Accountability and Data Project
School Counseling Programs - *Access, Attainment, Achievement*

District Name
Millard District

School Name
Delta Middle

School Year
2022-23

Area of Focus
- ◉ Access
- ○ Attainment
- ○ Achievement

This project provides targeted supports to students...

☐ Who need academic support	☐ Who need academic enrichment	☑ Other (please specify):
☐ From low-income families	☐ Who are refugees	All students with special emphasis on those with social/emotional needs
☐ Who are emergent bilingual	☐ Who are immigrants	
☐ With disabilities	☐ Who are first-generation college going	
☐ Experiencing homelessness	☐ Of ethnically or culturally diverse backgrounds	

Baseline Data

The Sharp Survey taken in 2021 showed 62.6% of students were moderate to high on the depressive symptoms scale. 44.6% indicated they were in need of a moderate to high level of treatment. The needs assessment of 2020-21 revealed 41.2 % of students in need of support for social issues & 37.4% in need of emotional/mental health support. 93% of parents felt their student could use help with stress mngmnt and 92% said the same about self esteem/confidence. Teachers almost unanimously agreed that crisis prevention/intervetion/postvention were helpful & needed, as are classsroom counseling lessons & other support from the school counselor. They feel that students need to be taught how to manage emotions and stress as well as learn to develop self esteem and self confidence.

Goal Statement

Direction	Group	Data Elements	Expected	Date of Outcome
Example: Increase	*9th grade male emergent bilingual students*	*credit completion rates by*	*10%*	*by the end of the 4th term*
Increase	Tier 1 - schoolwide	awareness of soc/em/mntl health tips & resources	25%	at the beginning of the school year

Goal Explanation (Optional)
The goal was to increase awareness of the social/emotional/mental health tips and resoures available to students within the school so that they can access those and achieve academically as a result.

How does this project support the School Improvement Plan?

This project supports the goal in the school improvement plan to provide mental health awareness and assist in meeting the mental health needs of all students.

This project is: ◉ New   ○ Continuing   *Number of previous years on project:

How will achieving this goal lead to significant and meaningful outcomes for students?

We know from the literature on learning that students who are supported socially, emotionally and mentally in school are more likely to be in a position to learn and grow rather than focus their energies on trying to feel safe and secure in school. Students stuck in survival mode are much more reactive and much less disposed to learning. As students become aware of, and thus gain access to, social/emotional/mental health supports within the school, they are more apt to stay in, or get back in, to their learning brain.

Systemic Interventions

Level	Description
Individual Level	Provide social/emotional/mental health interventions from the counseling department to individual students as needed.
Student Group Level	Provide awareness of the social/emotional/mental health resources in groups with students who need additional support (social skills group, anxiety group, girl group, boy group).
Classroom Level	Involve teachers in a tiered support system for students with social/emotional/mental health issues. Let teachers know how their students can access additional Tier 2 and Tier 3 support (such as through the refocus room and other school-based mental health resources).
Grade Level	Counselor and school-based social worker will rotate montly visits to each of the grades to teach coping skills and school expectations based on the school motto "P.R.I.D.E. runs deep."
School Level	Teach an opening SEL lesson to all students about how to feel safe and secure in school and what resources are available in school to help them (refocus room, calm room by the counselor's office, safeut app, keeping locker combination private, keeping a bully-free school by being nice and following the golden rule, school-based social worker and therapist).
District Level	Receive funding for SEL activities and interventions, such as supplying an inviting and calming refocus room with materials that can help students (pillows, blankets, fidgets, bi-tappers, coloring materials, etc.). Tech support for digital resources.
Family Level	Make parents aware of the social/emotional/mental health supports available in the school through individual meetings, email and social media announcements.
Community Level	Create a community mental health resources list for students and parents in need of additional assitance outside the school.

Accountability and Data Project
School Counseling Programs - *Access, Attainment, Achievement*

Evidence of Impact: When did you share the story?	
Administration	09/2022
Faculty and Staff	10/2022
School Community Council	10/2022
School Board	05/2022

Progress Monitoring: How is it going?

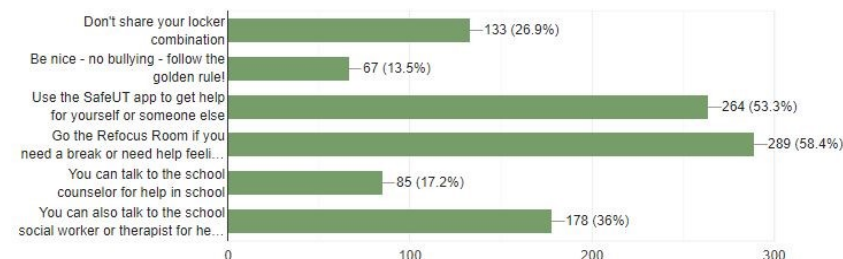| Fall	Winter	Spring
Students received a classroom presentation informing them of social/emotional/mental health tips and supports in school. Parents were informed over email and social media posts.	Continue to monitor the use of the refocus room, school-based social worker and therapist, counseling center, and collect data on usage of these resources. Make sure faculty and staff are also fully aware of the tiered SEL interventions within the school and how students can access them.	Use data to set new goals for the following year.

Results/Outcome Statement

Did you meet your goal? ● Yes ○ No ○ Undetermined

According to the post presentation data collected from the students, they are more aware now of the social/emotional/mental health resources available to them in school and more likely to use those supports as a result of the classroom presenation they recieved at the beginning of the school year. There was an average 34% increase in students' awareness of the social/emotional/mental health tips and resources given at the beginning of the year in an SEL classroom presentation to all students.
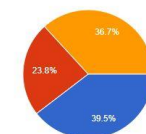
Data Graphic
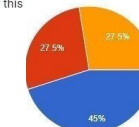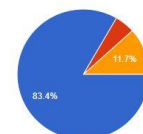
Reflection: Project Outcome Analysis

Increasing awareness is a good starting point in the implementation of tiered supports within our school. The hope is that it will naturally lead to increased useage of these supports.

Reflection: Learning and Next Steps

This year the goal has been to increase awareness and usage of social/emotional/mental health resources and supports here in school. The next step will be to track the data to see if there is a correlation between this awareness and usage and increased academic attainment and acheivement as a result.