



School District of Shawano, Olga Brener Intermediate School
Grades: 3-5; 2018-19 Enrollment: 505
 1300 S. Union Street, Shawano, WI 54166
 Phone: (715) 524-2131 Email: www.shawanoschools.com/schools/olgabrener

School Principal: Terri Schultz
School Counselors: Rhonda Uelmen
 Kyle Vander Heiden



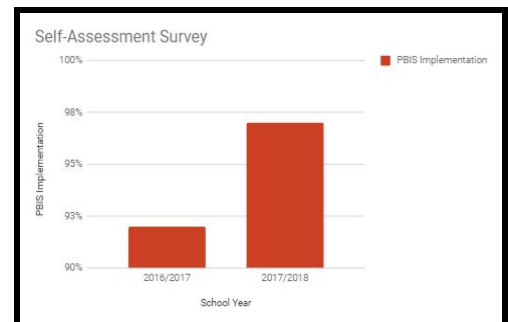
2018 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

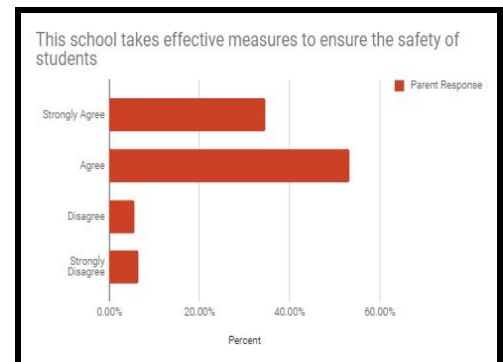
As the Principal of Olga Brener Intermediate School (Brener) it is with great pride to present our Wisconsin School Counseling Program Accountability Report (WSPAR). The Brener statement, "Believe, Achieve, Succeed" is portrayed throughout our school as well as our counseling program. With a focus on character education, school climate and Positive Behavioral Intervention and Supports (PBIS) Brener continues to implement social emotional learning for all students. Each month the counseling department focuses on a different trait and promotes this school-wide. The traits are promoted through school-wide, student-delivered video announcements and through the Principal's support of the Social Emotional Toolkit portion of our Second Step Curriculum.

PBIS, or what Brener calls "The Hawk Way", has also had a significant impact on our school culture by providing a consistent language of being respectful, responsible, and safe. During the 2017-2018 school year, the school counselors met with 14 students in SAIG and 11 of these students showed growth in at least one of "The Hawk Way" areas as measured by pre/post test surveys. The counselors are key members in our Response to Intervention (RTI) teams especially through Tier 2 and Tier 3 behavior interventions. They are continuously looking at ways to improve their curriculum and advance with changes in intervention through the "Trauma Sensitive Lens." During the 2017/18 school year, Brener was recognized by the Wisconsin Association of School Boards in the *Wisconsin School News* publication, for how their therapy dog supports students. Brener school will continue to strongly support our counselors' dedication to providing a comprehensive school counseling program and applaud their continued growth and efforts.



School Climate and Safety

School Counselors at Brener are heavily involved in the "The Hawk Way." Annually a survey is taken by staff to assess the level of implementation of "The Hawk Way" in our school. 2016-17 Self-Assessment Survey (SAS) data revealed several deficits including notifying parents of student behavior and formal opportunities for parent training. School Counselors created a website that included information on "The Hawk Way". This information was disseminated throughout the 2017-18 school year at events such as transition night, family night, and back to school night. These changes led to a 5% increase in the implementation of the "Hawk Way" from 92% to 97%. The results of the SAS and nationwide safety concerns resulted in counselors partnering with administration in our district to send out a needs assessment to our parents. Our needs assessment found that 88% of the 107 responses agreed or strongly agreed to the statement "This school takes effective measures to ensure the safety of students." School counselors began teaching the active shooter response training known as A.L.I.C.E to all students and provided resources to parents as a result of the needs assessment.



Student Results

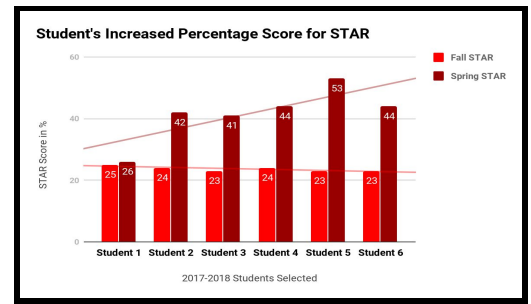
The school counselor utilizes ASCA and WCSCM standards to deliver a dynamic counseling program. Data is an essential component in how the school counselor develops, improves, and evaluates student results in the three counseling domains: academic, personal/social, and career.

