

# School District of Winter

6585 W. Grove Street, PO Box 310  
Winter, WI 54896  
Phone 715-266-3301  
[www.winter.k12.wi.us](http://www.winter.k12.wi.us)



## 2016 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal: James Adam Zopp  
School Counselor: Nicole R. Crosby

Enrollment: 242  
4K – 12 Building

### Principal's Comments

As the principal of the Winter School District for nine years, I have worked closely with our school counseling program. This year I am excited to present, for the first time, our Wisconsin School Counseling Program Accountability Report. I strongly support and advocate for our counseling program. Our school counselor positively impacts all students 4K-12 in academic, personal/social and career realms. With our counselor's guidance, our staff has put a renewed focus on creating a school environment that is capable of meeting the unique needs of all students. As a team, our guidance counselor, school psychologist, and administrators have focused on improving the overall school climate in several ways. You can see, as per graph 2, over 80% of students agreed that our Teen Leadership Academy Challenge Day positively impacted their learning and/or changed their perspectives of others. Our school counselor also implemented a comprehensive school counseling program in which student access to one on one counseling, group counseling, classroom guidance lessons and leadership groups increased. From 2014-15 to 2015-16 our middle school students reported an average 11.4% increase in positive responses to the questions in Graph 1 relating to the effectiveness of our school counselor. The goal for 2016-2017 is to increase the effectiveness of elementary group lessons so that 85% of students respond a three or higher when asked to rate the lesson out of five. Our second focus is to increase the number of students who identify at least one supportive adult at school to 85% in both the middle and high school. The counselor continues to lead our big initiatives like Response to Intervention, positive behaviors and supports, and the school counseling program in order to support and attain these goals.

### School Climate and Safety

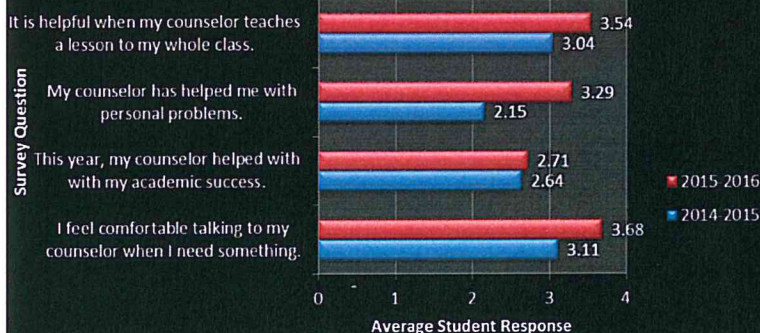
The School District of Winter's 4K – 12 school counselor leads the way in advocating for a safe and healthy school climate. The counseling program strongly promotes individualized learning experiences for all students and directly contributes to the overall school climate and safety through the implementation of a newly created comprehensive school counseling program.

Graph number one depicts the variation of student responses to a counseling program survey given in 2015 and again in 2016. When the school counselor came to the district in 2014, she developed a more comprehensive program that included counselor contact in a variety of ways, individualizing the supports needed in the small, rural district. Immediately, staff and students were surveyed to gain an understanding of what needs existed. Based on survey results for the past two years, the school counselor has shifted programming and supports to meet the needs of all. When asked about contact with the counselor, student responses have been positive with the average rating scale numbers increasing from 2015 to 2016.

The counseling office directly impacted student attitudes and behaviors through an initiative that included developing and working with a group of student leaders. The results can be seen in Graph Number two. The teen leadership academy students worked directly with the school counseling office. Their goal was to help promote and foster a positive school learning climate. With the guidance of the counselor, students wrote a grant and developed a "Challenge Day" that promoted relationship building for all 8th – 12th-grade students in the school district. The implementation of the new Teen Leadership Academy was successful and will continue with various events in future years.

