

2014 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association



James Monroe Elementary School
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Manitowoc, Wisconsin 54220
(920) 663-9550
www.manitowocpublicschools.org
401 Students in grades 1-6

Principal—William Bertsche

School Counselor—Todd Hadler

Principal's Comments

It is an honor for Monroe School to submit a 2014 Wisconsin School Counseling Program Accountability Report Card (WSPAR). The highlights of this document are a testament to the effectiveness of our school counseling program which works collaboratively in Professional Learning Communities (PLC) within our school and within the Manitowoc Public School District (MPSD) in an effort to increase academic achievement, career readiness, and personal as well as social growth.

Specifically, our school counseling program has increased the amount of time students spend learning in school in two respects. First, our school counseling program has decreased the number of absentee days and therefore increased the amount of teaching time for our most chronically truant students. Secondly, they identified the students who were the most impulsive and most off task, created a targeted intervention group, and was able to increase individual student stamina so that the teachers can spend quality time teaching and students can spend quality time learning.

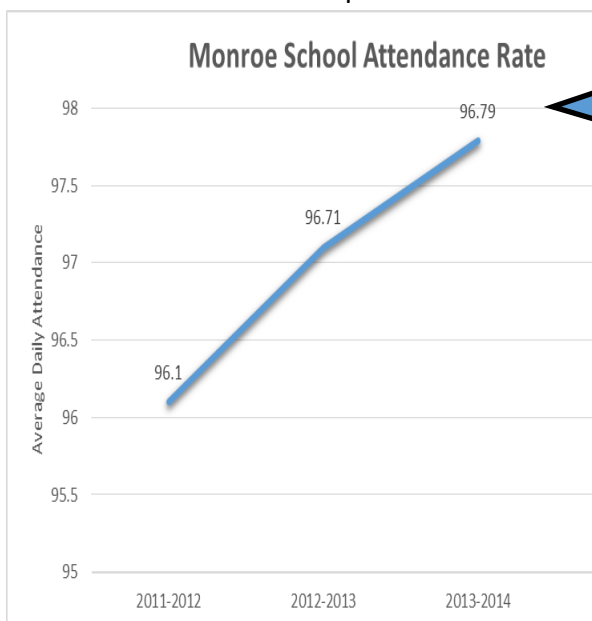
I support our school counseling program, it's commitment to the Wisconsin Comprehensive School Counseling Model (WSCSM) and American School Counselor Association (ASCA) standards, and it's commitment to data driven programming.

School Climate and Safety

Relationships have always been important to Monroe School as we believe that student attendance rates are directly related to our connectedness with students and with families. It is a direct result of how our elementary students and parents feel about their own safety and our climate and culture at Monroe School. We noticed that our Average Daily Attendance (ADA) rates started to fall as far back as the 2009-2010 school year and we wanted to reverse that trend. Our goals aligned with the Manitowoc Public District School Board goals as well as the Manitowoc Public School District School Counseling goals as reported in the annual School Counseling Standard E report.

Our attempt at correcting a downward pattern was to create two specific interventions directly targeting attendance and relationships and implemented by our school counselor. Graph one represents our lowest ADA which was during the 2011-2012 school year and upward trend after 1) hiring a full time elementary counselor for our building in 2012-2013 and 2) school counselor initiated Positive Behavior Intervention Support-like (PBIS) programs such as Random Attendance Day drawings in 2013-2014. Even though the percentage change appears minimal, the result was 119 more school days attended collectively in 2013-2014. Graph two represents an overall change in attendance for our incoming first grade students after our school counselor made personal contacts with all students and families who had missed at least ten days of school the prior year. Thirty five students had missed ten or more days of school in 2012-2013. Our school counselor targeted that group by making phone calls, home visits, e-mailing parents, and working in collaboration with our attendance secretary in regard to student attendance throughout the school year. Results were significant as thirty four out of the thirty five identified/targeted students attended school more days in 2013-2014 than they did in 2012-2013, decreasing the total number of absences from 564 to 207.5.

