



## Shady Lane Elementary School School District of Menomonee Falls

W172 N8959 Shady Lane, Menomonee Falls, WI 53051  
(262) 255-8480  
sles.sdmf.schoolfusion.us

Grades K-5

Enrollment: 398

Principal: Bradley Hoffman      School Counselor: Kristen Lauda

### 2017 Wisconsin School Counseling Program Accountability Report

*A continuous improvement document sponsored by the Wisconsin School Counselor Association.*

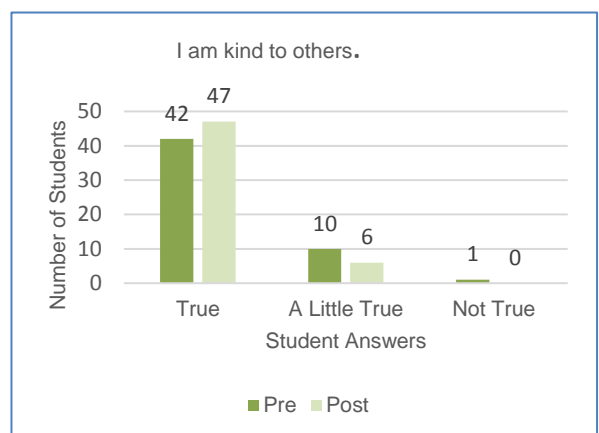
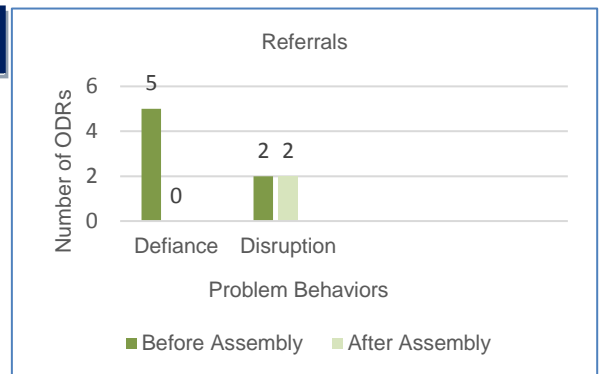
## PRINCIPAL'S COMMENTS

The school counseling program at Shady Lane School has been very beneficial for our students and our staff. The program consists of weekly thirty minute guidance lessons for our kindergarteners through 5<sup>th</sup> grade. The curriculum for those guidance lessons includes emotion management, protective behaviors, socials skills and much more. In addition to the weekly lessons, our counselor meets with many students in small groups and one on one to help address individual needs. Our school counselor also supports the adults in the building in problem solving around individual and classroom needs when it comes to behavior and social skills.

One benefit of the counseling program is, through this support, we are now using a common language throughout the building while talking to students about what is expected of them and how we expect to work together as a whole school community to accomplish our goals. All students and all staff are familiar with the expectations of students and staff. We have seen continued reduction in the number of behavior referrals at Shady Lane over the last five years. Another benefit to the school counseling program is the amount of small group and individual counseling sessions that take place. We have many students with social emotional needs and mental health needs. Our counselor sees many students on a regular basis to help keep them regulated and ready to learn. Many absences and even suspensions, resulting in lost instructional time, are avoided because of students who are feeling good and ready to learn.

## SCHOOL CLIMATE AND SAFETY

- The counselor met with all fourth and fifth grade Ambassadors in order to plan an assembly that was delivered to the entire school on May 9<sup>th</sup>, 2017. The assembly showed students modeling how to follow directions, behave in the cafeteria, read quietly, and be kind to others. The school's four behavioral expectations (Respect, Responsibility, Positivity, and Safety) were all modeled and discussed. Behavioral data from the week before and the week after the assembly were compared. The week before the assembly, there were seven office discipline referrals (ODRs) for disruption or defiance. The week after, there were only two.
- This year, the school counselor piloted a mindfulness curriculum (MindUp) with first grade students. Students filled out both a pre and post assessment that measured somatic symptoms, social skills, and focus. After the curriculum was administered, there was an increase in students identifying that they were kind to others.



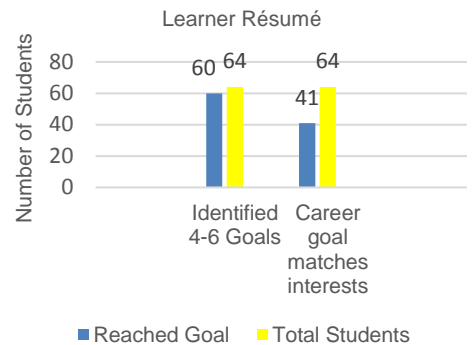
## STUDENT RESULTS

The Shady Lane Elementary school counseling program utilizes the Wisconsin Comprehensive School Counseling Model (WCSCM) and is aligned to the American School Counselor Association (ASCA) National Standards in order to deliver a comprehensive and engaging program that includes classroom, individual, and small group interactions.

