

## Principal's Comments

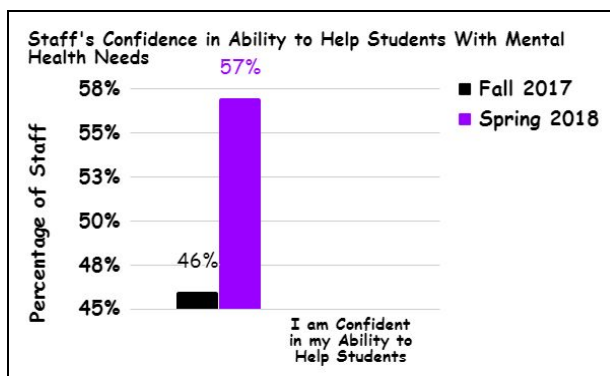
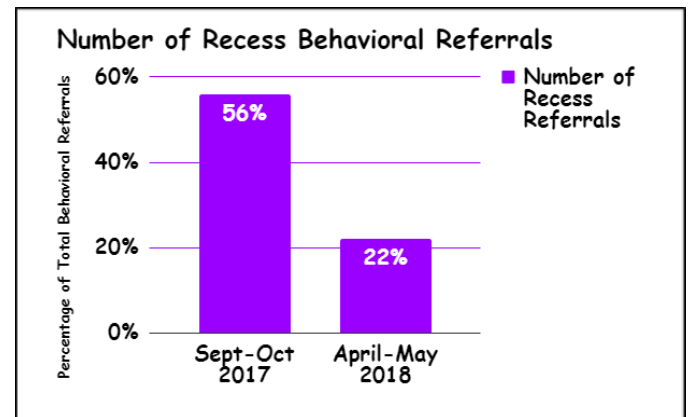
The School District of Sheboygan Falls School Counseling Program continues to grow through multiple avenues. The base pieces we have created have begun to evolve based on our all-district work in Universal Design for Learning (UDL), which increases access to so many of these tools for all students. As we embark on our third year of UDL learning and our second year of implementation and practice, the opportunities for students to use these strategies, advocate for their needs, and choose different options for support, communication, and home-school connection have greatly increased.

As the School Counselors have targeted their own professional development surrounding student empowerment, our data has indicated student awareness in key areas such as stress awareness, body regulation strategies and problem-solving confidence. The School Counseling team has generated multiple venues for student participation that make it safe and available to join. Highlights have been several small groups, CAPSS (Career, Academic, Personal & Social Skills) curriculum for all students grades 4K-6, Mindfulness programming grades 4K-6, participation in PATH counseling services in-house grades K-12, TEAM (Together Everyone Achieves More) Talk Conferences grades 4,7,9, and 11, and partnering with Saint A to create a Trauma Sensitive School community for all.

Our School Counselors have also made it their mission to empower staff as they support the mental health of students and families, as well as creating space to care for themselves. By using our early release times efficiently for staff professional development, the School Counseling team has been able to leverage quality mental health information through our wellness campaign, knowledgeable guest speakers, impactful activities, and personal connections. These opportunities have helped to reduce mental and behavioral stigma within our school community and have kept meeting basic human needs at the forefront of our learning. Reducing these learning barriers has improved our staff comfort, student independence, and family-to-school relationships. We are infinitely proud of this work and excited to see where our commitment to serving the whole student takes us next!

## School Climate & Safety

**Decrease in Recess Behavioral Referrals:** The School Counselors collaborated with the other members of the School Behavior Team and the Recess Supervisors to target recess behaviors. The Behavior Team implemented several behavior interventions which included; a behavior launch at the beginning of the school year, Falcon Tools throughout the school year, a Recess Challenge, and the use of small problem solving cards for student use during recess. The chart to the right shows the impact that these several interventions have had on recess behavioral referrals. At the beginning of the school year, the recess behavior referrals made up 56% of all of the behavior referrals. After all of the Behavior Team interventions were implemented, the recess behavior referrals went down to only 22% of all of the behavior referrals at the



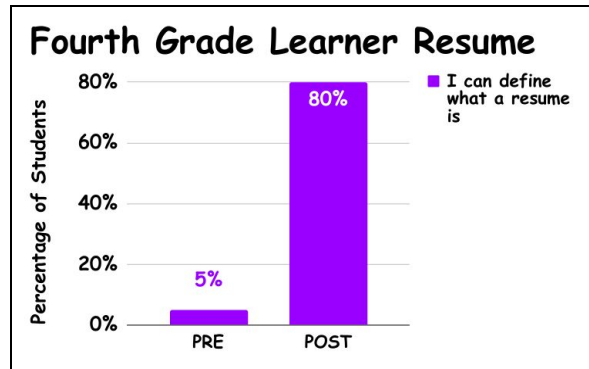
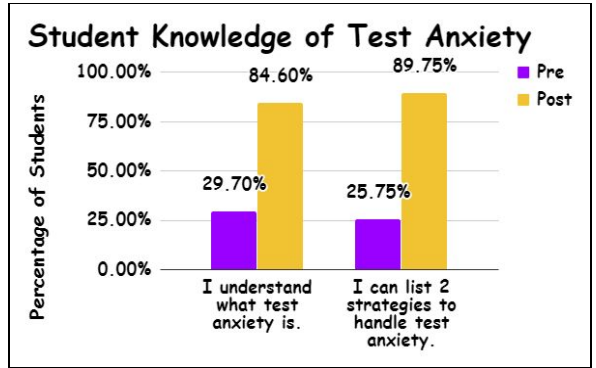
end of the school year.

