonably supported.

HONORS STRENGTHS

Elly has been inducted into six academic honor societies.

The honors represent a broad range of academic strengths.

Science National Honor Society and National Art Honor Society also include documented service.

Rho Kappa connects to Elly's interest in history.

Science National Honor Society supports her preparation for a health-related career.

National Art Honor Society and her interest in interior design show creativity.

All six inductions occurred during the 2025–2026 school year, which makes the timeline clear.

HONORS GAPS AND NEXT STEPS

The current list is composed primarily of honor-society memberships.

No athletic, extracurricular, community, employment, leadership, or competitive awards have been reported.

Search for:

- Honor roll recognition
- Departmental awards
- Junior Civitan recognition
- Student-government awards
- Merrimack Hall recognition
- Church leadership recognition

- Art awards
- Volleyball recognition
- Service awards
- Competition placements
- Scholarships
- Attendance awards when meaningful
- Teacher-selected recognition

Confirm the grade level associated with each honor.

Use the recognition level at which Elly was selected. Membership in an organization with “National” in its name does not necessarily mean Elly received a national-level individual award.

ACTIVITIES STRENGTHS

Elly’s activities demonstrate depth rather than random involvement.

Her profile includes:

- Substantial employment
- Schoolwide leadership
- Service-club leadership
- Church mentoring
- Athletics
- Academic organizations
- Creative involvement
- Community service

Her responsibilities show progression over time.

Her activities reinforce her interest in occupational therapy without making her application one-dimensional.

Volleyball adds evidence of discipline, teamwork, and a significant early high-school time commitment.

Her interests in crafts, coloring, history, fashion, and interior design add personality to a service-heavy application.

ACTIVITIES GAPS AND NEXT STEPS

The time commitments for most activities have not been provided.

The strongest final activities section will need:

- Hours per week
- Weeks per year
- Grades participated
- Exact titles
- Specific results

- Descriptions understandable to readers outside Huntsville

Do not list every honor society as a separate activity unless Elly completed meaningful work through the organization.

Do not repeat the same service in multiple entries.

Combine connected church responsibilities when appropriate.

Combine smaller, occasional service projects when none is substantial enough to stand alone.

Include fewer strong activities rather than filling every space with organization names.

PERSONAL CHARACTER STRENGTHS

Elly's responses show a consistent pattern of empathy, kindness, faith, generosity, emotional awareness, and loyalty.

She recognizes when people feel uncomfortable or excluded.

She tries to see the good in multiple sides of a disagreement.

She is willing to leave negative conversations.

She stands up for other people.

She mentors younger students.

She expresses affection by surprising friends with small gifts and treats.

She values peaceful relationships but is learning that maintaining peace is not the same as avoiding necessary conflict.

She has shown maturity by stepping away from friendships that were not healthy.

Her friends describe her as funny, kind, faithful, forgiving, generous, and supportive.

Her warmth and humor can help prevent the application from sounding overly formal or entirely career-focused.

PERSONAL DEVELOPMENT OPPORTUNITIES

Elly frequently identifies strong qualities but needs to support them with specific stories.

Instead of repeatedly saying she is caring, her application should demonstrate:

- What she noticed
- Why she paid attention

- What she did
- How another person responded
- What she learned

Elly should explore the difference between:

- Helping and rescuing
- Peacemaking and conflict avoidance
- Supporting others and neglecting her own needs
- Kindness and weak boundaries
- Being emotionally aware and becoming emotionally overwhelmed

She should also consider how she has learned to recharge and protect her energy while continuing to care deeply about others.

COLLEGE-LIST STRENGTHS

Elly has identified occupational therapy, campus life, sorority recruitment, geographic access, and affordability as important considerations.

Her established interests include:

- The University of Alabama
- The University of North Alabama
- The University of Mississippi
- Western Kentucky University
- The University of Kentucky
- Duke University

Her broader A2 Achieve college strategy also identified additional regional options for consideration.

She has a mix of emotional favorites, practical options, and aspirational schools.

COLLEGE-LIST GAPS AND NEXT STEPS

Elly needs to finalize which schools she genuinely plans to apply to.

The University of Kentucky and Duke appeared in her questionnaire but were not central to the later priority list.

Decide whether each remains an active application choice.