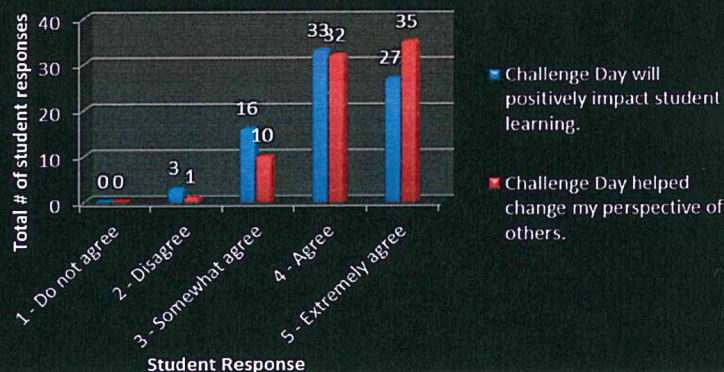
GRAPH 1

Counseling Office Survey: Middle School Students Evaluating the  
Counseling Program Rating Scale: 0 - 5, where 5 is "Agree"



GRAPH 2

Challenge Day Survey Questions and Responses  
(by total # of 8th - 12th grade student responses)





### Academic

*ASCA MS.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes; WCSCM A.3 Demonstrate responsibility for achieving school success; A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success.*

As Graph 3 shows, Winter Middle School student grade data has shown improvement over the past two years. The school counselor identified the need for students to take ownership of their learning through knowledge and analysis of their grades. She collaborated with staff to implement an advisory period that involved students checking and graphing their grades weekly. The students also set goals and completed a form on a weekly basis. Also, each advisory took part in quarterly competitions focusing on study skills, homework completion, setting goals and attendance. This advisory period blended well with the school counselor led Response to Intervention (RtI) period in place.

### Personal/Social

*ASCA MS.3 Sense of belonging in the school environment; SS.2 Create positive and supportive relationships with other students. WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others; D.4.2.4 Respect and accept individual differences.*

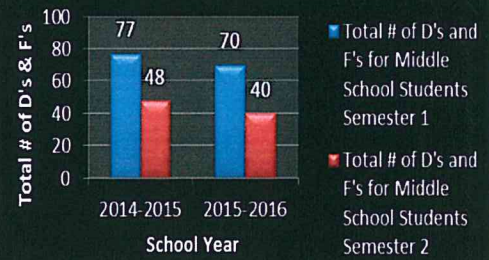
Based on the data in graph 4, a need was identified for high school students to gain a sense of belonging at school, as it directly relates to student success. The school counselor began implementing a comprehensive school counseling program in 2014 and has added initiatives regularly since. Through the school counseling program, students have the opportunity to take part in one on one counseling sessions, group counseling such as Grief Group, classroom guidance lessons, and leadership groups such as the Teen Leadership Academy. Prior opportunities were not available. Data from the Youth Risk Behavior Survey (YRBS) shows that students are gaining that sense of belonging in the school environment.

### Career

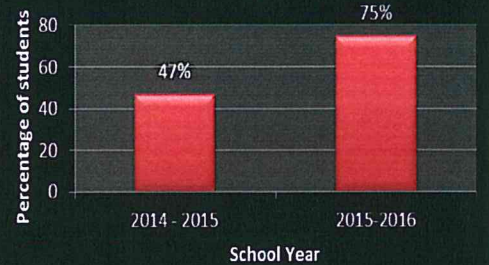
*ASCA MS.2 Self-confidence in ability to succeed; LS.7 Identify long- and short-term academic, career and social/emotional goals. WCSCM H.1 Attain educational achievement and performance levels needed to reach personal and career goals; H.12.1.1 Review and revise and individual learning plan to enhance educational achievement and attain career goals.*

The School Counselor started junior planning conferences with all juniors and their parents in 2015. Now, every student has an individualized meeting to plan out the next steps toward graduation and post-high school. All students and their parents have an active role in creating their future goals as well as identifying the needed performance levels to reach these aims. They update their previously started four year high school individualized learning plan to enhance achievement and attain their college and career goals. Data in graph 5 shows that the percentage of overall students submitting college applications is rising.

