



## Gibraltar Middle/High School (7-12)

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### 2016 Wisconsin School Counseling Program Accountability Report

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

Principal: Dr. Gereon Methner  
 School Counselor: Chelsea Roberts  
 District: Gibraltar Area Schools  
 Enrollment: 291 Grades: 7-12

## .....Principal's Comments.....

In my capacity as 7-12 principal here at Gibraltar Area Schools, I have the honor to work with our school counselor on a regular basis. The hard work of our secondary counselor, Chelsea Roberts, is felt in every facet of our instructional program here at Gibraltar. In addition to meeting the counseling needs of our students on a day-to-day basis, Mrs. Roberts goes above and beyond expectations by serving on and leading numerous committees and student groups including but not limited to: Viking Visits (Individual Student Planning Conferences), PBIS, Peer Leaders, Group Counseling, SBIRT, District Leadership Team, FAFSA workshops, Academic and Career Planning, and Freshman Orientation. One of the highlights I would like to mention is Mrs. Roberts' use of the PBIS model in problem solving for attendance, student behavior, drug and alcohol risk assessments (with SBIRT), and student mental health. As a leader on our new PBIS team, she had an active role in our Office Discipline Referrals (ODRs) decreasing since the implementation of PBIS. From the 2014-2015 school year to the 2015-2016 year, ODRs decreased by 50%. Students benefited from positive reinforcements such as Viking Vouchers and lunch trips as incentives for positive behavior.

The end of the 15-16 school year was particularly challenging for us as we lost a student to cancer in the last week of school. Mrs. Roberts had worked closely with the family throughout the long battle, and was absolutely critical in serving as a liaison between home and school, and in planning and implementing a program for grieving students. I can honestly say that our counselors' knowledge of their profession, coupled with an intimate understanding of our unique student body, had the most impact on our crisis team of any of its members and most importantly, a profound positive impact on our grieving students. Mrs. Roberts was prepared in advance to handle all facets of the process, from the details needed for the crisis team to providing multiple opportunities for students to express themselves through the grieving process. This positive impact on students was evident on the days following our students' death by the data which showed our attendance was not significantly different than any other day. Students came to school and went to class as they were able. Notably, however, a significant amount of students relied on Mrs. Roberts for grief counseling. Mrs. Roberts had grieving activities ready and our students used those resources throughout the end of the school year to maintain engaged in school.

## ..... School Climate/Safety.....

The school counselor at Gibraltar Secondary School is a member of the District Positive Behavioral Interventions & Supports (PBIS) Tier One Team. After the implementation of PBIS, student referrals in the high school decreased from the 2014-2015 school year to the 2015-2016 school year (Chart 1). Counselors worked with the PBIS team to implement a system of positive rewards for the first time during the 2015-2016 school year. A system of Viking Vouchers was set in place as a token system of rewards. Students were able to put their Viking Voucher in a monthly drawing for prizes. Also, during the last week of the month students who had no discipline referrals the entire month, no failing grades during the last week of the month, and no absences (except exempted absences) were eligible to attend a field trip at the end of the month to a local business during their lunch. Compared to the previous year, before PBIS was implemented, all ODRs decreased by 50%.

The Gibraltar Secondary School Counselor and Health Teacher collaborate often on activities and lessons for students in regards to personal safety. During the 2015-2016 school year, all eighth grade students participated in Question, Persuade, Refer (QPR) training to recognize signs of suicide in collaboration with Prevent Suicide Door County. The goal was to increase student knowledge about what steps to take if a friend shows signs of suicide. Students completed a pre-survey and a post-survey, which included the statement "I know exactly what I would do if one of my friends talked about wanting to die by suicide." Chart 2 displays the results indicating that after QPR training, 8th graders knowledge about what do if a friend talks about suicide increased and thus helps keep our students safe.

