

Cardinal Heights Upper Middle School



Ryan Ruggles, Principal

Sun Prairie Area School District

Grades 8 - 9 Enrollment: 1,183

School Counselors

Carrie Garlough

Rick Hudson

Keith Medema

www.sunprairie.k12.wi.us/schools/cardinalheights

220 Kroncke Drive, Sun Prairie, WI 53590

(608) 318-8000

FAX: (608) 318-8192

2014 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association



Principal's Comments

As principal of Cardinal Heights, I recognize that the middle school years are an opportunity for positive growth during the challenging period of early adolescence. The Cardinal Heights school counseling team consists of highly dedicated professionals focused on meeting the academic, social, and emotional needs of our students during this period of transition. Community, ownership, respect and ensuring safety (CORE) are the focal points. The Cardinal CORE is taught directly to students through classroom lessons and created videos. I take pride in the vital efforts of the school counselors; As shown through student failure data (see **Graph 3 on reverse**), behavior referrals (see **Graph 4 on reverse**), and student perception of self and others (see **Graph 2 below**), the school counselors have a direct impact on student achievement, personal growth, and school safety.

I strongly support our school counselor's dedication to providing a comprehensive school counseling program aligned with the American School Counselor Association (ASCA) national standards and the Wisconsin Comprehensive School Counseling Model (WCSCM) state standards. Our counselors work towards continuous improvement through data aligned to these models. This year the team is focused on increasing the number of students who feel comfortable going to an adult in our school for help by 4% (see **Graph 2 below**). Counselors will also be working with our AVID students to increase their academic achievement by earning grades of C- or better in all classes by 20% (see **Graph 7 on reverse**). As leaders in our school, the counselors will be instrumental in attaining these goals.



School Climate and Safety

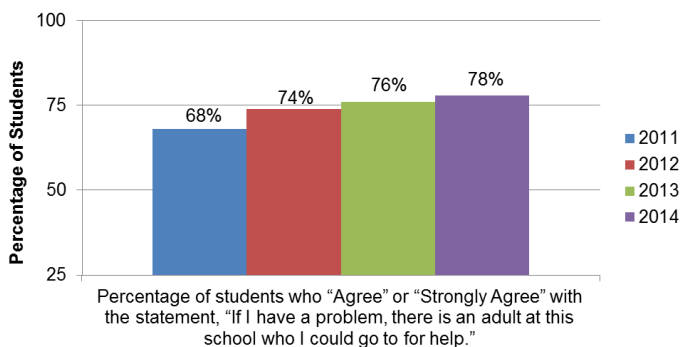
Cardinal Heights school counselors take a proactive approach to maintaining a safe and healthy school climate conducive for learning. They believe that all students have the right to feel safe and secure in school, and that a secure learning environment is key to the personal and educational growth of all students. The team contributes to the overall school climate through the implementation and support of all school initiatives.

Beginning with the fall of 2010, our school began the implementation of Positive Behavior Interventions and Supports (PBIS). Our PBIS program promotes positive behaviors to impact a safe and supportive learning environment. Respect, responsibility, and safety are the focal points. School counselors serve as building coaches and leaders on the universal, secondary systems, data, and communication teams.

Direct counselor contact with students, through individual and group work, combined with direct PBIS leadership improves both the climate and safety of our school and the level of respect students have for self and others (see **Graph 1 and Graph 2 below**).

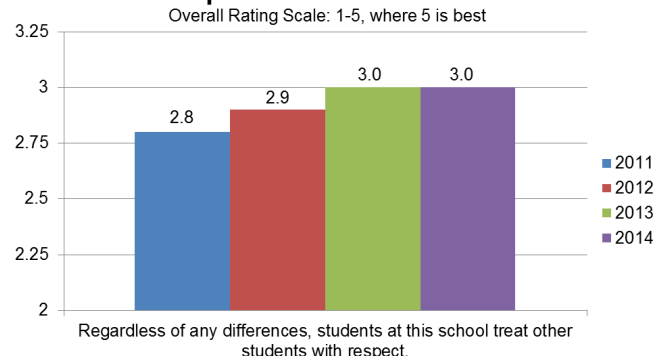
Graph 1

Climate and Safety



Graph 2

Respect of Self and Others





Student Results

School counselors follow national and state standards to provide an array of services in the academic, career and personal/social domains. They create and implement programs and classroom lessons to meet the needs of all students. The topics and curriculum of these initiatives are data-driven.

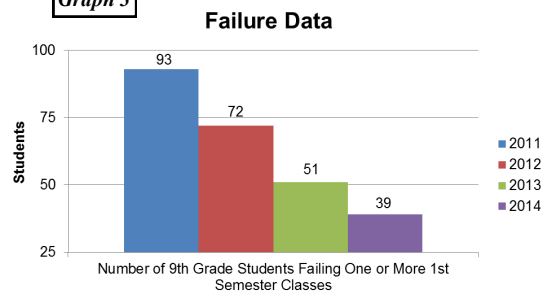
Academic Domain

ASCA Standard: A:A1 Improve Academic Self-concept - A:A1.5 Identify attitudes and behaviors that lead to successful learning.

