

2019-2020 & 2020-2021

Wisconsin School Counseling Program Accountability Report School Counselor: Kelly Curtis

Enrollment: 424 Students (Grades: K-5) | 11% Special Education | 6% English Learners | 2.4% African American | 80% White | 3% Asian | 9% Hispanic | .02% American Indian | 5.3% Multi-racial | 26% Economically Disadvantaged

A continuous improvement document sponsored by the Wisconsin School Counselor Association

RESULTS REPORT

Increasing On-Time Attendance

The school counselor facilitated a Calendar Club (CC) for students who were chronically tardy, to ensure equitable access to education. **As a result, attendance data for these students showed a 12% increase in on-time attendance between the months before and during the intervention.**

ASCA Model Domain: Academic

Mindsets & Behaviors Standard: M3. Positive attitude toward work and learning.

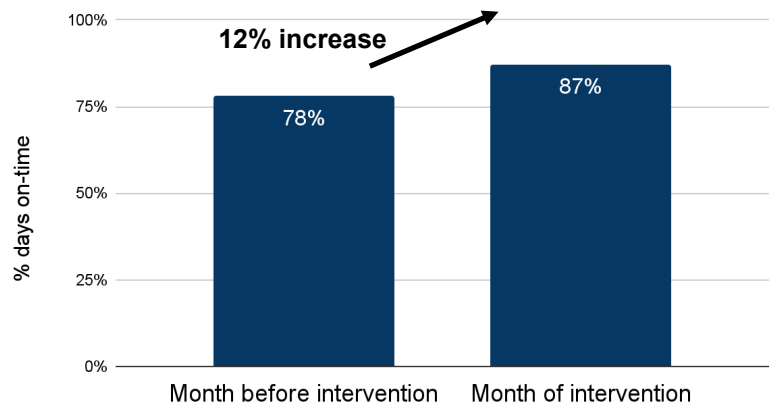
Student Need: Students were selected for Calendar Club using first semester attendance data showing students with chronic tardies (seven or more). Students not getting to school on time may struggle socially, emotionally and academically.

Action Plan: Research shows that helping students to feel more connected in school will make it more likely they attend and achieve. The school counselor facilitated the intervention in January when historically students have struggled the most with on-time attendance at EP Rock. Calendar Club focused on school engagement for the selected students, some of whom experienced additional opportunity gaps as well.

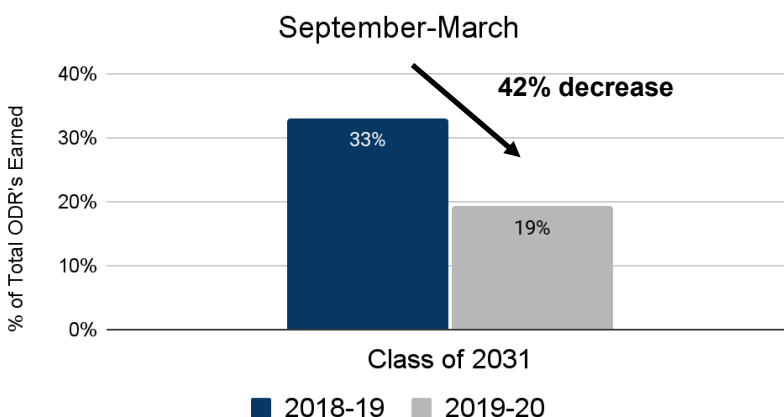
Participation (Process) Data: The school counselor identified six students in grades K-5 who were habitually tardy (seven or more) during first semester, and contacted families to remove barriers to attendance and gain support for the program. For 20 days in January, students in CC had a five-minute check-in each morning with the school counselor to earn a stamp and the opportunity to earn game time with a friend after every five stamps.

School Counselor Role and Reflection: The school counselor contacted families and met with CC students each morning for four weeks, and expanded “game time” for attendance and behavioral acknowledgement in 2020-2021. These were the only significant changes in programming for these students during the intervention period. Because of the positive impact on attendance, Calendar Club will be an annual focus.

