

School District of Shiocton

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920-986-3351 www.shiocton.k12.wi.us



Grades: 4K-12

Enrollment: 709

School Counselors:
Rhonda Uelmen (7-12)
Sande Cornell (4K-6)

School Principals:
Kelly Zeinert & Kim Griesbach

2016 Wisconsin School Counseling Program Accountability Report A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

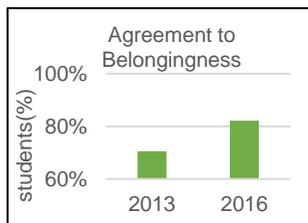
As Principals of the School District of Shiocton, it is with great pride that we present our Wisconsin School Counseling Program Accountability Report (WSCPAPR). The School District of Shiocton's Motto, "Where Excellence is Expected", is portrayed throughout the district, including the school counseling department. With a focus on school climate, a district character education program was implemented. Each month, the counseling department focused on traits that were promoted district-wide. This resulted in an 11% increase of student self-reports in areas of belonging on the Youth Risk Behavior Survey (YRBS) and a 9.8% increase in positive

student/teacher relationships on the American College Test (ACT) Engage Survey. In addition, bully prevention was emphasized. Through the ACT Now! Bully Prevention Program, correct understanding of the definition of bullying increased 44% in students grades four and five. Our counselors are also key members of our Response to Intervention teams. Through Tier 2 and Tier 3 interventions, failing grades by freshman students decreased by 31%. We strongly support our counselors' dedication to providing a comprehensive school counseling program and applaud their continued growth and efforts.

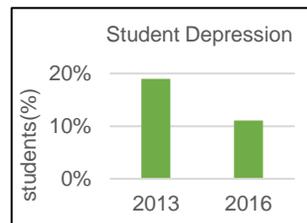
School Climate and Safety

The school counselor plays an integral role in establishing and maintaining a positive and safe school environment. In a district-wide effort to improve school climate, the counselors devoted time to renew emphasis on character traits. Monthly traits were established during the 2015-16 school year for teachers and students to discuss and activities to be performed pertaining to positive traits.

The school counselors facilitate the YRBS and the ACT Engage Survey to assist in measuring school climate.



In self-response to evaluating belongingness, numbers increased from 70.6% agreement in 2013 to 82.2% agreement in 2016.



Additionally, the school counselor has led an after school running club for students. 20 students participated in the 2015-16 school year; an increase from 13 students in 2014-15. In correlation, YRBS data showed an increase in student self-report

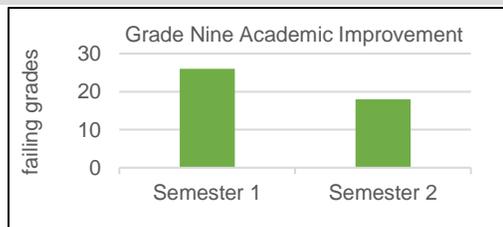
mental health. Students indicating signs of depression within 30 days of the survey decreased from 19% in 2013 to 11.1% in 2016.

Student Results

The school counselor provides services under the three domains of the WCSCM and ASCA models: academic, social/emotional, and career.

Academic

ASCA MS.2 Self-confidence in ability to succeed LS.4 Apply self-motivation and self-direction to learning
WCSCM A.1 Demonstrate an understanding of responsibility of self as a learner H.8.1.2 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance



Failing grades for grade nine students from first semester to second semester of the 2015-16 school year were reduced. Through Response to Intervention (RtI) strategies performed by the counselor and teachers, the number of D and F grades in ninth grade courses were reduced from 26 to 18 from first to second semester.

