

*Atkins Public School's
Comprehensive School Counseling Program*



Atkins School District
307 North Church Street
Atkins, AR 72823

Superintendent: Dr. Lori Edgin

Atkins School District
307 North Church Street
Atkins, AR 72823
479-641-7871

Atkins Elementary School
611 NW 4th Street
Atkins, AR 72823
Principal: Stacey Webb
Main Office: 479-641-7085
Counselor: Nikki Lewis
Counselor's Office: 479-641-1191
Grades K-4

Atkins Middle School
611 NW 4th Street
Atkins, AR 72823
Principal: Lindsay Riedmueller
Main Office: 479-641-1008
Counselor: Teri Wilson
Counselor's Office: 479-641-1171
Grades 5-8

Atkins High School
403 Avenue 3 NW
Atkins, AR 72823
Principal: Chris Taylor
Main Office: 479-641-7872

Counselor: Shasta Nichols
Counselor 's Office: 479-641-1002
Grades 9-12

Additional Team Members

RN LeeAnn Race
RN Payton Gullett
Shawn Lusk-SRO
Greg Williams-SRO
Hope Petty-CTE
Jason Williams-Technology
School Psychologist-Provided through Arch Ford
Counseling Associates Agency
Community Services Agency
Amy Widner-Occupational Therapy
Sarah Kimbrough-Physical Therapy
Meghan Baker-Speech Therapy
Claire Bussey-Speech Therapy
Crisis Management Team
BX3
Carol Sober-GT Coordinator
Irene Buchanan-ESL
Lois Duvall-Dyslexia
Teachers and Staff

The ASCA National Model Components

Foundation

The foundation serves as the solid ground upon which the comprehensive school counseling program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school. This section of the manual offers an outline for a comprehensive school counseling program.

Program Focus

As counselors, we recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, we identify personal beliefs and work to ensure all students benefit from the school counseling program.

Beliefs

The beliefs and philosophy of the Atkins School District School Counseling Program include:

- All students can learn, achieve and be successful with the proper nurturing and guidance
- All students can achieve and meet high standards that will result in college and career readiness
- Each student has the right to a safe and nurturing high-quality instructional environment that supports and enhances academic achievement and leadership
- The counseling program serves all students
- Every student is valued as a unique individual and collectively strengthens the student population
- The school counseling program promotes problem solving skills and positive relationships with all stakeholders
- The school counselor will advocate for all students
- The school counselor will collaborate with families, stakeholders and community resources to meet student needs and assist student development
- The school counselor will use data to design, implement, evaluate and continuously improve the comprehensive school counseling program
- The school counselor will abide by ASCA's Ethical Standards for School Counselors to make informed decisions based on the highest moral principles

Vision Statement

Atkins School District...building a community of success and excellence with a passion for life-long learning.

The Atkins School District School Counseling Program counselors are committed to providing guidance lessons to classrooms, individual students and groups through collaboration with other staff. The program believes that every child can succeed, but we also know that the school alone cannot educate our children. We welcome and need the support of our entire community. This community will work together as a team so that all students develop positive relationships, have a sense of pride in their accomplishments.

Mission Statement

The mission of the Atkins School District is to provide all students and staff with a safe and challenging learning environment ensuring student readiness for success with collaboration from home and community. Our children, our community... our commitment.

The mission of the school counselors is to provide support and information to students teaching them the skills necessary to achieve academic, career, and personal/social success. Student skills are developed in a safe success-oriented learning environment in which quality instruction is given and parent and community involvement is encouraged. School counselors work as a team with teachers, parents, and community members to ensure that all students are prepared to be successful and reach their full potential so they can become responsible caring adults.

Atkins Elementary and Middle School Program Student Goals

1. Reduce the number of students arriving late to class by 20%.
2. Decrease the number of students who miss 10 or more days by 20%.

