

## Required WSCPAR Components

Refer to the 2019-2020 | 2020-2021 WSCPAR rubric for specific information on WSCPAR components and scoring. A fillable WSCPAR template is also available on the WSCA website.

### DOCUMENT HEADER

The following items must be included:

- The title of the document “Wisconsin School Counseling Program Accountability Report”
- The year “2019-2020 & 2020-2021”
- The following statement: “A continuous improvement document sponsored by the Wisconsin School Counselor Association”
- School Name\*
- School Address\*
- School Phone Number\*
- School Website\*
- Number of Students Enrolled at the School\*
- Grade Levels i.e., K-5, 6-8, or 9 -12\*
- Student Demographics ( % FR, ELL, Special Ed, Racial breakdown)
  - This data can be found in the DPI WiseDash Portal or your school Student Information System.
- Principal’s Name\*
- Name(s) of the School Counselor(s)\*

### RESULTS REPORT (3 Data Sets)

This section must include an activity or intervention based on one of the following domains: Academic, Career, Social/Emotional. At least 2 out of the 3 domains must be covered in the WSCPAR to be considered. **Data Set #1 must include a minimum of one outcome data chart. Data Set #2 & #3 must include a minimum of one Mindsets & Behaviors (Perception) or Outcome data chart.** Additional data can be included but is not required.

For each data set include the following prompts (information in this area MUST connect to the graph for each data set):

**Results Report Title:** (make sure this links to the title of your graph -very briefly describe activity, intervention, or program)

**ASCA Model Domain:** (Academic, Career, Social/Emotional)

**Mindsets & Behaviors Standard:** (maximum of two – make sure they are linked to the date in your chart)

**Student Need(s):** (why did you chose this intervention, activity, program for these students, describe your pressing concern)

**Action Plan:** (describe why you chose the intervention, program, group, lesson to meet your students’ needs and how you wanted it to impact your students)

**Participation (Process) Data:** (# of students participating, grade level, number of lessons/sessions, length of lessons/sessions)

**School Counselor Role & Reflection:** (describe the school counselor or school counseling program role in the activity seen in the graph and explanation of how this data will support the school counseling program)

### 2021-2022 ANNUAL STUDENT OUTCOME GOALS (2)

This section must include two (2) Annual Student Outcome Goals for the 2021-2022 school year. These Annual Student Outcome Goals must be written in a single sentence using the SMART Goal format using OUTCOME DATA. A WSCPAR document representing the school counseling program provided by **one** counselor at multiple schools/buildings may provide two Annual Student Outcome Goals from any building served by that one school counselor. ***One goal must be a closing the gap goal. Each goal must include a completed Annual Student Outcome Goal form.***

## 2019-2020 & 2020-2021

### Wisconsin School Counseling Program Accountability Report School Counselors| Sonny Miller, Elio Smith, Aine Jones, Summer Johnson

Enrollment: 1,232 Students (9<sup>th</sup> – 12<sup>th</sup> Grade)

22% FRL | 15% ELL | 12% EEN | 63% White|12% African American|15% Latino|8% Asian|2% Native American

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## RESULTS REPORT

### Supporting Students with Minor Office Referrals

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SS 3. Positive relationships with adults to support success | M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment

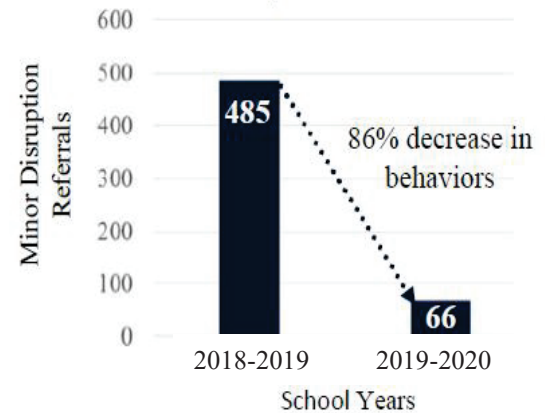
**Student Need(s):** Students with over 20 minor referrals were identified as needing support. Most referrals were for disrespect and non-compliance causing them to miss instructional time as well as disrupting the classroom.

**Action Plan:** A research based solutioned focused group curriculum was utilized with the identified students to help them with goal setting, emotional regulation, communication, and relationship skill development. With increased skills in these areas, they will have more strategies to deal with challenges in the classroom and reduce the number of referrals and increase instructional time in the classroom.

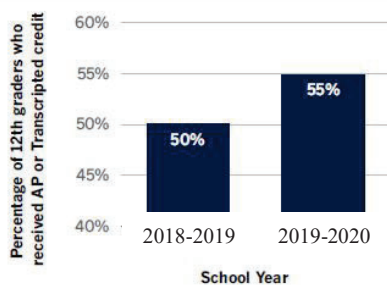
**Participation (Process) Data:** 15 male sophomore students participated in a weekly group eight times for 45 minutes.

