



Gibraltar Elementary/Middle School (K-6)

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2016 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal: Brian Annen

School Counselor: Brooke Peterson

District: Gibraltar Area Schools

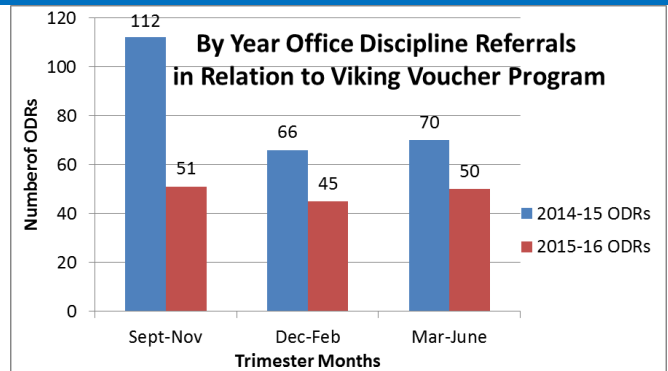
Enrollment: 277 Grades: K-6

Principal's Comments

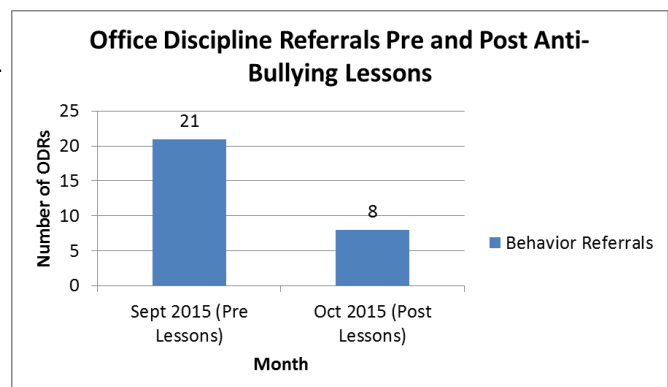
Gibraltar Elementary's school counselor provides a wide range of services to students, staff, and community. Students receive not only individual and group counseling services, but also large classroom lessons 3 times a month for each class. In addition, to help with the transition from 5th to 6th grade, our school counselor offers individualized Viking visits (Individual Student Planning Conferences) with all fifth grade parents and students in the spring of each year to help them transition to the sixth grade. Parents strongly attend the Viking Visits. During the 2014-15 school year, 71% of parents attended. The number of parent attendees increased to 94% in the 2015-16 school year. One hundred percent of these parents shared that their child's visit was useful in helping them transition to sixth grade (as indicated on follow up surveys). Our school counselor also worked to implement the anti-bullying program, Stop Walk Talk. After implementing the program, discipline referrals have decreased by 62% from the previous year. Other duties include being a Peer Leader advisor, and facilitating professional development opportunities for parents and staff around such topics as PBIS and mindfulness. The school counselor's Peer Leader group aims to increase positivity within the school and community through the use of fundraisers and different events such as Middle School lock-ins, random acts of kindness, speaker organization on pertinent topics and mentoring other students. Our counselor understands the need of utilizing data to inform decision making within the counseling program and she reports this data annually to administration through the use of a yearly report summary. This data report is then used by the school counselor to determine needs, changes, and goals necessary for the upcoming year. Our Gibraltar Elementary school counseling program continues to grow and thrive and serve students in many capacities.

School Climate/Safety

The school counselor is part of the Positive Behavioral Interventions & Supports (PBIS) team that encourages positive behavior of all students. One of the goals of the PBIS team and the school counseling program was to implement the use of Viking Voucher tickets as incentives for students making positive behavior choices. This program was implemented in September 2015. The chart to the right shows the average office discipline referrals (ODRs) per trimester for negative behavior choices. After the implementation of the Viking Voucher ticket program, the number of negative office discipline referrals decreased from the year 2014-15 to the year 2015-16 on average by 34%.