Data reviewed: attendance reports

Current District Strengths:

- Open-House with parent summarizing the risk factors associated with high absenteeism

- Letters to the home identifying absenteeism
- Home Access Center
- Automated phone call out to parents of students who are absent

School counselor action steps or interventions:

- Student conferences to find out reasons and help come up with a solution
- Phone calls to parents to find out reasons and keep them informed
- Report to Pope Court Juvenile Probation Office if needed
- Referral to ALE for grades 5-12

Interventions will last for the 2023-2024 school year

Success will be measured by comparing each quarter's attendance reports and see if the interventions have improved student attendance from the beginning of the year to the end of the year. According to the data, we will consider what interventions worked and which ones need to be improved upon.

To help Atkins School District obtain our goals, attendance will be discussed at open-house summarizing the risk factors associated with high absenteeism. Phone calls and letters to the home identifying absenteeism throughout the year to keep parents/caregivers updated on their child's attendance. Excessive absenteeism as required by law will be turned into the Pope County Juvenile Probation office.

Reporting of Results from 2022-2023 school year

Atkins Elementary School's data shows a slight decrease in attendance from the previous school year from 95.62% last year to 95.54% this year. This data includes students that were dropped after ten days for lack of attendance. We will continue to monitor and contact parents as needed to help improve our overall attendance rate.

Atkins Middle School's data shows a slight increase in attendance from the previous school year from 95.25% to 95.52%. This data includes students that were dropped after ten days for lack of attendance. We will continue to monitor and contact parents as needed to help improve our overall attendance.

Reporting of Results from 2021-2022 school year

Decreasing high absenteeism during the school year proved to be not satisfactory due to the current Covid situation of the state. We did have some success with virtual students returning to school and their attendance rate improved drastically. We will continue to monitor student attendance and make adjustments as needed during the current school year. We will continue working on meeting this goal for the 2022-2023 school year.

Atkins Middle School's data shows a decrease in attendance from the previous year by 1.47%. Covid played a role in this data and hopefully the upcoming year our attendance rate will improve with Covid on the decline.

Atkins High School Student Goals

1. Decrease the number of students with absences of 10 days or more by 20%.
2. Decrease the number of students failing courses during the semester by 20%.

Data Reviewed: attendance reports and failure reports

School counselor action steps or interventions: In addition to the interventions listed above concerning attendance, the high school counselor will practice the following interventions to improve student grades by the end of the semester:

- Student conferences to find out the reasons for failing a course
- Contact with teachers concerning students who are failing
- Letters mailed to parents at 5 weeks and 9 weeks for students who have a 60% or below
- Counselor to contact parents via telephone of students who have missed 4 or more full days of school in a row.
- Report FINS to Juvenile department with students who have excessive absences

Success will be measured by comparing grade reports each 5 weeks and 9 weeks to see if the number of failures have decreased. Data will be reviewed at the end of the semester to see what overall improvements have been made.

Reporting of Results from 2022-2023 school year

Atkins High School's data shows attendance this year was 93.42%, a slight increase from last year's attendance which was 92.66%. This data includes ALE students and

those that were dropped due to lack of attendance. We would like to continue to increase this percentage and plan to do so by the interventions noted above.

ASCA Mindsets & Behaviors for Student Success

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain a high standard of integrity, leadership and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/SCEEthicalStandards.pdf>

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

The Arkansas Teacher Excellence and Support System (TESS) provides a statewide system for observation and support of K-12 Classroom and Specialty Teachers. TESS has been substantially changed for greater school and district flexibility while maintaining the essential framework for professional support, growth, and evaluations. These amendments are based on feedback from multiple stakeholders.

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>

Professional Competencies

School Counselor Professional Competencies

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a

student-focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long-term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counseling Program Assessment

Arkansas school counselors use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA 2012)

[School Counseling Program Assessment](#)

School Counselor Competencies Assessment

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the School Counseling Improvement ACT of 2019.

Use of Time Sheet

Date:

Time	Direct Service	Indirect Service	Administrative
7:40-8:15			
8:15-8:45			
8:45-9:15			
9:15-9:45			

9:45-10:15			
10:15-10:45			
10:45-11:15			
11:15-11:45			
11:45-12:15			
12:15-12:45			
12:45-1:15			
1:15-1:45			
1:45-2:15			
2:15-2:45			
2:45-3:15			
3:15-3:45			
3:45-4:05			

In accordance with the School Counseling Improvement ACT of 2019, the school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students.

