

2019 Wisconsin School Counseling Program Accountability Report School Counselor: Christine Paulsen Strop

Enrollment: 302 Students (Grades: K-5) 25% Economically Disadvantaged | 0.3% English Language Learners
21.6% Special Education | 93.2% White | 0.3% African American | 0.7% Asian | 3.4% Multi-racial | 2.0% Hispanic
0.3% Native Hawaiian or Other Pacific Islander

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RESULTS REPORT

Meeting Reading Growth Targets

Students learned strategies for strengthening growth mindset through small group counseling. **Results showed 56% of participating students who had not met their growth target in the prior year met their growth target on the spring 2019 Measure of Academic Progress (MAP) reading test.**

ASCA Model Domain: Academic

Mindsets & Behaviors Standard: M2. Self-confidence in ability to succeed.

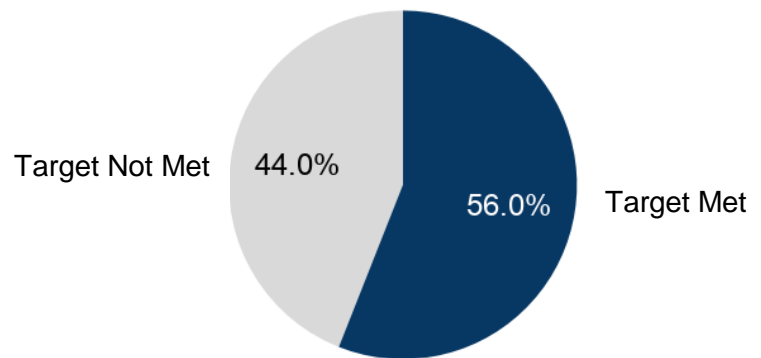
Student Need: The School Counseling Program (SCP) identified students who had not met their MAP reading growth targets in the previous year and a half and those who had not grown in their instructional levels on the Fountas and Pinnell Benchmark Assessment in the prior year.

Action Plan: The research of Dr. Carol Dweck reveals that students who learn about growth mindset do better with academic and social/emotional growth. The SCP selected research-based growth mindset lessons to help students build academic self-confidence and meet growth targets in reading.

Participation (Process) Data: Five small groups with a total of 25 third through fifth grade students participated in six 20-minute group sessions.

School Counselor Role: The school counselor identified participants and facilitated all support groups.

Percentage of Students in Small Group Meeting MAP Reading Growth Target



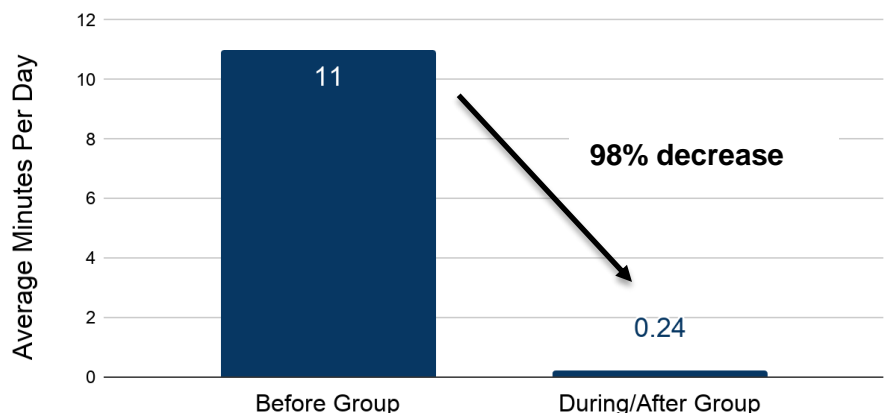
Decreasing Instructional Time Lost for Students in Worry-Less Group

Through small group counseling, students learned strategies to manage worries, self-regulate and reduce health office visits. **During and after the group, there was a 98% reduction in instructional time lost for participating students.**

ASCA Model Domain: Social/Emotional

Mindsets & Behaviors Standard: B-SMS 7. Demonstrate effective coping skills when faced with a problem.