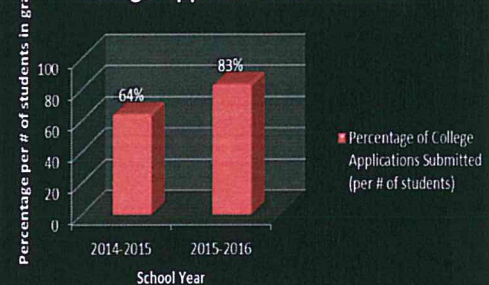
**GRAPH 3**  
Middle School D & F Data



**GRAPH 4**  
Percentage of students who feel they belong at school according to YRBS Survey



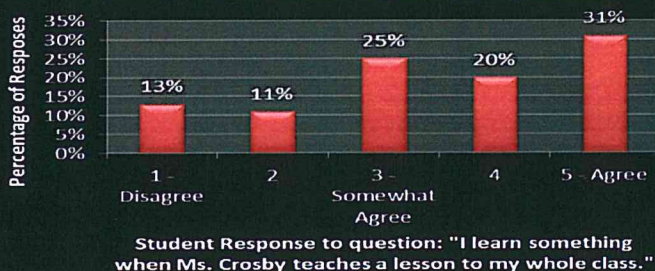
**GRAPH 5**  
College Applications Submitted



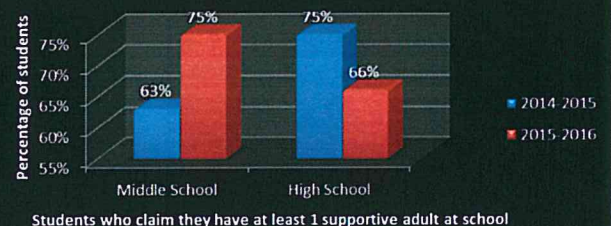
### School Counseling Program Goals

Within the School District of Winter's School Counseling Program, the school counselor strives to create a unique, personalized environment that fosters superior learning experiences for all 4K-12 students. Data in graph 6 shows that elementary students enjoy and learn from group lessons. Next year, Warrior Assistance Groups and a Therapy Dog Program are being created to serve all populations in a more effective way. By the end of the 2016-2017 school year, the goal is that 85% of elementary students will respond with a 3 or higher (an increase of 9%) to the survey question about group lessons (see graph 6). This will be measured through the annual school counseling program survey. Based on the need shown in graph 7, the second goal is for 85% of both middle and high school students to identify at least one supportive adult at school (a middle school increase of 10% and high school increase of 19%) by the end of 2017, shown in the YRBS survey results.

**GRAPH 6**  
Elementary Student attitudes regarding group lessons



**GRAPH 7**  
Students with supportive adult





# ***The 2016 Wisconsin School Counseling Program Accountability Report Award Application Form***

*Please do not alter this application by deleting sections or adding your own wording.  
Please note this is a fillable form and responses should be typed. Print form and then obtain signatures.*

***Deadline: Electronic submissions MUST be received by 5:00 pm on October 15, 2016***

***And Mailed items MUST be postmarked by October 15, 2016***

School District: School District of Winter

School Site: School District of Winter, 4K-12 building

School Level: ☒Elem    ☒Middle    ☒High      Number of Students: approx. 250

School Setting:    ☐Urban      ☐Suburban    ☒Rural

County: Sawyer County

School's State Senate Member Name: Jerry Petrowski

School's State Assembly Member Name: James Edming

Individual Completing Application: Nicole R. Crosby    Work Phone: 715-266-3301 x2252

Work Address: 6585 W. Grove Street

City: Winter    State: WI    Zip Code: 54896

E-Mail: ncrosby@winterwarriors.org

**By 5 pm October 15<sup>th</sup>, please submit the following items electronically in pdf format to Marilyn Brink at brinkm82@gmail.com:**

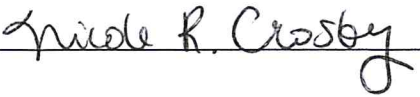
- ☒ *WSCPAP document (pdf)*
- ☒ *Application Form (with all appropriate signatures)(pdf format)*
- ☒ *Cover Letter (one page overview of your team's WSCPAP process and WSCPAP distribution plan)*
- ☒ *A completed self-scored WSCPAP scoring rubric*