“Direct services” means services that are provided through face-to-face contact with students

“Indirect services” means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs.

“Administrative activities” means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct or indirect student services or interaction.

Use of Time Documentation will be kept in each counselor’s office.

Annual Agreement

Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

See page 64 and 65 in the ASCA Model book (2012). Templates can be found in the Arkansas School Counselor Toolkit.

Advisory Council

The advisory council will meet at least two times per year. Advisory Council meeting agendas will be kept in the school counselor's office.

Multi-Tiered Counseling Services:

- Tier 1: Universal
 - Classroom instruction based on data and identified needs
 - Academic Advising
 - Transition and orientation programs
 - Bullying and suicide prevention
 - Accelerated learning opportunities
- Tier 2: Secondary
 - Individual Counseling
 - Small Group Counseling
 - Consultation with faculty and community agencies
 - Parent Conferences
- Tier 3: Tertiary
 - Consultation referral for intensive support
 - Crisis Management

Delivery

Direct Student Services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon and the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom,

counselors can provide small group or individual support to students, focusing on the three components of core curriculum as well.

According to the School Counseling Improvement Act of 2019, regular classroom guidance is limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week.

School Counseling Core Curriculum

Curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

Tentative Annual Calendar

<ul style="list-style-type: none">● August<ul style="list-style-type: none">○ Orientation (K-12)○ Transcript Review; Graduation requirements (9-12)○ Academic Goal Setting (K-12)	<ul style="list-style-type: none">● January<ul style="list-style-type: none">○ Career Exploration (K-12)○ Academic Goal Setting (K-12)○ Updates on scholarships, FAFSA, and Academic Challenge through ADHE (12)
<ul style="list-style-type: none">● September<ul style="list-style-type: none">○ Suicide Awareness (K-12)○ Self-Esteem/Emotions & Feelings (K-4)○ Transcript Review (9-12)○ Academic Goal Setting (K-12)	<ul style="list-style-type: none">● February<ul style="list-style-type: none">○ Postsecondary Opportunity (9-12)○ Kindness (K-4)○ Student Success plans (8-10)
<ul style="list-style-type: none">● October<ul style="list-style-type: none">○ Drug Awareness (K-12)○ Bullying Awareness (K-12)○ FAFSA, Financial Aid, Scholarships (12)○ Guest Speaker (5-12)○ Student Success Plan (8-11)	<ul style="list-style-type: none">● March<ul style="list-style-type: none">○ Testing Strategies (K-12)○ Guest Speaker on Careers (9-12)○ Local & Community Scholarships (12)

<ul style="list-style-type: none"> ● November <ul style="list-style-type: none"> ○ Internet Safety (K-12) ○ Opportunities in the military (9-12) 	<ul style="list-style-type: none"> ● April <ul style="list-style-type: none"> ○ Academic Counseling (K-12) ○ Local & community scholarships (12)
<ul style="list-style-type: none"> ● December <ul style="list-style-type: none"> ○ Empathy (K-12) ○ Community Service (K-12) ○ Technical Careers, Apprenticeship Programs (K-12) ○ Student Success Plans (8-10) 	<ul style="list-style-type: none"> ● May <ul style="list-style-type: none"> ○ Sportsmanship (K-12) ○ 8th grade orientation for high school ○ 4th grade orientation for middle school ○ Preschool visit at elementary ○ End of year awards and recognition (9-12)

Weekly Calendars are kept in each counselor's office.

Role of the School Counselor

- Individual Appraisal: Counselors help students assess and interpret individual abilities, interests, skills, and achievements. Assist with orientation and transition programs to all returning and newly enrolled students. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans. Counselors help students and parents interpret assessment results and help set academic, career, and personal/social goals.
- Individual Advisement: Counselors help students acquire self-appraisal skills; personal/social development skills; and educational, career information. This information assists students in planning for personal, academic, and career goals. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.
 - Student Success Plans will be created by the end of the student's eighth grade year and updated as needed.
- Placement and Follow-Up: Counselors guide students in making transitions by providing information and by assisting in the access of resources. Remind survey is sent to graduated students via text and email for follow up on post-secondary status. CTE students will be contacted via telephone to check if they are employed/educated in their CTE field.