**Increase in Staff Confidence in Their Ability to Help Students:**

Two of the School District's School Counselors trained all professional staff in Trauma Sensitive Schools after they were certified by Saint A in Milwaukee. Trainings took place throughout the school year during inservice or after school times. The chart on the left shows that before the training, only 46% of the staff felt that they were confident in their ability to help students with mental health needs. After the training was completed, 57% of staff rated themselves as being confident in their ability to help students with mental health needs to better help support our students.

## Student Results

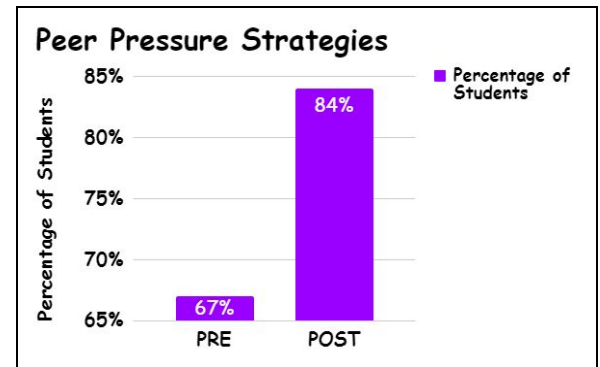
**Academic Domain:** ASCA B-SMS-6 Demonstrate ability to overcome barriers to learning. M-2 Self confidence in ability to succeed. WCSCM A: Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span. Third grade students participated in a Test Taking Strategy Unit lead by their School Counselor in their weekly CAPSS class. Students took a pre-test, and a post-test. The chart on the right shows that the number of students who could list two test taking strategies to handle test anxiety went from 25.75% to 89.75% of students who participated in the unit. There was also an increase of understanding what test anxiety is, from 29.7% of students to 84.6% of students.



**Career Domain:** ASCA B-LS-7 Identify long and short term academic, career, and social/emotional goals. WCSCM B-1: Apply the skills necessary to improve learning and make successful academic transitions. Fourth grade students learned about writing a resume and created their first "learner resume" in their weekly CAPSS class lead by their School Counselor. The chart on the left shows that before the unit, only 5% of fourth grade students could define what a resume is. After the unit 80% of fourth grade students could correctly define what a resume is. Students then shared their first "learner resume" at their fourth grade TEAM Talk Conference with their parents/guardians, peers, and School Counselor.

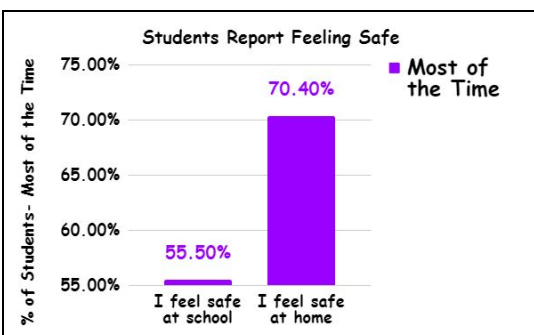
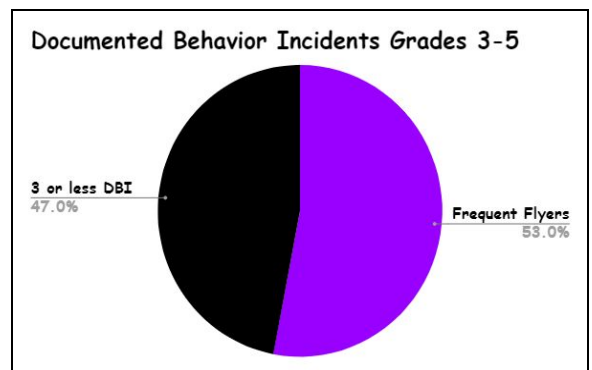
**Social/Emotional Domain:** ASCA B-SS-5 Demonstrate ethical decision making and social responsibility. B-SMS-9 Demonstrate personal safety skills. WCSCM F-1: Acquire and demonstrate self-management and responsibility for health promoting behavior.

Fifth grade students participated in a peer pressure strategies unit in their weekly CAPSS class lead by their School Counselor. The chart on the right shows that before the unit, only 67% of students could list three peer pressure strategies. After the unit, 84% of students could list three peer pressure strategies. The ultimate goal was for students to have an understanding of a variety of different strategies, so when faced with peer pressure they had an idea of what they could do in order to make the best decision for themselves.



## School Counseling Program Goals

**Goal One:** The chart on the right shows that last school year (2017-2018) over 53% of our Documented Behavior Incidents (DBIs) in grades 3-5 were committed by the same students or what we can call "frequent flyers"; meaning students who had 3 or more DBIs. The School Counseling Program will collaborate with the behavior team, staff members, and families to implement different interventions to reduce the number of behavior referrals being committed by the "frequent flyers" to 35% by the end of the 2018-2019 School year.



**Goal Two:**

The chart on the left shows that at the beginning of this school year only 55.5% of 3-5 grade students reported feeling safe at school most of the time, while 70.4% of students grades 3-5 reported feeling safe at home most of the time. The School Counseling program will work with students individually and collaborate with teachers to reduce the gap between feelings safe at school (55.5% baseline) and home (70.4%), by increasing the number of students that feel safe at school to 75% by the end of the 2017-2018 school year.