

2021-2022

# Wisconsin School Counseling Program Accountability Report

## Elk Mound Middle School

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**Elk Mound**  
Area School District

### School Counselor:

Ms. Cindy Bourget

School Information: Enrollment: 368 students | Grades: 5-8

Student Groups: 9.5 % Students with Disabilities | 30.7 % Economically Disadvantaged | 3.3 % English Learners

Race/Ethnicity: 5.2 % Asian | 1.6 % Black or African American | 4.3 % Hispanic or Latino | 2.2 % Two or More Races | 86.1 % White

*A continuous improvement document sponsored by the Wisconsin School Counselor Association*

## 2021-2022 STUDENT RESULTS REPORT

### Increasing Student Attendance Rates

The school counselor(SC) facilitated an anxiety group for students who were demonstrating chronic absenteeism, increasing their attendance from an average of 84% in semester 1 to 90% in semester 2 increasing equitable access to education.

**ASCA Model Domain:** Social/Emotional

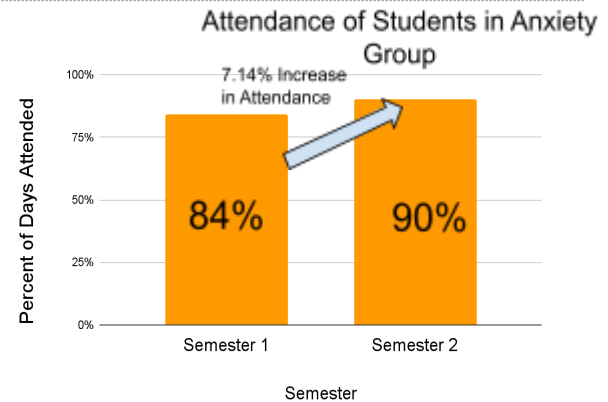
**Mindsets & Behaviors Standard:** S-SMS 7. Effective Coping Skills | B-SMS 10 Ability to manage transitions and adapt to change

**Student Need:** 95% of 5th-8th grade students who had missed 10 or more days of school (chronically absent) in the first semester of the 21/22 school year were identified, "at risk," on the Universal Social Emotional Screener SAEBRS in the areas of anxiety, withdrawal, and sadness. Students needed to increase their coping skills in order to manage their anxiety around school transitions to prevent absenteeism and low grades.

**Action Plan:** The SC organized a small group named the Mighty Minds Group (MMG) based on growth mindset and anxiety curricula that are best practice based. The MMG intervention was facilitated along with explicit instruction for all students grades 5 through 8 during their School Counseling Class surrounding growth mindset and coping skills. This provided identified students support through Tier I general education and Tier II supported intervention. MMG also met the needs seen through parent interviews, where 100% of identified students' parents stated that they had difficulty getting their students to come to school in the morning.

**Participation (Process) Data:** 13 middle school students participated in MMG: four 5th grade students, three 6th grade students, four 7th grade students and two 8th grade students in another group. Groups met 6 times over six weeks, for 25 minutes each session, at the end of February through March, when rates of absenteeism have historically been the highest.

**School Counselor Role & Responsibilities:** After identifying students, the SC then interviewed parents and staff to help determine students lacking skills and needs. Based upon these observations, the SC facilitated the small groups and adjusted the general education curriculum to fit the needs of all students surrounding growth mindset and anxiety. Participants identified feeling more confident in their school success skills and were able to name three coping skills they use successfully at school. Based upon the results of this group, the SCP will use this process to have a Mighty Minds Group annually.



### Increasing Student Attendance with School Wide Explicit Instruction

Elk Mound Middle School students were provided 3 days a week of explicit instruction during homeroom in responsible decision making, self-management, self-awareness, and relationship building through activities designed to create community. After six months of lessons, attendance rates increased 1.74%.

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SS2.Positive, respectful and supportive relationships with students who are similar to and different from them