Graph 1

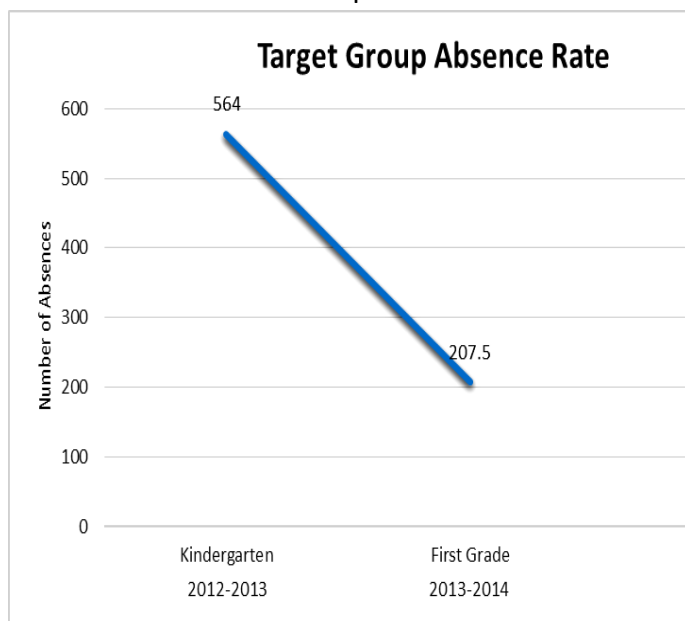


That's an increase of 119 days!

Home of the Mustangs



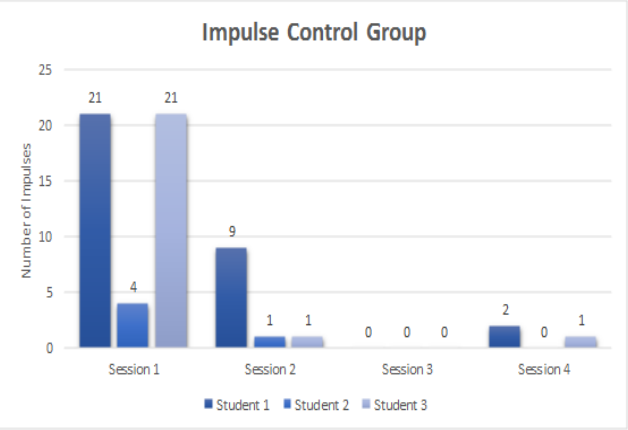
Graph 2



Three Consecutive Years Exceeding State Report Card Expectations

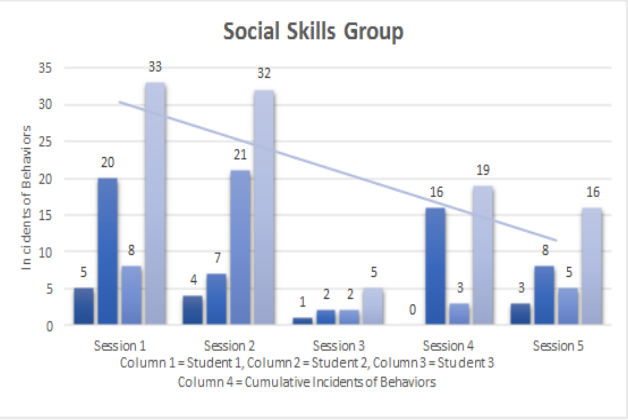
Student Results

The Wisconsin Comprehensive School Counseling Model and the American School Counselor Association National Standards guide our mission of achieving the highest student achievement possible.



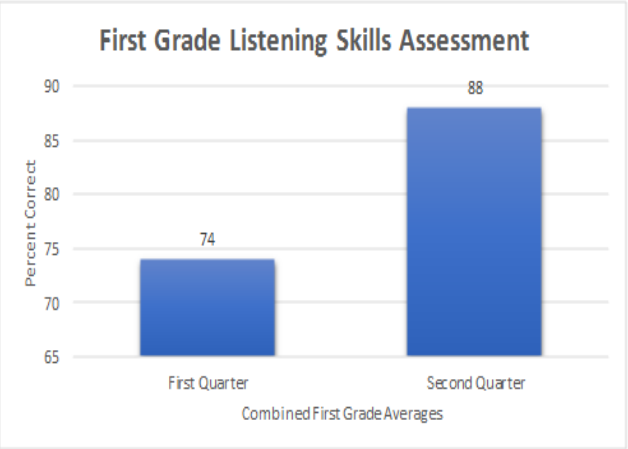
Academic Development: ASCA A2: Acquire Skills for Improving Learning A:A2.1 Apply time-management and task-management skills. WCSCM A:1 Demonstrate an understanding of and responsibility for self as a learner A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning.