Calendar Club Impact on On-Time Attendance



School Counseling Program Impact on ODRs



Closing Discipline Gap in Class of 2031

Disciplinary data showed kindergarteners earned 33% of the total office discipline referrals (ODRs) while most other grade levels earned at a rate significantly lower. The school counselor doubled the number of lessons taught to this same group the following year, ensuring equitable access to social, emotional and academic opportunities. **The result was a 42% decrease in the percentage of ODRs earned by this class between 2018-19 and 2019-20.**

ASCA Model Domain: Social/Emotional

Mindsets & Behaviors Standard: B-SMS2. Self discipline and self control.

(Closing Discipline Gap continued)

Student Need: Behavioral data in 2018-19 showed the kindergarten class earned one-third of the ODRs from the K-5 school population. Kindergarten is expected to earn slightly more than other grade levels, but this gap was significant. Earning a high number of ODRs can impact students' social emotional development.

Action Plan: The school counselor doubled the school counseling lessons taught, using the evidence based Second Step curriculum weekly, as well as mindfulness practice and social skills stations to strengthen coping strategies. Students with better skills for self-regulation perform better socially, emotionally and academically, which closes the opportunity gap for students with behavioral challenges.

Participation (Process) Data: The school counselor facilitated 36 classroom lessons for 82 kindergarten students in four classrooms. Classes met weekly for 35 minutes throughout the year.

School Counselor Role and Reflection: The school counselor taught all classroom lessons, so behavioral progress made in this grade level was partially due to changes in the SCP. The weekly format was well-received by students and teachers, but master schedule changes did not allow for it to continue past 2019-20.

Increasing Time in the Classroom

To maintain equitable access to core curriculum, the school counselor worked with one student to learn self-regulation and stay in the classroom when anxious, rather than go to the health office.

Results showed a 20% increase in this student's ability to stay in the classroom when anxious.

ASCA Model Domain: Social/Emotional

Mindsets & Behaviors Standard: B-SMS7. Effective coping skills.

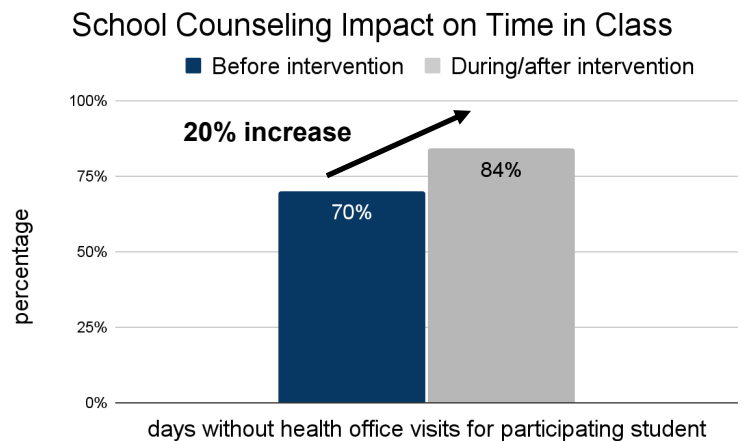
Student Need: Health office records showed this student was accessing the health office chronically for reported discomfort, related to anxiety.

Student achievement and social/emotional development can be negatively impacted by time out of class, creating an opportunity gap for students missing core curriculum and peer interaction.

Action Plan: The school counselor created a social story to help the student learn best practice cognitive behavioral approaches to managing anxious responses. The student met with the school counselor weekly to practice, and participated in a small group for six weeks to learn how to manage worries. The school counselor coached parents on how to talk to their child about the day, using a 10-point scale to gauge the level of discomfort experienced. The goal was to help the student increase time in class which would support social/emotional and academic growth and provide equitable access to education.

Participation (Process) Data: One student met weekly with the school counselor or school counseling graduate student intern for eight weeks and participated in a six-week small group for 20 minutes per session. Student read the social story daily during the eight-week intervention.

School Counselor Role and Reflection: The school counselor and intern facilitated the small group and individual counseling. The student decreased health office visits and reported greater confidence in skills to manage anxiety. These strategies would be effective in future efforts to increase students' abilities to calm.



2021-2022 ANNUAL STUDENT OUTCOME GOALS

Goal #1

By June 2022 first grade students will decrease the total percentage of K-5 ODRs by 20%, from 28% (2021) to 22% (2022).

Goal #2

By June 2022 Black students will decrease in their risk ratio by 52%, from 2.91 (2021) to 1.4 (2022).