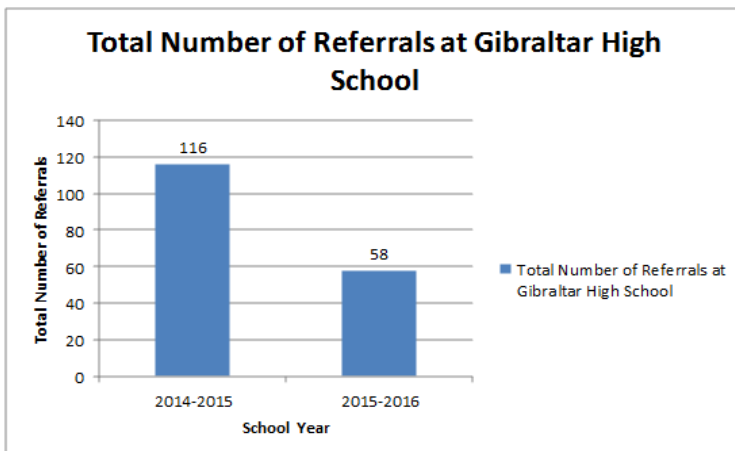


Chart 1

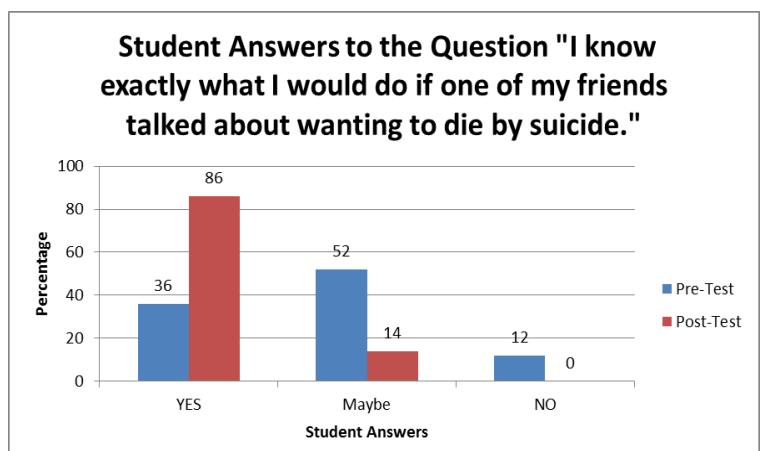


Chart 2

# .....Student Results.....

## Personal/Social Development

ASCA B-SMS7 Demonstrate effective coping skills when faced with a problem.  
 WSCSM E.12.1.2 Develop and use positive coping skills to manage significant life events.

The Gibraltar Secondary School Counselor introduced mindfulness to students during the Math 7, Algebra 2, and AP Statistics Courses. In total, 93 students participated in the mindfulness activity. Students were first introduced to the definition of mindfulness and the science and research about the benefits of using mindfulness. After learning about mindfulness, students engaged in a scripted mindfulness activity. Students were asked to rate their stress level on a scale from 1 (Not Stressed at All) to 10 (Very Stressed) both before they participated in the mindfulness activity and after participating in the activity. Chart 1 illustrates the decrease in average stress levels after participating in the mindfulness activity from an average 5.74 to 3.84.

## Career Development

ASCA B-SMS 10 Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.  
 WCSM H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

The Gibraltar Secondary School Counselor is dedicated to helping seniors transition after high school. Seniors take part in individual planning conferences with the school counselor and their parent(s)/guardian(s) during Quarter 1. Students who are unable to declare a career pathway are targeted for future meetings with the school counselor to narrow down career paths and post-secondary options. Students participated in further career research and interest inventories. By the end of Quarter 1, 6% of seniors identified a post-secondary path and 35% declared a career path. By the end of Quarter 4, those percentages both increased. Chart 2 illustrates the differences between Quarter 1 and Quarter 4 post secondary declarations.

## Academic Development

ASCA B-LS3: Use time-management, organizational, and study skills  
 ASCA B-LS7: Identify long- and short-term academic, career and social/emotional goals  
 WSCSM A.2 :Acquire the skills for improving effectiveness as a learner.  
 WSCSM B.12.2.2: Apply problem-solving and decision-making skills to assess progress toward educational goals

The Gibraltar Secondary School Counselor facilitated an executive functioning skills small counseling group of students. Topics covered included: managing materials, organization, time management, using a planner, study strategies, goal setting, and learning styles. Four students were selected for this 12 week intervention based on parent and student self referrals. Chart 3 indicates the difference in GPAs at the conclusion of Quarter 1 and Quarter 2 for the students participating in the group. Chart 3 illustrates the results where three of the students' GPAs increased while the other stayed exactly the same.