WCSCM Standard: B.1 Apply the skills necessary to improve learning and make successful academic transitions - B.8.1.1 Demonstrate the importance of motivation to achieve individual potential.

Cardinal Heights 9th grade failure data has shown a marked improvement over the past four years (see **Graph 3**). The school counseling team identified students failing one or more classes after 1st semester. They then met and collaborated with students to formulate a plan for improvement focusing on motivation, barriers to success, goal setting, study skills, homework completion, time management and graduation requirements.

Graph 3



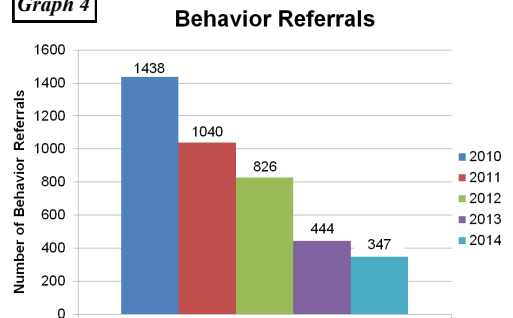
Personal/Social

ASCA Standard: PS:A1 Acquire Self-knowledge - PS:A1.6 Distinguish between appropriate and inappropriate behavior.

WCSCM Standard: E.1 Apply self-knowledge in the decision-making or goal-setting process - E.8.1.3 Apply effective conflict resolution skills to a current issue or problem.

School counselors play an active role in teaching the components of PBIS through the Cardinal CORE (Community, Ownership, Respect, Ensuring Safety). In an effort to reinforce our PBIS CORE values, we infuse the Cardinal CORE in our every day actions with student, parents and staff. To support these efforts, counselors and teachers at Cardinal Heights introduced a Courage Retreat in our school. The Courage Retreat has supported our goal of developing and improving conflict resolution skills (see **Graph 4**).

Graph 4



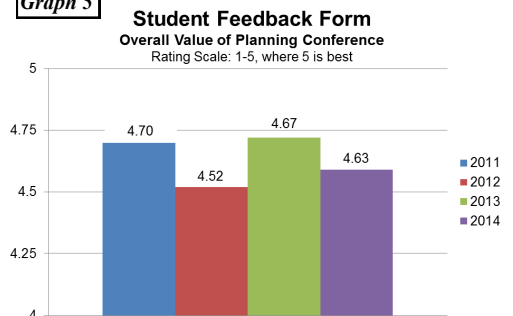
Career Development

ASCA Standard C :B1 Acquire Career Information - C :B1.2 Identify personal skills, interests and abilities and relate them to current career choice.

WCSCM Standard: G.1 Develop the ability to make informed career decisions based on self-knowledge - G.8.1.1 Demonstrate individual abilities, strengths, skills and talents.

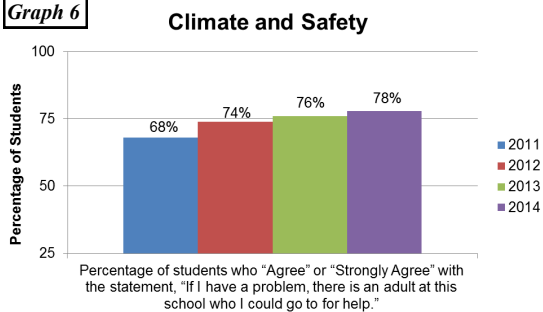
Cardinal Heights school counselors work with students to develop and maintain an electronic Academic and Career Plan (ACP) in Career Cruising. The ACP provides the structure for Individual Planning Conferences. In the planning conferences, students and their parents/guardians play an active role in identifying personal strengths/skills and interests, academic assets, and career goals. School counselors foster the understanding of the relationship between educational achievement and career development. Students find value in these conferences (see **Graph 5**).

Graph 5



School Counseling Program Goals

Graph 6



perceptions survey (see **Graph 6**). Students enrolled in our school AVID (Achievement Via Individual Determination) Program have the expectation of high academic achievement. The goal of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. Our data shows that 30% of 9th grade AVID students (2013-2014) did not meet the goal of "C-" or better in all of their 1st quarter classes (see **Graph 7**). Therefore, counselors will be working with the AVID students so that by the end of 2nd quarter, 9th grade AVID students who meet the goal of having all grades above "C-" will increase by 20%.

The Cardinal Heights school counseling team fosters a culturally responsive learning environment through the continuous implementation of both the comprehensive school counseling curriculum and PBIS. Data shows that there is an achievement gap between students who feel safe in school and those who do not. By the end of the 2014-15 school year, our goal is that 82% of students in grades 8 and 9 (an increase of 4 %) will "Agree" or "Strongly Agree" with the statement, "If I have a problem, there is an adult in this school who I could go to for help." This will be measured through our annual student

Graph 7

