



2016 Wisconsin School Counseling Program Accountability Report
A continuous improvement document sponsored by the Wisconsin School Counselor Association

Pk-6 grade

Enrollment 695

School Counselor: Sarah Hestres

Principal's Comment

Our school counselor is devoted to providing the best evidence based practices to our students in the academic, personal/social, and career development domains of the Comprehensive School Counseling Model. I strongly support her role as school counselor in reinforcing our students' academic achievement and in improving and maintaining school safety.

As the principal of Highlands Elementary, I am confident in saying that the WSCPAR has had a positive impact on the School Counseling Program, which has directly impacted the students here. This past school year I was able to meet monthly with the school counselor as we discussed and implemented our shared program goals. Our counselor addressed our behavioral needs by implementing and refining our Social Academic Intervention Groups and developed Universal Social skill lessons with a specific focus on supporting the Zones of Regulation and Second Step program. The discussions supported our school goals for Positive Behavioral Interventions and Supports and Response to Intervention. When making the plans we used behavioral and academic data. During our discussions and goals setting meetings it was always focused on the whole child and the goals of the School Counseling Program. We continue to work on being proactive and can see the impact of this through our PBIS data. We had 86% of our students who received 0-1 referrals this year and to begin the 2016-17 school year and were able to target our areas of struggle.

School Climate & Safety

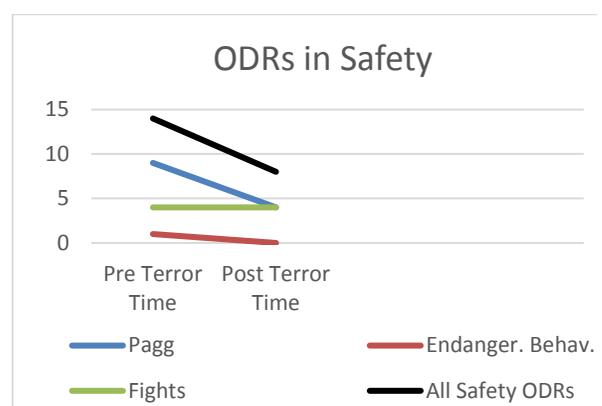
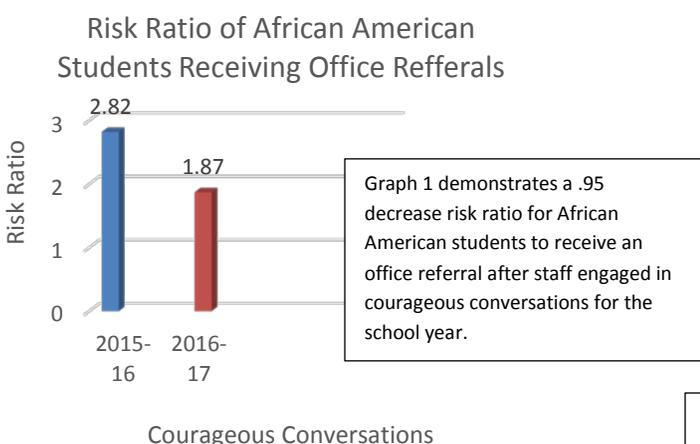
Highlands/Odyssey Elementary School recognizes the importance of a positive and safe school climate for its students. Highlands/Odyssey is a distinguished Tier 2 PBIS school that is committed to support the social/emotional needs of our students in addition to their academic needs. The counseling program provides each classroom with two 30 minutes lessons each month on various social, academic and career related topics.

At targeted level interventions, the counselor participates in building meetings which focus on analyzing the data in order to determine areas of concern. From this information, the counselor runs Social, Academic Instruction Groups (SAIG) to target deficits in pro-social, problem-solving or behavioral skills that are preventing students from being successful academically or behaviorally.

The counselor serves on the behavioral education committee that develops mini-lessons for the classroom teachers to teach to all students. These lessons are written to the specific social, emotional and behavioral needs of Highlands/Odyssey students. The counselor is an active member of the student services team which meets to provide solutions to student academic and behavioral needs. This team works with staff, students and parents to provide resources for students as well as developing academic plans, completing functional behavioral assessments and writing behavioral intervention plans in order to support our students individual needs.

The counselor has coordinated with a group of high school students to come to our school once a week during lunch and mentor students who have a high number of office discipline referrals (ODRs).