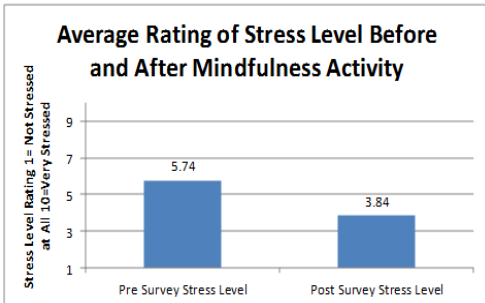


Chart 1

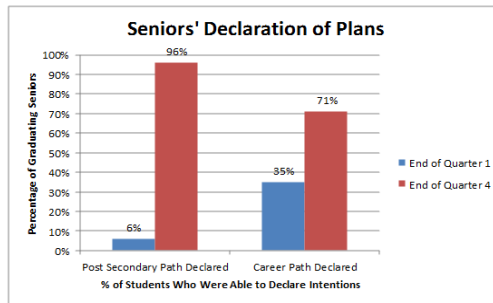


Chart 2

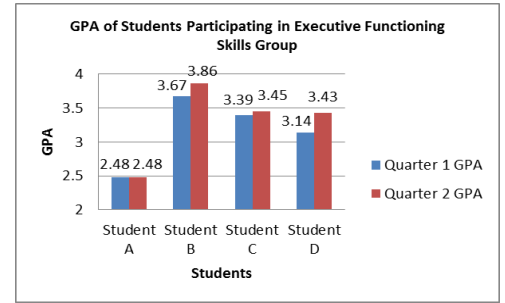


Chart 3

# .....School Counseling Program Goals.....

The Gibraltar School Counseling Department is dedicated to helping students feel connected to the adults in our school. A review of the Youth Risk Behavior Survey reports revealed that there have been changes from year-to-year in whether or not freshmen answer "YES" to the Youth Risk Behavior Survey question, "Is there at least one teacher or other adult in this school that you can talk to if you have a problem?" Chart 1 illustrates data from the 2010, 2013, and 2014 YRBS Data. The school counseling department's goal is to increase the number of students who answered "YES" to this question in 2014 back to height of the data in 2013 with at least 85.7% of freshmen answering "YES" to this question during May of the 2016-2017 school year. The school counselor will set up a system where both adults and peer leaders are available for freshmen. Freshmen will be assigned to small groups of freshmen to one peer leader as a peer mentor, but will also assign this peer mentoring group to a teacher in the building for monthly mentor meetings throughout the 2016-2017 school year.

A review of the attendance data from Gibraltar High School indicated that students were unexcused for a total of 286 periods and tardy for 295 periods throughout the school year (Chart 2). Recognizing that attendance is an important factor in student success, the PBIS team has determined that the main focus area in the high school for the 2016-2017 school year will be improving student tardies and unexcused absences. The goal in the school counseling department is to decrease the number of tardies and unexcused absences by 20% by May of the 2016-2017 school year. The work of the PBIS team plans to focus on attendance this year and will offer incentives for students who have 2 or fewer unexcused absences.

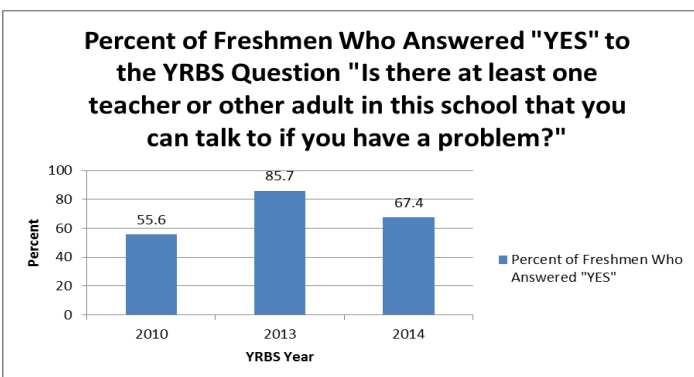


Chart 1

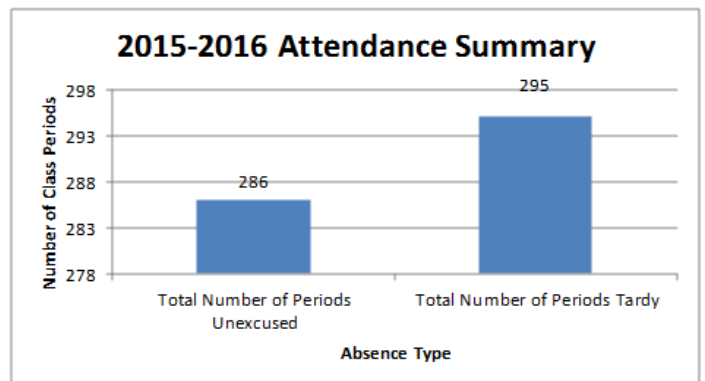


Chart 2