**Please mail the following items (postmarked by October 15<sup>th</sup>) to**

Marilyn Brink  
WSCPAP Committee Co-Chair  
5848 Osborn Drive  
McFarland, WI 53558

- ☒ *Application Form (with all appropriate signatures)*
- ☒ *Cover Letter (one page overview of your team's WSCPAP process and WSCPAP distribution plan)*
- ☒ *Five (5) color copies of your team's Wisconsin School Counseling Accountability Report (WSCPAP)*
- ☒ *A completed self-scored WSCPAP scoring rubric*

**School Counselors in your school**

Name	Position	Signature
Nicole R. Crosby	4K-12 School Counselor	
Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	

**Local Newspaper: Sawyer County Gazette****Website:** <https://www.facebook.com/SAWYER-COUNTY-GAZETTE-134452686583767/>**Mailing Address: 5133 N. Main Street, P.O. Box 99****City: Winter State: WI Zip Code: 54896****Principal Approval:**


This Wisconsin School Counseling Program Accountability Report (WSCPAR) accurately reflects the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document was generated by the school counselor (s) at our school.

Name of Principal: James Adam Zopp

Signature of Principal:  Date: 9/1/16**Superintendent publication approval:**

This document has been approved as a public document. This Wisconsin School Counseling Program Accountability Report (WSCPAR) accurately reflects the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document has been proofread for typographical and grammatical errors. You have my permission to reproduce and post this WSCPAR on the WSCA website and the DPI Counseling and Student Support website. **I give my permission for all or any part of this application to be shared with state legislators and others interested in reviewing our WSCPAR.**

Name of Superintendent: Kurt Lindau

Superintendent Signature:  Date: 9-1-16

District Office Address

Street/Mailing Address: 6585 W. Grove Street

City: Winter State: WI Zip Code: 54896

Nicole R. Crosby  
School Counselor  
School District of Winter  
6585 W. Grove Street

Marilyn Brink  
WSCPAP Committee  
5848 Osborn Drive  
McFarland, WI 53558

September 2016

Dear Marilyn,

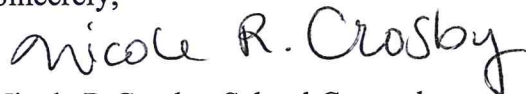
The School District of Winter and its School Counseling Program is committed to helping all students succeed. The counseling program, a vital part of the school climate within our 4K – 12 school district, worked together with many staff members to produce the WSCPAP document for the 2015-2016 school year. Specifically, the 4K-12 School Counselor managed the production of the WSCPAP. The development of the document not only helped display the expansion of Winter's counseling program but also helped demonstrate the commitment to getting results. Our team is confident that this WSCPAP meets and exceeds requirements set for proficiency.

The WSCPAP, specifically the data used, is becoming a very important piece of the School District of Winter's comprehensive guidance plan. The WSCPAP document itself will help ensure that students, staff, and families understand how the counseling office implements programs to impact the school holistically. The WSCPAP will be distributed throughout the School District of Winter and the community via the school/community newsletter. Additionally, the distribution of this document will include email transactions, school board presentations and will be included on the school website.

Enclosed are five copies of our WSCPAP which more fully detail the qualifications that the School District of Winter has that meet WSCPAP requirements. We look forward to future evaluation from the WSCPAP team and can contact the committee to answer any questions you may have. Nicole Crosby is available at 715-266-3301 x2252 for immediate questions.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Nicole R. Crosby".

