



School District of Elmwood

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 Elmwood, WI 54740
 (715) 639-2721
 Paul Blanford, Principal and Superintendent
 School District of Elmwood

Grade Levels: 4K-12
 School Year: Traditional
 Setting: Rural
 2013 Enrollment: 331
 www.elmwood.k12.wi.us

2013 Support Personnel Accountability Report Card for Wisconsin

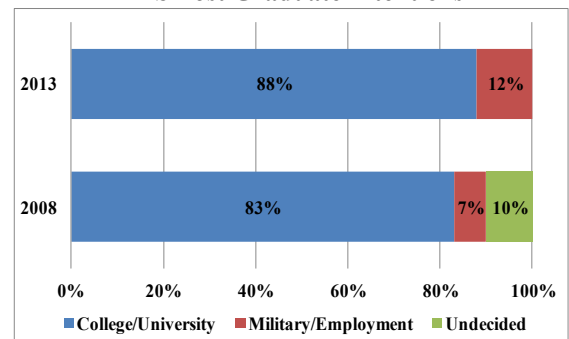
A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

I am proud to present the Support Personnel Accountability Report Card for Wisconsin (SPARC-W) for The School District of Elmwood. Our school counselor is devoted to providing the best to our students in the academic, personal/social, and career development domains of the Comprehensive School Counseling Model. I strongly support her role as school counselor in supporting our students' academic achievement and in improving and maintaining school safety. We are fortunate to be able to provide so many opportunities to our students to help them explore post-graduate and career opportunities. Students develop their post-graduate intentions over time by conferencing with the school counselor, attending field trips about specific careers and related topics, attending college tours, through classroom partnerships, and by developing an individual student plan. As a result, students leave Elmwood High School with a solid direction, as evidenced by the attached graph. There haven't been any "undecided" students since 2008.

Our school counselor provides career lessons to students in grades 4K -12 with career artifacts being collected for each student throughout elementary school; these are then shared with parents during the junior conference. Currently, all students initially develop a plan during 8th Grade Careers taught by our school counselor. Later in grades 9, 10, and 11, all students complete an annual review of the Program of Study (POS). This review process helps to keep students focused on their post-graduate goals and affords them the opportunity to adjust goals as their interests and ideas change over time. Consequently, students stay focused, take the high school courses that they need, and do all of the other important things they need to do to be prepared for their future.

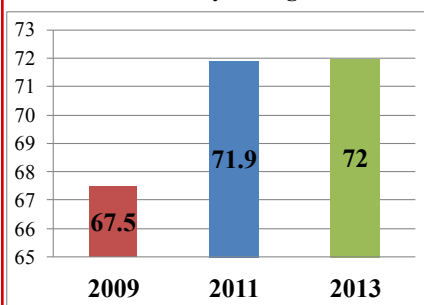
EHS Post Graduate Intentions



School Climate & Safety

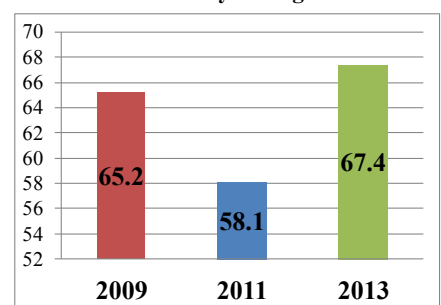
The school counselor facilitates the Youth Risk Behavior Survey (YRBS) every other year to measure school climate and safety. An important component of this for our district is whether students feel they belong at school or not. At the middle school level, school belonging was at a low point in 2011, with only 58.1% of students indicating that they feel they belong at school. In 2011, the high school students had a much higher rate of belonging of 71.9%. Ideally, we would like 100% of students to feel they belong in our school, so several steps have been taken to increase this. In August of 2012 and 2013, the school counselor partnered with administration to host our first ever 6th and 9th grade orientation day. Students and parents were invited to learn more about middle and high school in a small group setting. This is in addition to our school-wide open house offered every year before school starts. The National Honor Society (NHS), led by the school counselor, offers a Peer Mentoring Program in the district. Big Brothers/Big Sisters

Percentage of 9th - 12th grade students who feel like they belong at school



is not able to service our area, so NHS Students act as mentors to younger students. This brings about connectedness from elementary through high school. Spirit weeks, Red Ribbon Week and Mix It Up at Lunch Day are all school wide events that bring about a sense of community. Connected and Respected is a curriculum taught by the school counselor to grades K-5, which emphasizes school and class connectedness. Through these efforts and more, students who report they feel like they belong at school rose in 2013 to 67.4% in the middle school and 72% in the high school.

Percentage of 7th and 8th grade students who feel like they belong at school



Two new initiatives introduced in fall of 2013 are student led leadership programs facilitated by the school counselor and two other teachers. Select students attended outside training for Peer Mediation, Leadership/Bullying prevention, and Sportsmanship. From these trainings, students are leading campaigns for peer mediation at the elementary and middle school level, as well as a school connectedness campaign at the middle and high school level. The high school student led campaign is called "The Three C's: Character, Community, and Choices." We look forward to the results from this campaign and will be reporting about this program on the 2014 SPARC-W. Additionally, we plan to begin tracking data at the elementary level to see if students feel they belong at school.