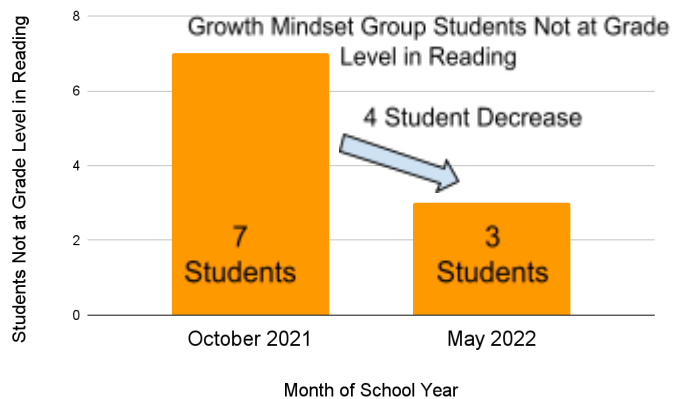
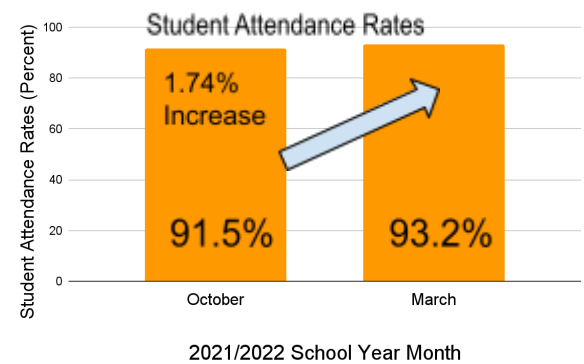
## (STUDENT CONNECTION CONTINUED)

**Student Need:** In 2020/21, 41.2% of students reported that they did not feel connected to school through our annual mental health survey. That is an average of 37 students per grade level. When students do not feel connected to their school they show higher rates of anxiety and school avoidance. Historically, the months from October through March show the greatest number of student absences, with each grade showing 91.5% attendance rates or below.

**Action Plan:** Research shows that building classroom communities can help students feel more connected to their school community, improving student achievement and attendance. The SC advocated for a research informed curriculum for building classroom community and employability skills be used 3 out of 5 days a week during homeroom time.

**Participation (Process) Data:** 368 5th-8th grade students participated in explicit instruction and activities to build community and develop employability skills 3 days a week for 12-15 minutes during homeroom from October to March.

**School Counselor Role & Responsibilities:** The SC selected the research informed curriculum, Character Strong, to be used for the basis of the homeroom instruction. The SC adapted Character Strong lessons for each teacher to use that followed the Wisconsin State Social Emotional Learning standards students need to develop to be successful. The SC also created videos to go along with the lessons to ensure that essential standards were achieved and students felt connected to the SCP. The SCP will continue to develop these lessons and videos to continue to focus on school connectedness as a base to start talking about anxiety and coping skills school wide.



## Decreasing Amount of Students At-Risk in Reading through Growth Mindset

Male students who were not receiving support in reading but were exhibiting, "high risk," (not at grade level) scores on the Formative Assessment System for Teachers (FAST) were taught growth mindset skills about problem solving. Results showed 4 students increasing their reading skills, a 43% decrease in students exhibiting "high risk" scores in FAST.

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** B-LS 2 Creative approach to learning, tasks and problem solving | B-SMS 5 Perseverance to achieve long and short term goals

**Student Need:** Male 6th and 7th grade students were being recommended for executive functioning groups for study skills and organization at double the rate of female students. In addition, during

our school's intervention process, male students were being recommended for reading interventions at a higher rate than females. 6 male students that were not already receiving reading interventions had been recommended for executive functioning groups and were exhibiting "high risk" scores in FAST were identified for Growth Mindset Group (GMG.) Students who are struggling academically may need support developing different learning skills.

**Action Plan:** The school counselor (SC) organized a GMG based upon research informed curricula. Teachers also supported students using the growth mindset strategies in their classrooms. Students in GMG were taught growth mindset skills to approach their learning in reading differently. With teacher and counselor support, students had the opportunity to practice skills.

**Participation (Process) Data:** Seven male students in 6th and 7th grade participated in GMC, which met for 6 sessions, for 25 minutes for each session.

**School Counselor Role & Responsibilities:** The SC organized the GMG that was based upon research informed curricula, which the SC then facilitated. The SC also attended teacher collaboration meetings where she helped the teachers use growth mindset terms and supports that would help students practice their skills in the classroom. Based upon the increased reading scores of the group, the school counseling program (SCP) will use this method of choosing GMG members annually.

## 2022-2023 ANNUAL STUDENT OUTCOME GOALS

### Annual Student Outcome Goal #1

By May 1, 2023 students identified as the top 10% of males receiving Office Discipline Referrals (ODR's) will decrease the number of ODR's by 25% from 12 or more ODR's to less than 9 ODR's.

### Annual Student Outcome Goal #2

By January 20, 2023 students who have missed 10 or more days of school in semester 2 of the 21/22 school year will decrease absences by 46% from an average of 13 days missed to an average of 6.5 days missed.