Nicole R Crosby, School Counselor  
School District of Winter – Student Support

Enclosure




**Wisconsin School Counseling Program Accountability Report  
Components & Rubric**

**Document Header**

In the document header the following items must be included:

- The title of the document "Wisconsin School Counseling Program Accountability Report"
- The year "2016"
- The following statement: "A continuous improvement document sponsored by the Wisconsin School Counselor Association"
- School Name\*
- School Address\*
- School Phone Number\*
- School Website\*
- Number of Students Enrolled at the School\*
- Grade Levels i.e., K-5, 6-8, or 9 -12\*
- Principal's Name\*
- Name(s) of the School Counselor(s)\*

*\*WSCPAP document representing the school counseling program provided by one counselor at multiple schools/buildings, then all school information must be provided for each school/building.*

Document Header	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0	Score
ALL (11) required items are included in the document header	Document header includes all 11 required Items 		Document header includes 5 to 10 of the additional items	Document header includes 4 or less of the required items	3
Comments:	Total for Document Header Section			3	

## Principal's Comments

This section should include comments from your building principal regarding the impact of the school counseling program on students – How are students different because of the school counseling program? There must be evidence that the goals and results were shared with your building principal. *WSCP*AR document representing the school counseling program provided by one counselor at multiple schools/buildings, then the Principal's Comments can represent one or more of the buildings served. For example, the two (2) specific examples indicating the impact of the school counseling program one could be from one building and the second from another building.

Principal's Comments	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0	Score
Statement of how students are positively impacted as a result of the school counseling program	Statement provides <u>two or more</u> specific examples, clearly indicating the <u>impact of the school counseling program on students</u> *	Statement provides <u>at least one</u> example which indicates the impact of the school counseling program on students	Statement indicates that school counseling program has an impact on students, but provides <u>no example</u>	Statement makes no mention of how students are impacted by the presence of a school counseling program	3
Comments:	Total for Principal's Comments			3	

## School Climate and Safety

This section must include two (2) examples of school climate and safety. Data presented in the School Climate and Safety section may be either perception or results data (see operational definitions). *WSCP*AR document representing the school counseling program provided by one counselor at multiple schools/buildings may provide School Climate and Safety examples from any of the buildings served by that school counselor.

School Climate and Safety	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0	Example 1 Score	Example 2 Score
<b>Provide a graph(s) of school climate and safety data</b>	Graph utilizes student results data representing school climate and safety ✕	Graph utilizes student perception data representing school climate and safety		Only process data presented OR Data presented is not related to school climate or safety	3	3
<b>Graph clearly labeled, easy-to-read</b>	Well-designed graphic representation of school climate or safety data that is easy-to-read, clearly labeled with the effective elements of a good graph ✕	Labeled graphic representation of school climate or safety data	Graphic representation of school climate or safety data	No graphic representation of school climate or safety data	3	3
<b>Written explanation connecting school counseling program activity to the results pictured in the graph</b>	A clearly written explanation <b>strongly</b> connecting the school counseling program activity to the school climate or safety data in the graph ✕	A clearly written explanation <b>connecting</b> the school counseling program activity to the data in the graph	A clearly written explanation <b>minimally</b> connecting the school counseling program activity to the data in the graph	No connection to the school counseling program OR no connection to school climate or safety	3	3
Comments:				<b>Totals (Add scores)</b>	Total #1 9	Total #2 9
				<b>Total Points ÷ 3</b>	Total Points #1 3	Total Points #2 3
			<b>Total for School Climate and Safety (add Total Points #1 + Total Points #2)</b>			6



## Student Results

Results are the outcome of what students do, not what adults do. Results are not the number of students seen, the number of meetings, conferences, or classes held or attended, or the number of referrals to other agencies or programs (See operational definitions for clarification of different types of data.) *WSCP*AR document representing the school counseling program provided by one counselor at multiple schools/buildings may provide student results from any building served by that one school counselor.