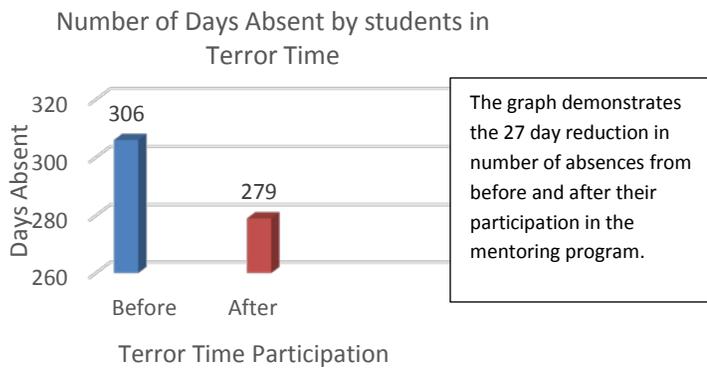
In addition, the counselor has monthly Courageous Conversations with staff at staff meetings around race and culture after noticing a disparity in ODRs of African American students compared to white students.



Graph 2 demonstrates the decrease of ODRs in safety areas after participation in the mentoring program as compared to before participation in the mentoring program.

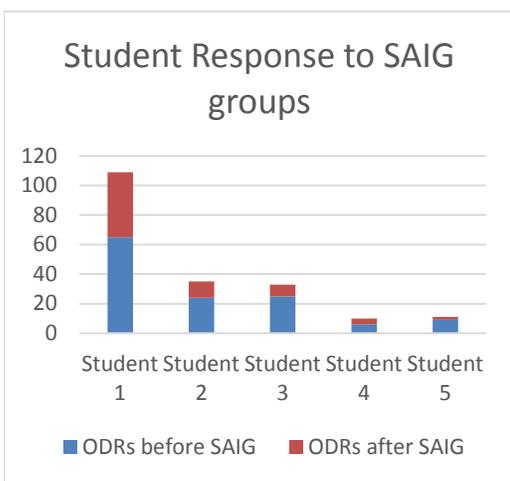
Student Results

Academic Development- ASCA Standards: A:A1.5 *Identify attitudes and behaviors which lead to successful learning.* MS.3 *Sense of belonging in the school environment.* WSCA Standards: A.4.3.1 *Demonstrate taking responsibility for actions.*



Students cannot learn and increase their knowledge and understanding if they are not in the classroom. Attendance is an integral part of school and academic success. 18 students participated in a mentoring program with a group of high school students once a week. The students who participated in this mentoring program showed a decrease in the number of days they were absent after they began participating in the mentoring program.

Personal/Social Development- ASCA Standards: PS:B1.4 *Develop effective coping skills for dealing with problems.* PS:B1.6 *Know how to apply conflict resolution skills.* WSCA Standards: D.4.1.3 *Practice self-control.* D.4.2.1 *Discuss and explain the differences between appropriate and inappropriate behavior.*



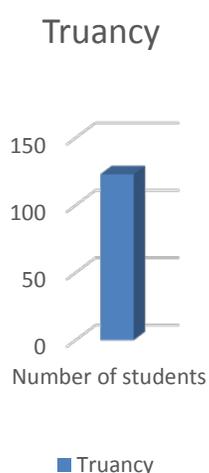
Students with significant behaviors or a significant number of behavioral problems are often referred to the counselor for a Social Academic Intervention Group (SAIG). 5 student with particularly significant behaviors participated in a SAIG with the counselor that focused on self-control, self-advocacy, appropriate communication skills and conflict resolution.

Career Development- ASCA B-SS 6. *Use effective collaboration and cooperation skills.* WSCA Standards: H.4.1.1 *Learn to work together in a classroom setting.* I.4.3.2 *Identify similarities and differences among people that are valuable at work and in society.*



During a series of 5th grade classroom lessons, the counselor gave students an assessment which assisted them in identifying their own communication styles. Students were given a pre-survey to determine if students knew their own communication style. 71% knew their own communication style. After the lesson, the students were given a post-survey and then 96% of students knew their own communication style.

School Counseling Program Goals



Infinite Campus data shows an area to be addressed in the 207-18 school year. Attendance is extremely important for academic success, social-emotional learning and life long career and life skills. During the 2016-17 school year, 123 students were habitually truant (absent for more than 10 days in the school year). I will work with our assistant principal, school social worker and families to reduce this by 25% for the 2017-18 school year. I will do this by meeting regularly with this team to monitor students, work with teachers, students and their families to find causes for the absences as well as solutions to those causes in order to have students attend school.

The graph shows the number of students (beginning data) who were habitually truant in 2016-17.