Students were referred to a counseling impulse control group due to an inability to maintain focus and acting out in the classroom. Students participated in four group sessions with a goal of decreasing the number of impulses in group. Students were given immediate feedback when they had an impulse and in addition were taught calming down techniques. All three students decreased the number of impulses they had in each twenty minute group session.



Personal/Social Development: ASCA A1: Acquire Self-Knowledge PS:A1.9 Demonstrate cooperative behavior in groups. WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others D.4.2.5 Describe and demonstrate socially-acceptable group behavior.

Three students were referred to the school counselor to assist with personal and social skills. Students participated in weekly group sessions targeting anti-social behaviors and teaching pro-social behaviors. The frequency of behaviors were measured and recorded in the chart to the left. All three students decreased incidents of inappropriate behaviors and replaced them with cooperative behaviors in group. Cumulative results are shown in column four for each session.



Career Development: ASCA A2: Develop Employment Readiness C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills. WCSCM G.1 Develop the ability to make informed career decisions based on self-knowledge G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior.

Students were given a listening skills assessment by the school counselor, over the next six weeks the school counselor taught Unit 1 "Skills for Learning" from *Second Step* curriculum, and then reassessed. Listening skills results for all three first grade classes are presented and increased from 74% in the first quarter to 88% in the second quarter.

School Counseling Program Goals

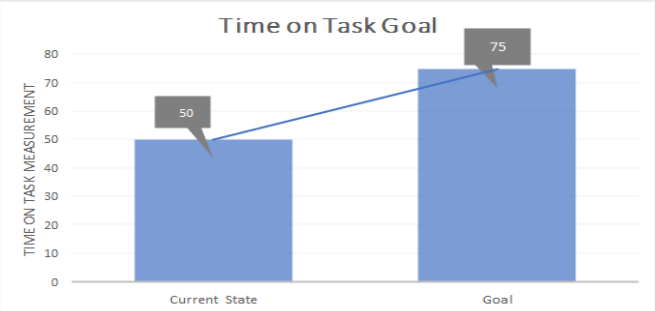
School counseling program goals and results are reviewed annually by the Manitowoc Public School District School Board in accordance with Standard E. The school counseling program at Monroe School has decided to align school counseling goals to two of the following MPSD Student Learning board goals:

- 1) The Manitowoc Public School District will continuously focus on improving student learning in order to prepare all students for the challenges of life beyond the classroom by providing high quality and intellectually challenging instruction and educational services consistent with their needs.
- 2) Implement research-based Professional Learning Communities to analyze, interpret, report, and use data collected from multiple sources to plan academic success for all students.

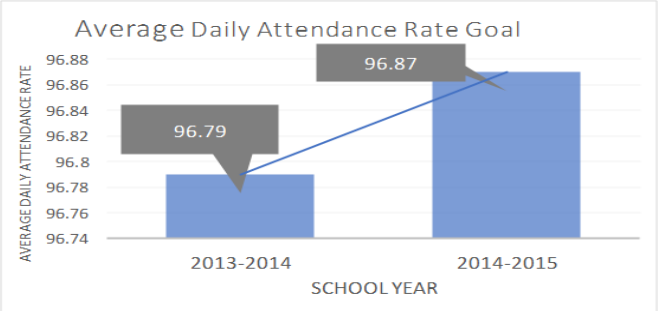
* Analyze multiple sources of student behavioral data to plan for student success.

School counseling goal #1: Through impulse control training by the school counselor, 80% of impulsive and behaviorally challenged first, second, and third grade students referred to the school counselor and who are on task 50% or less of the time in the classroom will measure at least 75% time on task in the classroom prior to the end of the 2014-2015 school year.

School counseling goal #2: Through targeted counselor intervention, Monroe School will raise student Average Daily Attendance rate from 96.79% to 96.87% in the 2014-2015 school year.



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Three Consecutive Years Exceeding State Report Card Expectations