Evaluate each school for:

- Academic preparation for occupational therapy
- Availability of required science and psychology courses
- Pre-health advising
- Campus life
- Sorority experience

- Service opportunities
- Distance from Huntsville
- Distance from Bowling Green
- Scholarship potential
- Final net cost
- Graduate-school preparation
- Student support

Visit the schools that are difficult to evaluate through websites alone.

Keep at least one option that is realistic academically, socially, geographically, and financially.

Do not keep a school solely because of reputation if Elly cannot see herself attending.

SCHOLARSHIP READINESS

Elly has strong material for scholarships.

Her scholarship profile includes:

- 4.0 unweighted GPA
- 4.25 weighted GPA
- 28 ACT superscore
- Advanced coursework
- Six honor societies
- Substantial employment
- Approximately 200 or more estimated service hours
- Schoolwide elected leadership
- Junior Civitan presidency
- Direct work with people with disabilities
- Faith-based service
- Clear career direction

Potential scholarship themes include:

- Occupational therapy
- Disability inclusion
- Leadership through service
- Academic perseverance
- Balancing work and school
- Kindness and emotional awareness
- Community involvement
- Faith
- Mentoring younger students
- Helping other students access service opportunities
- The Beach Bash

Her Merrimack Hall experience can support career, service, inclusion, leadership, and community-impact scholarships.

ESSAY READINESS

Elly has multiple promising essay directions.

Her strongest topics are likely:

- A specific experience at Merrimack Hall
- The way she notices emotions and people who feel left out
- Helping organize the Junior Civitan Beach Bash
- Learning the difference between being a peacemaker and standing up for herself
- Choosing to leave unhealthy friendships
- Her old-soul definition of success
- Her combination of leadership and a need to recharge

Her application should not rely on general statements about wanting to help others.

She needs a story bank containing specific moments, dialogue, decisions, sensory details, and reflection.

RECOMMENDATION STRATEGY

Select an academic teacher who can discuss:

- Elly's work ethic
- Classroom engagement
- Academic consistency
- Respectfulness
- Intellectual contribution
- Ability to balance responsibilities

Choose a teacher who knows more about Elly than her grades.

Provide the recommender with:

- Recommendation resume
- College and career goals
- Activity summary
- Personal story bank
- Deadline information
- A short explanation of what Elly learned from the teacher's class

Ask the school counselor to reinforce the full picture of Elly's academic strength, leadership progression, employment, and career direction.

Consider a Merrimack Hall supervisor as an additional recommender when permitted. A Merrimack recommendation should include specific examples of reliability, patience, teaching ability, relationships, growth, and responsibility.

PRIORITY ACTION PLAN

Obtain the complete transcript.

Record every honors-level course.

Confirm the senior schedule.

Verify the ACT superscore.

Prepare strategically for the fall ACT.

Confirm Merrimack Hall's official job title and start date.

Document Merrimack responsibilities and impact.

Separate paid and volunteer Merrimack hours.

Complete a verified service log.

Document approximately 200 service hours.

Update Student Council secretary accomplishments throughout senior year.

Update Junior Civitan president accomplishments throughout senior year.

Collect complete information for Junior Grace and Alpha Omega.

Document Manna House and The Learning Center service.

Confirm volleyball details.

Search for awards beyond honor societies.

Identify an occupational therapist for an informational interview or shadowing experience.

Create a five-to-eight-story application bank.

Finalize the college list.

Build an admissions, scholarship, housing, and financial-aid calendar.

Prepare recommender materials.

Create final Common App entries only after titles, dates, hours, and responsibilities are verified.

FINAL A2 ACHIEVE ASSESSMENT

Elly does not need to join additional organizations simply to make her application appear fuller. She already has strong academics, substantial work experience, meaningful leadership, a clear career interest, and a consistent record of service.

Her most important advantage is the alignment between what she says she values and how she spends her time. Her interest in occupational therapy is supported by year-round work with children and adults with disabilities. Her belief in service is supported by leadership in Junior Civitan and Student Government. Her description of herself as caring is supported by mentoring, church involvement, and the way she notices people who may feel left out.

Her greatest remaining gap is documentation. Once the hours, outcomes, responsibilities, and personal stories are fully recorded, Elly's application can show a student who does much more than earn strong grades. It can show a thoughtful young woman who leads through service, creates belonging, and has already begun building the skills required for the work she hopes to do.