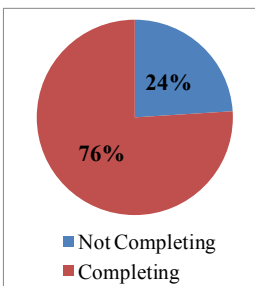
Student Results

The School District of Elmwood Counseling Department strongly supports following the standards set forth by the American School Counselor Association (ASCA) and the Wisconsin Comprehensive School Counseling Model (WCSCM). In following these standards, the school counselor ensures that 100% of students in the School District of Elmwood receive services addressing academic, personal/social, and career development.

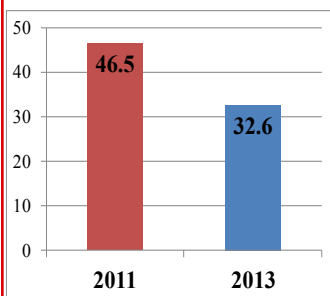
Academic: *ASCA A:A2 Acquire Skills for Improved Learning. A:A2.1 Apply time-management and task-management skills. WCSCM A.2 Acquire the skills for improving effectiveness as a learner. A.4.2.2 Demonstrate how effort and persistence positively affect learning.*

Weekly guidance lessons in the beginning of 4th grade consist of Academic Skills such as Active Listening, Time Management, Test Taking Skills, Stress Management, and Homework Management. Academic skills lessons ran the 3rd - 10th weeks of fall 2013. During this time, the classroom teacher tracked the number of missing assignments students had. After analyzing the data, no clear pattern emerged on the entire class. However, it was discovered that 24% of the class had consistently missed two or more assignments a week. The school counselor will be collaborating with the classroom teacher to work with these students on organizational and homework completion strategies. Data will be tracked going forward to monitor their success and the effectiveness of the interventions.

Percentage of Students Completing Homework



Percentage of 7th & 8th Grade Students Bullied 4+ Times



Personal/Social: *ASCA PS:C1 Acquire Personal Safety Skills. PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help. WCSCM F1 Acquire and demonstrate self-management and responsibility for health-promoting behavior. F.8.1.4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated.*

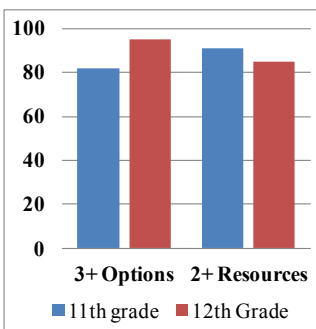
Every other year, the school counselor facilitates the Youth Risk Behavior Survey (YRBS) for 7th and 8th grade students. In 2011, 46.5% of students indicated they had been bullied or harassed on school property four or more times in the past 12 months. Over the past two years, the school counselor has trained staff on bullying including identification and intervention, taught bully prevention lessons to all students grades K-12, and developed a Bully Referral form to formalize the reporting process. Bullying became a school-wide focus during Red Ribbon Week, also managed by the school counselor. Mix It Up at Lunch Day is also celebrated twice a year school wide, encouraging students to sit with someone new. Through the school wide efforts, students who report being bullied

more than four times in the last 12 months on school property has decreased to 32.6%. This number is still too high, and continual improvements will need to be made, but it's a step in the right direction. Plans for the 2013-14 school year include teaching the Steps to Respect curriculum to the middle school, as well as the Signs of Suicide (SOS) Prevention Curriculum.

Career: *ASCA C:B1 Acquire Career Information. C:B1.5 Use research and information resources to obtain career information. WCSCM I.1 Create and manage an educational and career plan that matches career goals. I.12.1.1 - Give examples of how individual and/or world of work changes may impact career plans.*

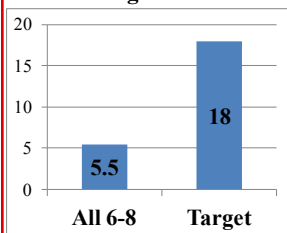
The school counselor organizes an annual field trip for Elmwood juniors and seniors; this year it was in September 2013. In the morning, students attended the National College Fair in Minneapolis. New this year, students went on one of five career tours in a local community in the afternoon. After the field trip, 82% of juniors and 95% of seniors were able to identify three or more post high school career options. Additionally, 91% of juniors and 85% of seniors were able to identify two or more career resources to utilize. After the field trip, 100% of the students were able to list at least one option and resource. Another positive outcome was the amount of resources students listed after the career fair became more specific and included a wider variety of categories than was listed on the pre-test.

Student Results from Career Field Trip



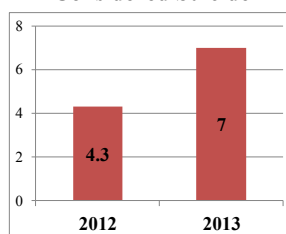
School Counseling Program Goals

Average # of Missing Assignments



The average number of missing assignments for all students grades 6-8 is 5.5. From teacher recommendations and analyzing the number of missing assignments, five students were targeted for an organizational skills group to begin Dec. 2013. The average number of missing assignments for the target group is 18 as of mid 2nd quarter 2013. By the end of 3rd quarter, the target group will decrease their average missing assignments to nine or lower as a result of the group intervention.

Percentage of Students Who have Seriously Considered Suicide



YRBS data shows an increase from 4.3% in 2012 to 7% in 2013 of students in grades 9-12 reporting they have seriously considered suicide in the past 12 months when surveyed in Spring 2014.

YRBS data shows an increase from 4.3% in 2012 to 7% in 2013 of students in grades 9-12 reporting they have seriously considered suicide in the past 12 months. The school counselor will be teaching the Signs of Suicide (SOS) curriculum to all students grades 9-12 during the 2013-14 school year. As a result, the goal is to have 6% or less of students in grades 9-12 report that they have considered