The school counseling program is a key contributor to encouraging appropriate student behavior. It is a belief that when all students receive training on appropriate behavior and how to respond to disrespectful behavior, higher student achievement can occur. As a part of Life Skills lessons, the school counselor implemented the anti-bullying program Stop, Walk, Talk to encourage problem solving skills when faced with rude or disrespectful behaviors. This information was also shared with teachers and other staff who interact with students. As a result of this effort, behavior referrals in the month of September 2015 (before the lessons were taught) decreased in October 2015 by 62% as seen on the graph to the right.



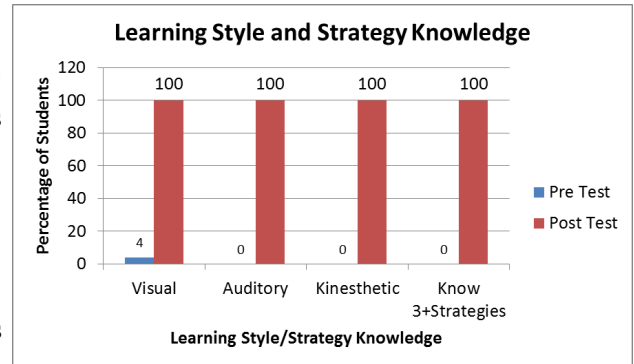
Students' Results

Gibraltar's comprehensive school counseling program model is aligned to American School Counselor Association (ASCA) National Standards. Through the use of student results, Gibraltar counselor's strive to meet academic, career, and personal/social counseling domains for ASCA and Wisconsin Comprehensive School Counseling Model (WCSCM) standards.

ACADEMIC DOMAIN:

ASCA M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes; **B-LS.4** Apply self-motivation and self-direction to learning; **WCSCM A.2** Acquire the skills for improving effectiveness as a learner; **A.8.2.2** Apply knowledge of learning styles and multiple intelligences to positively influence academic performance.

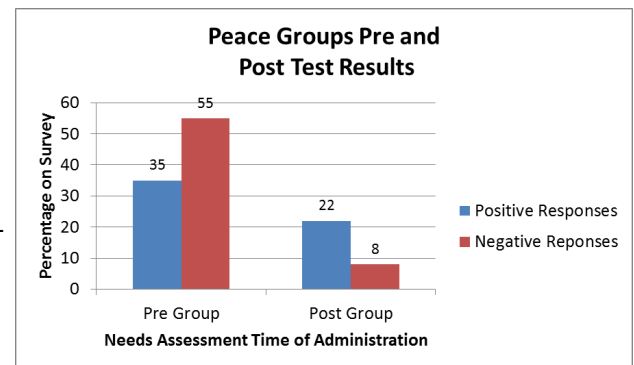
The school counselor recognizes the importance of supporting the academic success of all students. Two Life Skills lessons were created and implemented to help 5th grade students understand their learning styles in order to identify applicable academic strategies for their specific learning style. All fifth grade students received a pre and post test to indicate understanding of learning styles. Questions included: What is your learning style? What is an auditory learner? What is a visual learner? What is a kinesthetic learner? What three strategies could you use based on your individual learning style? The pre-test indicated that 0% of students understood what an auditory nor kinesthetic learner was while 4% of students understood what a visual learner was. Similarly, 0% of students knew beneficial strategies to fit their own learning style. After the classroom lessons, the understanding of learning styles drastically increased as seen to the right on pre and post-test graphs. One hundred percent of students also could indicate their own personal learning style as well as three academic strategies for their individual learning style after the classroom lessons. These strategies were also shared with parents by the students at their end-of-year Individual Student Planning Conference to further increase the likelihood of practicing their individualized strategies.



PERSONAL/SOCIAL DOMAIN

ASCA B-LS 1. Demonstrate critical-thinking skills to make informed decisions; **B-SMS 6.** Demonstrate ability to overcome barriers to learning; **B-SS 6.** Use effective collaboration and cooperation skills; **WCSCM D.2** Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others.; **D.4.2.1** Discuss and explain the differences between inappropriate and appropriate behavior.