Academic

B-LS 3. Use time-management, organizational and study skills B-LS 4. Apply self-motivation and self-direction to learning B-LS 7. Identify long- and short-term academic, career and social/ emotional goals WCSCM H.8.1.2. Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance

The school counselor helps to build students' positive academic behaviors such as effort and motivation, preparedness for instruction, following directions, and work completion. 100 percent of participants in a SAIG showed growth in the area of reading

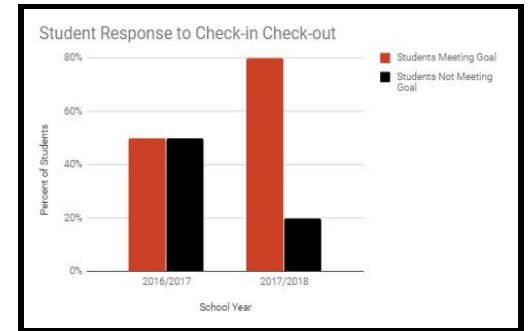
as measured by the the Standardized Test for Reading (STAR). In addition, the average reading score of the participants prior to the SAIG intervention was 24 percent on the STAR assessment, this increased to an average 42 percent in STAR following the SAIG. Through one day a week of direct instruction of school success skills, personal goal setting, and connections to real life applications these students made observable gains in their ability to increase their academic awareness.



Personal/Social

B-SS 3. Create relationships with adults that support success B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control WCSCM F.1. Acquire and demonstrate self-management and responsibility for health promoting behavior.

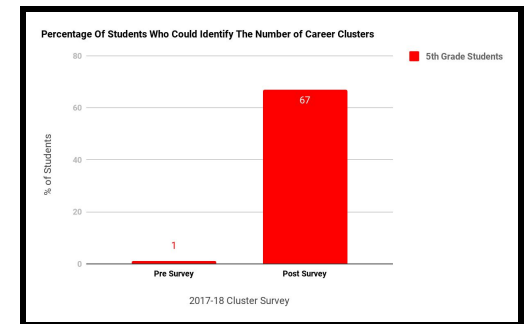
During the 2016/2017 School year, counselors recognized flaws in the behavioral referral process. Behavior Incident Forms (BIFs), interventions, and the fidelity of interventions were lacking. During the 2017/2018 school year counselors revamped the behavioral referral process, trained staff on BIFs and set thresholds for how students could become eligible for a behavior intervention. As a result counselors saw a drastic increase in the success and number of students served in the Check-in Check-out (CICO) intervention. During the 2016/2017 school year only half of the 6 students on CICO met their goal and/or reduced their BIFs by 20%. During the 2017/2018 School year, the new targeted referral resulted in 80% of students meeting their goal and/or reducing BIFs by 20%.



Career Development

B-LS 7. Identify long- and short-term academic, career and social/ emotional goals B-SMS 1. Demonstrate ability to assume responsibility WCSCM G.1 Develop the ability to make informed career decisions based upon self knowledge G.4.1.2. Discuss and explain behaviors and decisions that reflect interests, like and dislikes

As part of the intermediate school career counseling curriculum in fifth grade students were introduced to the sixteen career clusters. Students in fifth grade are given a pre-assessment testing their knowledge of the ability to know what a career cluster is and how many there are. Students then were exposed to career clusters through classroom guidance games, building a learner resume, career cluster surveys, and presenting their cluster to their parent during a conference named "Hawk Talk". Students increased their knowledge of career clusters and the number of clusters from less than 1% to 87% proven by a post assessment survey. Students will be able to use this information throughout middle and high school to develop their Academic Career Plan.



School Counseling Program Goals

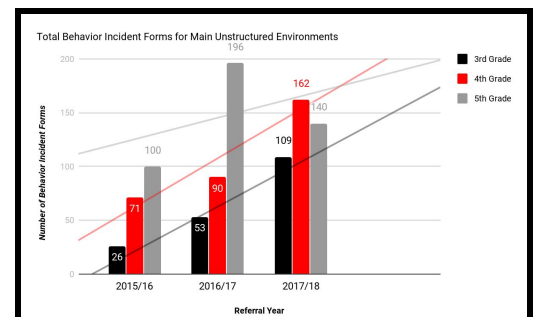
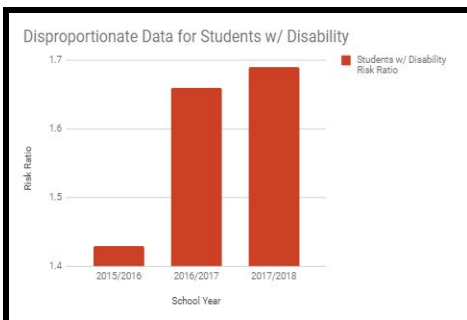
Program Goal One: By June 2019, Olga Brener School Counselors will reduce the risk ratio of students with disabilities by 25% from 1.69 to 1.27.

Explanation of Closing the Gap Baseline Data: Trend data suggests that the risk ratio for Olga Brener Students' with a disability has been increasing since the 2015/2016 school year. Counselors will achieve this goal through the strategic use of SAIG, creating interventions based on the zones of regulation curriculum and providing staff with resources regarding students with disabilities.

Program Goal Two: By June 2019

Brener will reduce the amount of Behavior Incident Forms (BIFs), in unstructured environments, by 10% from the 2017/18 totals for each grade.

Explanation of Closing the Gap Baseline Data: In reviewing the last three years of BIF data, it is noted that students are struggling with self regulation in unstructured environments. The counseling department will provide two



self-regulation cool tools to all of the Brener teachers and run a SAIG for students with three or more BIFs in unstructured environments.

