

2022-2023

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

Enrollment: 1,232 Students (9th – 12th Grade)

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

A continuous improvement document sponsored by the Wisconsin School Counselor Association

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

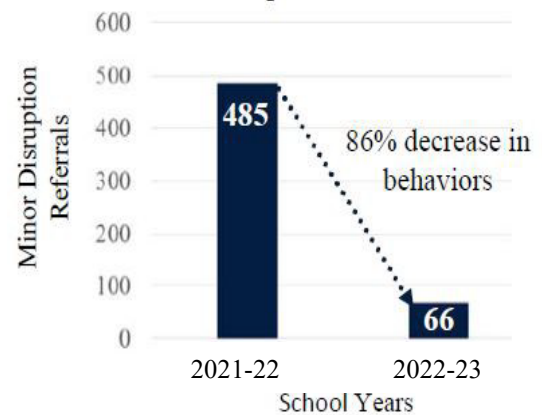
Student Need(s): Male students with over 20 minor discipline referrals in the 2021-22 school year were identified as needing support at the beginning of the 2022-23 school year. Most referrals were for disrespect and non-compliance causing them to miss instructional time as well as disrupting the classroom.

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.

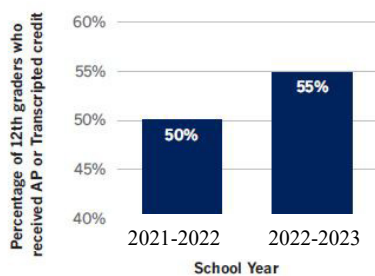
Participation Data: Nine male sophomore students participated in a weekly small group eight times for 45 minutes.

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 discipline 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



12TH 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 Data: 50 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. 21 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. School counselors will also complete additional disaggregation of data will also help increase ALL students having access and support to complete dual credit courses.

RESULTS REPORT

Increasing Career Readiness

ASCA Model Domain: Career

Mindsets & Behaviors Standard: B-LS 7. Long- and short-term academic, career and social/emotional goals

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 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.



2023-2024 Annual Student Outcome Goals

Goal #1

By June 2024, the percent of non-white 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 2023-2024 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.