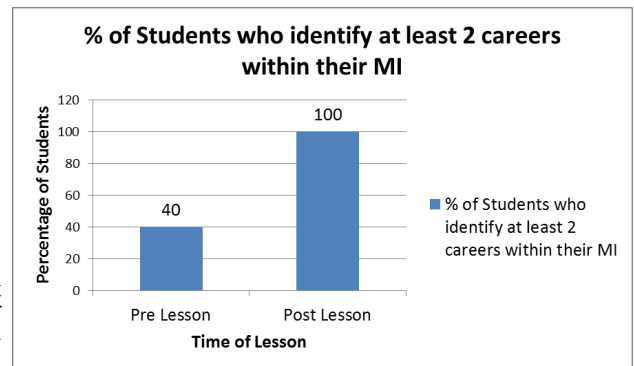
The school counselor often facilitates small groups to enhance personal/social success. Four peace groups consisting of 13 students in grades 3rd-4th were created based on results from a needs assessment survey administered by the school counselor. Peace groups focused on topics involving self-esteem, respect and emotion regulation utilizing mindfulness tools and conflict resolution skills. Each group member took a pre and post test. As seen on the graphs, student's positive responses on the test increased 20% from the pre to the post test. Similarly, the number of negative responses each student answered decreased. An example of a positive response was when a student would answer "Agree" to the statement "I like myself." If a student answered less than half the questions negatively, they were invited to a peace group. In summary, the majority of students were no longer in the range indicating a need to be in a group upon group completion.



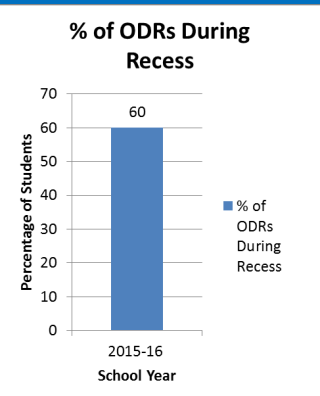
CAREER DOMAIN

ASCA M 4. Understanding that postsecondary education and life-long learning are necessary for long-term success; **B-LS 7** Identify long- and short-term academic, career, and social/emotional goals; **WCSCM I.2:** Apply decision-making skills to career planning and development; **I.8.2.3** Demonstrate the use of information to consider in career decisions.

The school counseling curriculum seeks to encourage the school to career connection by educating students on overall career options as well as which career options may fit best with each of their skillsets and interests. As part of Life Skills lessons, fifth graders learned about Multiple Intelligences (MI) as well as careers that may fit best with each type of intelligence. The graph to the right shows an increase in the number of fifth graders who could identify at least two careers related to Multiple Intelligences before and after the lesson. Each fifth grader also identified at least two careers they were interested in learning more about and that fit with one of their top three multiple intelligences to help broaden their knowledge of different careers.

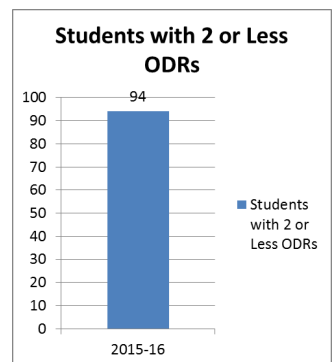


School Counseling Program Goals



The first goal of the school counseling program is to address the most common times of day that behavior requiring an office discipline referral occurs. In the 2015-16 school year, 61% of ODR's occurred between 9:30am-10:00am or 11:30am-1:00pm which are times that recess occurs. The number one type of referral was aggression. One goal is to further implement mindfulness strategies in the classroom and on the playground with all students. One way to achieve this goal is to create a "Peace Walk" for students experiencing conflicts. They could utilize it to identify feelings involved in conflicts and practice calming strategies so that effective problem solving can occur ultimately reducing aggressive behaviors. The school counseling program's first goal is to reduce the number of ODR's related to aggression during the specified times above by 30% in the 2016-17 school year.

In the 2015-16 school year, 94% of Gibraltar elementary students received 2 or less playground ODRs. The second goal is for at least 97% of Gibraltar elementary students to receive 2 or less playground ODRs of all types (aggression, endangering behavior, fighting, etc.) for the 2016-17 school year. One potential idea is to proactively work with the 6% of students, who we have identified as struggling,



immediately at the beginning of the school year through the use of behavior plans, teacher mentors, big brother/big sister program, or small groups as needed.