- Classroom Instruction: School counselors help instruct, teach, and provide assistance in teaching the guidance curriculum
- Small Groups: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.

Individual and Small Groups:

- Character Education
- Friendship
- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self-Respect
- Anti-Bullying
- Emotions
- Academic Advisement

Examples of direct Services: Career Planning and exploration, activities for new or transitioning students, accelerating learning opportunities, interpretation of assessments, individual academic planning, behavioral support, attendance, response to at-risk students

Career

- 9th-12th grade
 - Student Success Plans
 - Plans are updated and reviewed during the morning activity period.
 - Plans are reviewed and signed by parents during parent-teacher conferences
 - Kuder-Advisory
 - Assessments conducted through the advisory teachers
 - Career Research and Development: Students focus on their top 3 career interests and research information concerning these careers.
 - Guest Speakers
 - College visits and Job Shadowing: (11-12)
 - College/Career Readiness course (available for grades 9-12)
- 8th grade
 - Student Success Plans
 - updated and revised with the help of the CTE teacher.

- Plans are reviewed and signed by parents during parent teacher conferences
 - Career Development Class
 - Kuder
 - assessments conducted through the CTE teacher.
- 7th Grade
 - Career Interest Inventory
- K-6
 - Career Exploration through classroom lessons
 - Explore personal interests and skills
 - Link those personal interests and skills to possible career paths
 - Learn how to find/research information about careers
 - Set and achieve goals

Social Emotional Learning

As a part of the social-emotional curriculum students will follow the five step process to achieve personal success. The following areas will be addressed with the assistance of all faculty and staff. Programs are still being reviewed at this time and a google drive is being put together.

- Growth
 - Develop problem solving skills
 - Practice Mindfulness
 - Persevere
- Understanding
 - Increase self-awareness
 - Know your strengths and weaknesses
 - Develop critical thinking skills
- Interaction
 - Treat others with respect
 - Communicate effectively
 - Seek out and offer help when needed
- Decisions
 - Consider personal beliefs, safety, and the situation
 - Think through potential consequences
 - Put your best self forward
- Empathy
 - See other perspectives

- Value the feelings of others
- Appreciate diversity

Individual Student Planning

School counselors coordinate activities that help all students plan, monitor and manage their own learning, as well as meet competencies in the areas of academic, career and personal/social development.

Responsive Services

Direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Indirect Student Services

Consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs. Atkins Public Schools counselors attend 504, special education, RTI team, Crisis Team, school leadership, behavior team, ESOL, and PLC team meetings.

Suicide Prevention:

Counselors bring awareness about suicide by the following:

- Lessons about feelings, reaching out if you have a concern, and identifying behaviors of at risk students
- Crisis numbers are posted for student use
- Parents are contacted and students are screened for outside services
- Mental Health professionals from outside agencies meet with specific "at-risk" students to provide more direct mental health services throughout the year
- All staff receives professional development
- The district has a comprehensive emergency management plan that includes protocol for suicide

Bullying Prevention: We follow Atkins Public Schools policy on bullying as stated in the student handbook. Principals address bullying policies with staff at the beginning of each year.

- Bullying Awareness activities and lessons
 - Relationships
 - Feelings

- Empathy for others
- Tolerance
- Reporting
- Guest Speakers when available

Referrals

School counselors direct students and parents to school or community resources for additional assistance or information through referrals. School referral sources may include academic support such as tutoring; career support such as college planning websites or employment training; and personal/social support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse and depression.

Local Mental Health Agencies

- Community Service Inc.
 - <http://www.csiyouth.com/>
- AR Connect through UAMS Health
 - psychiatry.uams.edu/ARconnect
- Counseling Associates
 - <https://caiinc.org/>
- Friendship Community Care
 - <https://www.fccare.org/connections-behavioral-health/>

Consultation

Counselors are used as a resource person to help with various issues. Many teachers benefit from the counselor's assistance in developing new ways of responding and relating to students. A major part of the counselor's role is to collaborate with teachers and parents. The counselor provides support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated. The counselor works with the principal and faculty to help create a positive school

Collaboration

School counselors work with stakeholders, both inside and outside of the school, as a part of the comprehensive school counseling program through school, family and community collaboration, school counselors can access a vast array of support for student achievement and development that cannot be achieved by an individual, or school, alone.