### Academic Domain:

**American School Counselor Association (ASCA) M 5.** *Belief in using abilities to their fullest to achieve high-quality results and outcomes* **B-LS 7.** *Identify long- and short-term academic, career and social/ emotional goals* **WCSCM B.2** *Apply knowledge in establishing and achieving academic goals* **B.12.2.3** *Identify postsecondary options consistent with interests, achievement, aptitude, and abilities*

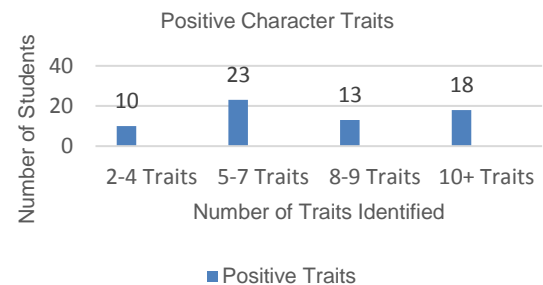
The school counseling program focuses on transitioning fifth grade students to middle school. As part of this transition, students create a Learner Résumé. The Learner Résumé asks students to set academic, career, social, and personal goals in addition to identifying positive character traits and interests. Students receive lessons on connecting career goals with personal interests as well as lessons on goal setting.



### Career Domain:

**ASCA M 2.** *Self-confidence in ability to succeed* **B-LS 4.** *Apply self-motivation and self-direction to learning* **WCSCM G.1** *Develop the ability to make informed career decisions based on self-knowledge* **G.4.1.1** *Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)*

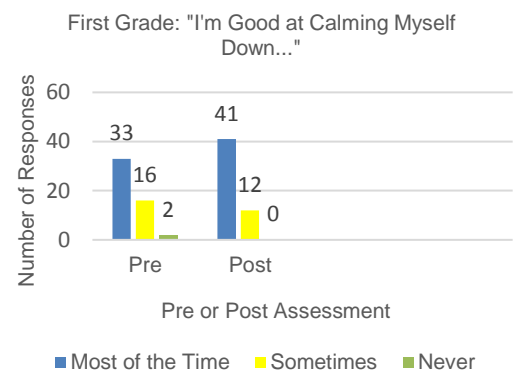
An additional portion of the Learner Résumé asks students to identify personal positive character traits. The counselor and students discuss possible character traits and students are encouraged to list as many as they can think of. Students may discuss with peers and seek feedback from others as part of this process.



### Personal/Social Domain:

**ASCA M 6.** *Positive attitude toward work and learning* **B-SS 2.** *Create positive and supportive relationships with other students* **WCSCM D.1** *Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself* **D.4.1.2** *Identify and express feelings appropriately* **D.4.1.3** *Practice self-control* **D.4.2.5** *Describe and demonstrate socially-acceptable group behavior*

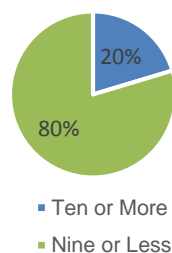
The school counseling classroom guidance lessons included use of the MindUp program during the 2016-2017 school year. Students and teachers engaged in mindfulness activities aimed at improving self-esteem and self-control. Teachers and students were both surveyed about student social-emotional health and focus prior to and after the curriculum was delivered.



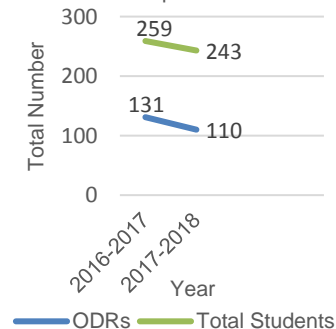
## SCHOOL COUNSELING PROGRAM GOALS

Through collaborative work with pupil services staff, teachers, support staff, and administration, the school counselor will work to decrease frequent absences (10 or more in a year) from 20% of students in 2016-2017 to 17% in 2017-2018. Increased communication with parents and students will be used to help reach this goal.

2016-2017 Absences



Office Discipline Referrals



As a member of the Tier II PBIS (Positive Behavior Interventions and Supports) team, the school counselor will work to decrease first and second grade major office discipline referrals (ODRs) from 131 in 2016-2017 to 110 in 2017-2018. This will be accomplished by providing additional supports to students with multiple major ODRs.