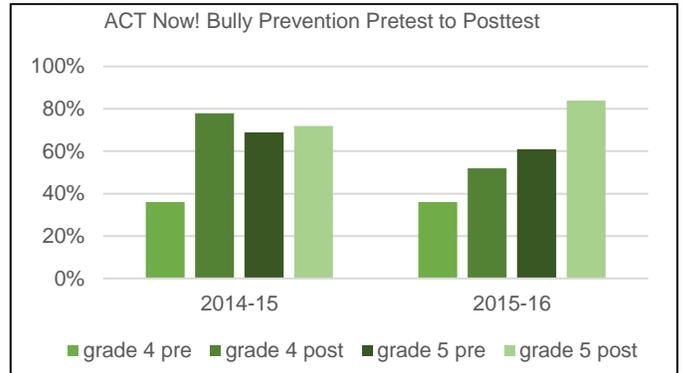
Personal/Social

ASCA MS.3 Sense of belonging in the school environment SMS.7 Demonstrate effective coping skills when faced with a problem
 WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others A.2.3 Recognize, accept, respect and appreciate individual differences

As a continuous effort to improve the school environment, the ACT Now! Bully Prevention Program from the Children's Hospital of Wisconsin was implemented during Guidance classroom instruction starting in the Spring of 2015 and again in Spring of 2016. Students in grades four and five participated in this program during five classroom lessons and included a pretest and posttest. The goal of this program was to increase the general understanding of bullying, increase student perception of safety and adult assistance, and to improve confidence in conflict resolution skills.

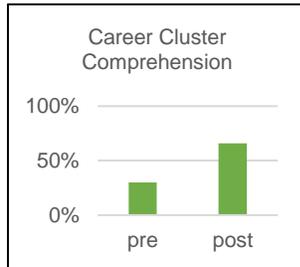
The results from this intervention program are that students increased their knowledge of bullying and conflict

resolution. In 2014-15, fourth graders who received 80% or higher from the pretest to the posttest increased from 36% to 78%, and fifth graders from 69% to 72%. In 2015-16 fourth graders improved from 36% to 52% and fifth graders from 61% to 84%.



Career Development

ASCA MS.4 Understanding that postsecondary education and life-long learning are necessary for long-term career success LS.10 Participate in enrichment and extracurricular activities
 WCSCM G.1 Develop the ability to make informed career decisions based on self-knowledge G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes and dislikes

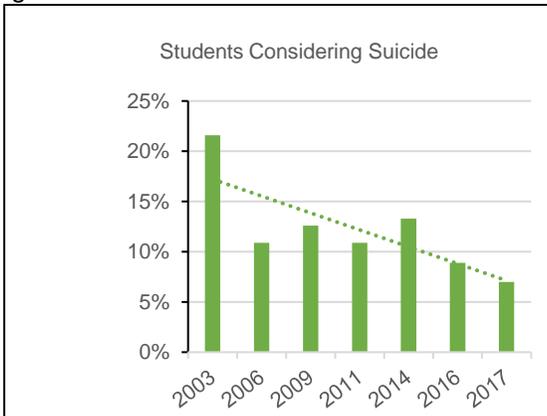


As part of the elementary/middle school career counseling curriculum, students are introduced to the sixteen career clusters. Students in the sixth grade were tested on their career cluster knowledge prior to the sixth grade lessons on clusters. Students were then exposed to a Career Cluster Fair where workers from the community shared information with students regarding their specific career and cluster. Students increased their knowledge of the career clusters from 30% to 66% accuracy when matching occupations to career clusters on a pre- to post-survey (an average of 4.85 correct to 10.52 correct matching clusters).

School Counseling Program Goals

Program Goal One: The 2017 YRBS results will show a decrease in students who indicate that they have "seriously considered attempting suicide" by 20%.

Explanation of Closing the Gap Baseline Data: YRBS data shows a continual decrease in the number of students who indicate that they have "seriously considered attempting suicide". All school staff were trained in Question, Persuade, and Refer in August 2016. Along with additional student resources, student gatekeepers will be trained during the 2016-17 school year to decrease this number to less than 7% by Spring 2017.



Program Goal Two: By June 2017 100% of students grades six through twelve will have an Academic Career Plan (ACP) in Career Cruising; with 75% of eighth grade students sharing their ACP with parents during Chief Chat Conferences.

Explanation of Closing the Gap Baseline Data: The School District of Shiocton will implement Academic Career Plans with the online tool of Career Cruising to all students grades six through twelve. Eighth grade students will share their Academic Career Plans with parents during their Chief Chat Conference with an increase of 54% in 2015-16 to 75% or higher in the 2016-17 school year.