At Risk of Dropping Out Procedures

- ALE
- Attendance Monitoring and letters to parents
- Grades
- RTI
- Failure Notices
- Conferences with parent and student

Administration

Activities that are not directly related to the comprehensive school counseling plan and are absent of any direct or indirect student services or interaction.

- Elementary School
 - Building Test Coordinator
 - On Certain days, I go over the allotted 10% of my time with this duty, but on other days, I don't spend any time on this duty or am nowhere near the 10% on student contact days. I do try to adhere to the 90% requirement of my time providing direct and indirect services during student contact days.
- Middle School
 - Building Test Coordinator
 - On certain days, I go over the allotted 10% of my time with this duty, but on other days, I'm not near the 10% on student contact days. I do try to adhere to the 90% requirement of my time providing direct and indirect services during student contact days.
- High School
 - Building Test Coordinator
 - On certain days, I go over the allotted 10% of my time with this duty, but on other days, I'm not near the 10% on student contact days. I do try to adhere to the 90% requirement of my time providing direct and indirect services during student contact days.

In accordance with the School Counseling Improvement ACT of 2019, the school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students.

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, "How are students different as a result of the school counseling program?" Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results. Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data. Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

Data Analysis

[School Data Profile Analysis](#)

Use of Time Analysis

Evaluation and Improvement:

At the end of the year there will be a reflection page added to this document to share our results.

Plan is subject to change according to circumstances that may arise throughout the school year.

References

American School Counselor Association (2003). The ASCA National Model: A Framework for School Counseling Programs. Alexandria, VA: Author.

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American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs, Third Edition, Alexandria, VA: Author

American School Counselor Association (2016). The ASCA National Model Implementation Guide: Foundation, Management, and Accountability. Alexandria, VA: Author.

Counseling Improvement Act of 2019. SB 199. State of Arkansas, 92nd General Assembly, Regular Session, 2019

Reflection of Results of 2022-2023 Program Goal:

Atkins Elementary School's data shows a slight decrease in attendance from the previous school year from 95.62% last year to 95.54% this year. This data includes students that were dropped after ten days for lack of attendance. We will continue to monitor and contact parents as needed to help improve our overall attendance rate.

Atkins Middle School's data shows a slight increase in attendance from the previous school year from 95.25% to 95.52%. This data includes students that were dropped after ten days for lack of attendance. We will continue to monitor and contact parents as needed to help improve our overall attendance.

Atkins High School's data shows attendance this year was 93.42%, a slight increase from last year's attendance which was 92.66%. This data includes ALE students and those that were dropped due to lack of attendance. We would like to continue to increase this percentage and plan to do so by the interventions noted above.

The percentage of students that failed a course dropped from 11% in 2022 to 7% in 2023. This data is reflective of the interventions put into place this year, including

increased contact with teachers concerning failing students and increased number of student conferences concerning poor grades and attendance.

Reflection of Results of 2021-2022 Program Goal:

Atkins High School's data shows a decrease in attendance from the previous year by 0.19%. The covid pandemic was a large reason for the decrease and hopefully next year attendance will improve.

Atkins Middle School's data shows a decrease in attendance from the previous year by 1.47%. Covid played a role in this data and hopefully the upcoming year our attendance rate will improve with Covid on the decline.

Atkins Elementary School's data shows a decrease in attendance from the previous year by 4.19%. Covid played a role in this data and hopefully now that we don't have to quarantine our attendance rate will improve.

Reflection of Results of 2021-2022 Program Goal:

Decreasing high absenteeism during the school year proved to be not satisfactory due to the current Covid situation of the state. We did have some success with virtual students returning to school and their attendance rate improved drastically. We will continue to monitor student attendance and make adjustments as needed during the current school year. We will continue working on meeting this goal for the 2022-2023 school year.

This plan is subject to change as needed throughout the school year.