Instructional Time Lost Due to Health Office Visits by Students in Worry-Less Group



(Decreasing Instructional Time Lost for Students in Worry-Less Group Continued)

Student Need: Students were selected that visited the health office two or more times in a week with non-illness complaints relating to worry or emotional distress.

Action Plan: According to Herzig-Anderson, et al., cognitive-behavioral techniques are effective in addressing anxiety in the school setting. The SCP selected a curriculum that used cognitive-behavioral techniques and coping strategies which included: identifying worries and the effects on the body, realm of control, grounding, deep breathing and progressive muscle relaxation to increase the ability for students to manage their worries, self-regulate and perform in the classroom.

Participation (Process) Data: Three third grade students participated in 30 minute small groups for 22 sessions.

School Counselor Role: The school counselor identified participants and co-facilitated the group with a mental health therapist providing services throughout the district.

Calendar Club - Reducing Tardies and Absences

The SCP facilitated Calendar Club for students who had accumulated eight or more absences or tardies to encourage on-time attendance. **Results showed an average 36% decrease in tardies and an average 26% decrease in absences during the intervention.**

ASCA Model Domain: Academic

Mindsets & Behaviors Standard: M 3. Sense of belonging in the school environment.

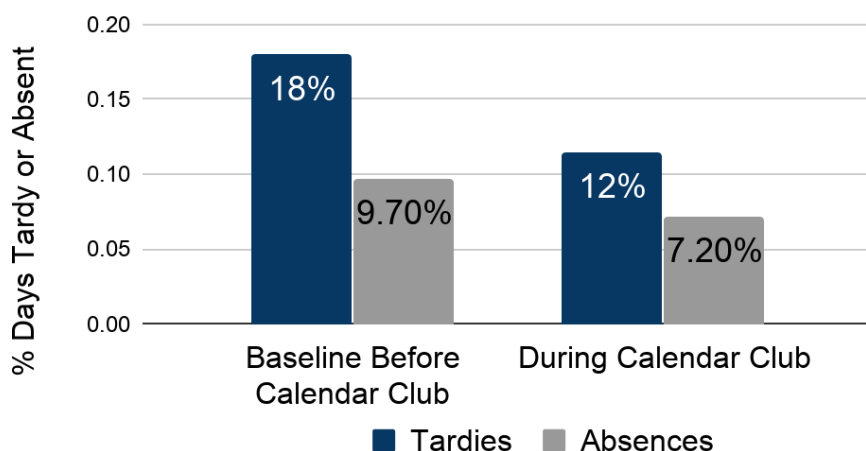
Student Need: Students were selected for Calendar Club that had eight or more tardies or absences in a semester. Habitual tardiness and absenteeism impact academic success and may also affect one's attitude and behaviors.

Action Plan: Research shows that students who feel connected and engaged in school are more likely to attend. The SCP implemented the research informed intervention (Calendar Club) to build relationships with students with excessive tardies or absences and recognize on-time attendance.

Participation (Process) Data: The SCP identified six students in grades K-3 who had eight or more absences or tardies (three students in third grade, two in first grade and one in Kindergarten), contacted parents to discuss and remove barriers to attendance and encouraged a partnership with parents to gain support for the program. For twelve weeks, the SCP provided a daily five-minute check-in with students in the morning to earn a sticker on their daily attendance card and select a reward of their choice after every four days of on-time attendance.

School Counselor Role: The school counselor identified students, contacted families and met with students in Calendar Club every morning for twelve weeks.

Calendar Club Tardies and Absences



2019-2020 STUDENT PROGRAM GOALS

Student Program Goal #1

By June 1, 2020, Office Discipline Reports (ODR's) in grade 2 boys will decrease by 20% (from 26 to 21).

Student Program Goal #2

By June 1, 2020, 8 out of 16 (50%) of fifth grade students who had not met their spring 2019 English Language Arts (ELA) MAP growth target (0%) will meet their Spring 2020 ELA growth target increasing this group's achievement from 0% to 50%.