Student Results	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0	Academic Domain	Social / Emotional Domain	Career Domain
List Competency / Core Performance Standard and benchmark/ indicator for activities in the Domain	Activity attached to both ASCA Mindsets & Behaviors for Student Success <u>and</u> WCSCM State Competency / Core Performance Standards and benchmarks/ indicator ✕	Activity only attached to either state or national Competency / Core Performance Standards and benchmarks/ indicator, but not both	List only Competency / Core Performance standard or benchmark/ indicator, but not both	Activity not attached to standards or benchmarks	3	3	3
Provide a graph(s) of student results	Graph utilizes student results data ✕	Graph utilizes perception data, but no results data	Graph utilizes process data, but no perception or results data	No graph, or graph unclear	3	3	3
Graph clearly labeled, easy-to-read	Well-designed graphic representation of students' academic results that is easy-to-read, clearly labeled ✕	Labeled graphic representation of students' academic results	Graphic representation of students' academic results	No graphic representation of students' academic results OR results presented are not related to students' results	3	3	3
Written explanation connecting school counseling program activity to the results pictured in the graph	A clearly written explanation <b>strongly</b> connecting the school counseling program activity to students' results presented in the graph ✕	A clearly written explanation <b>connecting</b> the school counseling program activity to the results in the graph	A clearly written explanation <b>minimally</b> connecting the school counseling program activity to the results in the graph	No connection to the school counseling program OR No connection to student results	3	3	3
Comments:				Sub-total Domain (Add scores)	12	12	12
				Domain Total (Sub-Total ÷ 4)	3	3	3
				Student Results Total (Add Domain Totals)	9		

## School Counseling Program Goals

This section must include two (2) School Counseling Program Goals. Program goals must be written in a single sentence using the SMART Goal format. *WSPAR document representing the school counseling program provided by one counselor at multiple schools/buildings may provide two school counseling program goals from any building served by that one school counselor.*

School Counseling Program Goals	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0	Goal 1 Score	Goal 2 Score
Program goal is clearly defined using the SMART Goal format (single statement)	Program goals utilizing the SMART goal format	Goal utilizing the SMART goal format with 4 of the five components present	Goal utilizing the SMART goal format with 1-3 of the five components present	Goal does not utilize SMART goal format	3	3
Explanation of baseline Closing the Gap data for identification of program goal and prioritization of goal	Strong use of baseline Closing the Gap data to identify program goal and prioritization of goal exceeds expectations	Use of baseline Closing the Gap data to identify goal and prioritization of goal meets expectations	Use of data to identify areas of need and prioritization of goal minimally meets expectations (priorities implied)	No use of data to identify goals; no prioritization of goals or more than 2 goals listed	3	3
Graph included in section for each goal displays the baseline Closing the Gap data (see example)	Easy-to-read, clearly labeled graphic representation of the baseline data for the goal	Labeled graphic representation of the baseline data for the goal	A graphic representation of goal	No graphic representation of goal	3	3
Comments:				Sub-total Goal (Add scores)	9	9
				Sub-Total #1 ÷ 3	3	3
				Total for School Counseling Program Goals (add Sub-Total #1 + Sub-Total #2)	6	



## Content and Typos/Grammar

Content, Typos, and Grammar	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0	Score
<b>Content</b>	Content has a <b>strong</b> consistent voice and format is <b>exceptionally</b> clear, concise, and significant *	Content has a consistent voice and format is <b>clear, concise and significant</b>	Content has a <b>mostly</b> consistent voice and format is <b>partially</b> clear, concise, and significant	Content with an <b>inconsistent</b> voice and format is <b>awkward and lacking significance</b>	3
<b>Typos</b>	No typos *	1 typo	2 typos	3 or more typos	3
<b>Grammar</b>	No grammar problems *	1 grammar problem	2 grammar problems	3 or more grammar problems	3
<b>Mechanics i.e., capitalization, punctuation...</b>	No mechanics problems	1 mechanics problem *	2 mechanics problems	3 or more mechanics problems	2
			<b>Subtotal (add scores)</b>		11
8 pt Arial font – acceptable for graphs only 10 pt Arial font – acceptable 12 pt Arial font – acceptable		8 pt Times Roman font – acceptable for graph only 10 pt Times Roman font - acceptable 12 pt Times Roman font - acceptable		<b>Total for Content, Typos, and Grammar (Sub-Total ÷ 4)</b>	2.75

### FINAL SCORE

Program of Promise Awards will be given to schools with scores of 24 or higher with NO score in the Does Not Meet Expectations sections.

**GRAND TOTAL**

29.75

**Additional Comments (Please print legibly):**

The technical formatting was a challenge as we do not have a technology coordinator in our district to help.