**School Counselor Role & Reflection:** All school counselors met individually with potential students about their participation in the group. Two school counselors co-facilitated the weekly group. The group was highly effective in reducing the number of minor behavior referrals. Other positive outcomes included increased attendance and improved homework completion. Students self-reported stronger connections with school staff and feeling more welcomed in the school community. This group will continue in the future with additional incorporation of emotional regulation into lessons.

### Disruption Behavior Referrals for Group Members



### 12<sup>TH</sup> GRADE STUDENTS EARNING TRANSCRIPTED CREDIT OR AP CREDIT



### Increasing Seniors Earning Dual Credit

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** B-LS 8. Engagement in challenging coursework

**Student Need(s):** Student enrollment in dual credit courses is increasing, however, successful completion of these credits has not matched enrollment increases. This negatively impacts students' transcripts and self-confidence.

**Action Plan:** Students successful completion of dual credit in high school increases post-secondary success. Counselors developed personalized success plans for each student enrolled in dual credit using current best practice guidance for increasing academic success. Counselors met with students and identified needed areas of support and connected students with tutoring, mentors, guided study halls, peer tutoring and summer programs. With individualized supports to meet the unique needs of students the goal was for them to increase credit attainment for their dual credit course work.

**Participation (Process) Data:** 105 seniors enrolled in dual credit courses, school counselors met with all these seniors a minimum of one time for 30 minutes and created a success plan. 76 students continued monthly check-ins on their plans.

**School Counselor Role & Reflection:** School counselors worked with students to create individual success plans and continued to meet monthly with students needing ongoing support. Students reported they felt more supported in their dual credit courses. While there were gains in credit attainment, there is still work to do in this area. Parents and teachers will be added to success plan conferences next year as well as creating a summer success course for rising seniors.

## RESULTS REPORT

### Increasing Career Readiness

**ASCA Model Domain:** Career

**Mindsets & Behaviors Standard:** M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

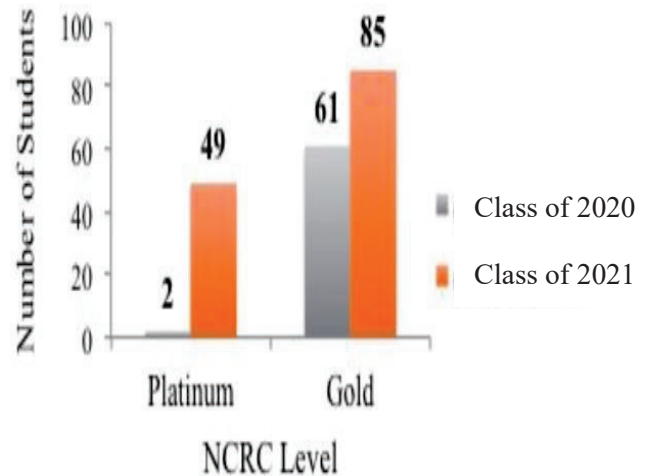
**Student Need(s):** The National Career Readiness Certificate (NCRC) data showed that students were not prepared to enter the workforce. Students were surveyed to find out what may be impacting their achievement in obtaining this certificate. Students reported they did not understand “why” they were working towards the National Career Readiness Certificate (NCRC). Students needed to increase their knowledge and understanding of how the NCRC connected and helped them achieve their post high school plans.

**Action Plan:** Research shows students knowing the “why” increases engagement and participation. Based on this research and since all students work towards the NCRC, classroom lessons were created to help students better understand the connection between NCRC and their post high school plans. This included bringing in industry and business partners to connect the certificate and workforce. The NCRC was also incorporated into Junior conference for individual planning.

**Participation (Process) Data:** 155 Juniors took the NCRC. 155 Juniors attended 2 – 30-minute classroom lessons on Career Readiness and 145 Juniors participated in individual one-hour conferences with school counselors discussing career readiness.

**School Counselor Role & Reflection:** School counselors delivered the career readiness classroom lessons and facilitated junior conferences. Students reported an increased understanding that this certificate can help them post high school which lead to a significant increase in engagement in career readiness activities. Counselors will continue to educate and support student career readiness awareness in the future.

### National Career Readiness Certificate (NCRC) Achievement



## 2021-2022 Annual Student Outcome Goals

### Goal #1

By June 2022, the percent of students enrolled in AP classes passing the AP exam with a score of 3 or higher will increase by 6% from 85% (previous year) to 90%.

### Goal #2

By the end of the 2021-2022 school year, 9th grade male students receiving special education services that missed more than 10+ days of school in 8th grade will decrease the total number of days absent (previous year) by 10% from 126 to 113.