Dr. Edward G. Dyer School
Joyce Uglov, Principal
Andrea Donegan, School Counselor
Becky Hoesly, School Counselor
Grade levels: 4 – 6
Enrollment: 461

2014 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL’S COMMENTS
It is with great professional pride that I endorse Dyer School’s Wisconsin School Counseling Program Accountability Report. With the implementation of Wisconsin’s Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) national standards, Dyer School’s counselors have made a significant impact on students by creating and implementing an extensive career readiness program for all students. For example, sixth graders previously received four career lessons per year. Through creative scheduling and staff buy-in, counselors implemented a 30-lesson Career Readiness program. The impact on students was evidenced by their ability to connect current learning to future education/careers, demonstrating a strong understanding of the state and national career standards shown by significant gains on post-tests, and early development of skills/knowledge/planning for Academic Career Plans during intermediate school.

The social-emotional well being of our students is strongly impacted by the work done by the school counselors, especially on our Safe School Initiative. As a second example of student impact, counselors wrote the first anti-bullying statement in the school district and collaborated with staff to create normative beliefs that set the expectation for a culture of acceptance and respect. Counselors provided explicit instruction on these beliefs, created posters that hang in all classrooms declaring our school’s mantra to work together against bullying, and developed school-wide messages to reinforce these beliefs. Student impact was evidenced by 67% of girls choosing to participate in an anti-bullying group during recess, as well as staff observing an increase in students’ ability to solve peer conflicts by using the normative beliefs as a guide. Our school counselors serve students with the expertise that has resulted in significant impacts on the positive learning culture at Dyer.

SCHOOL CLIMATE AND SAFETY
Dyer School counselors recognize the significant impact that early intervention and explicit instruction has on creating and maintaining safety and a positive school climate. The school counselors directly impact school safety and climate by using data to drive the implementation of programs that proactively and explicitly teach students the behavioral expectations and specific skills needed to create and maintain a safe learning environment for all.

School counselors facilitated the development of a set of normative beliefs that outline school-wide expectations for personal behavior. In collaboration with teachers, counselors created and taught interactive lessons on the normative beliefs during the first weeks of school. Counselors reinforced the normative beliefs with student messages during daily announcements and posters displayed in every room throughout the building. Following implementation of this school counseling program, discipline offenses during the beginning of the 2014 - 2015 school year decreased by 22%, compared to the previous year and prior to program implementation. School counselors positively impacted responsible behavior for self and toward others as a result of this initiative.

School counselors recognize that feeling safe at school significantly impacts learning and school success.

After observing an increase in relational bullying among girls at Dyer, school counselors saw a need to teach girls to take positive actions against bullying (upstander behaviors), therefore creating and implementing the Hundred Dresses Club. The club focused on identifying bullying behavior, confronting a bully, changing one’s own behaviors to be a positive peer, and standing up for others being bullied. Sixty-seven percent of girls chose to participate during their recess and lunch time to meet with school counselors and read a book about relational bullying titled, The Hundred Dresses. Counselors facilitated discussions and activities to teach and reinforce upstander behaviors in order to improve school climate and safety. As shown on the graph, a 43% positive change in behavior occurred in the girls’ treatment of others, a 33% positive change occurred in upstander behaviors, and nine percent of girls confronted a friend who bullied. This change in behavior resulted from participation in the Hundred Dresses Club, demonstrating that school counselors positively impacted school climate and safety.
STUDENT RESULTS

ACADEMIC

Academic: **ASCA A:B1** Improve Learning A:B1.1 Demonstrate the motivation to achieve individual potential. **WCSCM B.1** Apply the skills necessary to improve learning and make successful academic transitions. B.8.1.1 Demonstrate the importance of motivation to achieve individual potential.

A significant change occurred for fifth graders decreased on Measures of Academic Progress (MAP) tests for two consecutive testing sessions, despite the students being high achievers. The school counselor implemented the following programming with students: a lesson on motivation, a tiered incentive program, assessment feedback, additional MAP related activities, and reassignment of students’ virtual backpacks with activities highly aligned to their specific learning needs. Ninety-five percent of test scores (18 of 19) for these identified students increased on the next testing session following counselor interventions.

PERSONAL/SOCIAL

Personal/Social: **ASCA PS:A2** Acquire Interpersonal Skills PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior. **WCSCM D.2** Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others. D.8.2.1 Demonstrate effective writing, speaking, listening, and nonverbal communication skills.

As a part of a six-week Career Academy class for all sixth graders, school counselors taught interactive career lessons on classifying and utilizing Holland Codes, Career Clusters, and traditional/nontraditional career options. Students effectively used this information in their career planning process and to explore possible career pathways. The graph shows a significant increase in the percentage of students who demonstrated understanding by correctly classifying careers according to Holland Codes, Career Clusters, and traditional/nontraditional career options following school counselor instruction.

CAREER

Careers: **ASCA C:B1** Acquire Career Information C:B1.4 Know the various ways in which occupations can be classified. **WCSCM I.5** Access and use current and accurate career information in career planning. I.8.5.3 Give examples of how career clusters and pathways can be used in career planning.

By June 2015, students who are economically disadvantaged with high absenteeism (13.5 + ) will decrease their absences by 15% as a result of school counselors implementing: small group sessions to set goals and problem-solve; an incentive program; and collaboration with staff and parents to determine needed supports.

SCHOOL COUNSELING PROGRAM GOALS

Attendance data disaggregated from Skyward, our school-wide information system, identified that for all students who missed 13.5 absences or more during the 2013 - 2014 school year, sixty percent were economically disadvantaged. This is disproportionately higher compared to the total number of students enrolled in our school who are economically disadvantaged (40%).

By June 2015, students in special education who earned three or more discipline referrals during the 2013 - 2014 school year will decrease their percentage of discipline referrals by 20% following these school counselor interventions: goal-setting sessions, incentive program, and positive behavior instruction in lieu of punitive consequences such as detentions.