



Levi Leonard Elementary School

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www.ecsdnet.org

District: Evansville Community School District

Grade Levels: K-2 Enrollment: 430

Principal: Louisa Havlik

School Counselor: Marilyn Brink

Support Personnel Accountability Report Card—Wisconsin 2008

A continuous improvement document sponsored by the Wisconsin School Counselors Association

Principal's Comments

I support and applaud the vital role played by our Student Support Personnel Team (SSPT) at Levi Leonard Elementary School. The team supports the academic, personal/social, and career development of all our students. Team members meet bi-weekly to discuss student needs and how best to meet them. Using a variety of strategies, team members consistently promote emotional well-being and the use of decision-making skills; and teach conflict resolution strategies to all of our stu-

dents to improve the school climate and safety at Levi Leonard Elementary.

I strongly endorse Levi Leonard's comprehensive school counseling program, which is based on Wisconsin School Counseling Standards and National Standards for School Counseling. The school counselor works closely with administration, staff and the student support team to identify and address individual student and school program needs and to evaluate the results.

Student Support Personnel Team

In the fall of 2005, Levi Leonard's Comprehensive School Counseling program grew from one school counselor serving two buildings (800 students) to one full-time school counselor at one school building (430 students). In 2006 and 2007, all the district school counselors participated in Facilitating: the Future Level 1 and Level 2 trainings for implementing the new Wisconsin Comprehensive School Counseling Model.

Levi Leonard's SSPT truly includes all the adults at Levi Leonard (principal, teachers, educational assistants and other support personnel), as our program is implemented in collaboration with the entire staff through life skills lessons, school counseling curriculum, character education and the True Blue Character recognition program. Our Student Support Personnel Team (SSPT) is comprised of the following members:

Team Member	Education & Credentials	Years in Education
Principal: Louisa Havlik	<i>Doctorate of Philosophy (PhD)</i> <i>K-12 Principal & Grade 1-8 General Education Licensure</i>	32 years
School Counselor: Marilyn Brink	<i>Education Specialist (EdS)</i> <i>K-12 School Counselor Licensure</i>	14 years
School Psychologist: Steve Feeney	<i>Master of Science (MS)</i> <i>School Psychologist Licensure</i>	19 years
Resource Specialist (2): Deb Fritz Sarah Champeau	<i>Master of Education (MEd)</i> <i>PK-12 Reading Specialist & PK-12 Reading Teacher Licensure</i>	14 years 9 years
Special Education Teachers (3): Teri Belz Jenny Decker Nicole Lamers	<i>Master of Education (MEd)</i> <i>PK-9 Emotional/Behavioral Disability Licensure</i> <i>K-12 Learning Disability Licensure</i>	15 years 3 years 1 year
Speech Language Pathologist: Mindy Johnson	Master of Science (MS) Speech/Language Pathology Licensure	23 years
Health & Attendance Assistant: Mindy Larson	First Responder Training	13 years
Office Administrator: Tammy Heissner	First Responder Training Skyward Database Training	8 years

SSPT members strive to serve our students using the best intervention methods, curriculum and programs. In order to maintain this level of excellence, the team members seek out relevant professional development opportunities and retain membership in the following professional organizations:

- ASCD: Association for Supervision and Curriculum Development
- ASCA: American School Counselor Association
- ASLHA: American Speech/Language Hearing Association
- NAESP: National Association of Elementary School Principals
- WSCA: Wisconsin School Counselor Association
- WSPA: Wisconsin School Psychologist Association

• WSRA: Wisconsin State Reading Association
 Levi Leonard's student support program is designed, coordinated, implemented, and evaluated by the school counselor in collaboration with administrators, other educators, and support personnel. The equitable student support system is designed to provide services for all students and includes:

- Life Skill classes pertaining to character development, academic success, safe and healthy behaviors, and career awareness for every student taught weekly
- Collaboration and consultation with parents, teachers and all stakeholders to support the success of each and every student
- Small support groups for social skills, separation & divorce, grief & loss, and behavior management

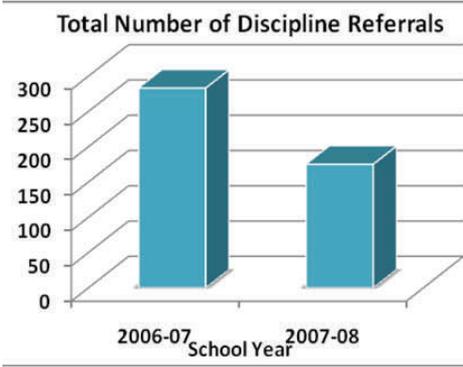
School Climate and Safety

School climate and safety are directly impacted by the efforts of the Student Support Personnel Team. SSPT members provide a school-wide character education program, lessons on how to handle teasing/bullying and cooperation to all students. These efforts have involved students in improving and maintaining school safety and a positive school climate.

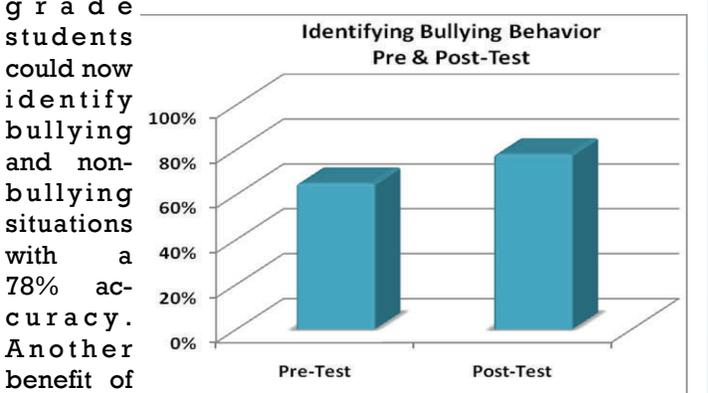
During the spring semester of 2006-07, the counselor and other team members piloted a student character recognition program, called True Blue Character. Each week, classroom teachers and other staff members had the opportunity to select a student to be recognized for displaying characteristics of that week's character trait (Good Listener, Follows Directions, Good Sport, Enthusiastic...). The team hoped that by making students (and parents) more aware of certain character traits, we would see a reduction in the number of office referrals and an increase in positive character development. At the end of the pilot year, teaching staff were asked to evaluate the True Blue Character program and suggest ways to improve the program. The majority of the teachers that responded said

2006-07 and 2007-08 school year, the team found a reduction in the percentage of students with discipline referrals and an overall reduction in the number of referrals. School-wide, the percentage of students with discipline referrals (one to 13 referrals) in 2006-07 was 21 percent and for 2007-08 the percentage was 18 percent. The number of referrals also decreased from 283 to 175.

During the fall semester of the 2008-09 school year, the team realized from teacher reports that there was an increase in the amount of bullying behavior in the second grade students. The counselor developed a lesson on bullying behaviors. Included in the lesson were stereotypical bullying behaviors (hitting someone, stealing and threatening to harm) and less recognized bullying behaviors (not letting someone sit at your lunch table, teasing, not letting someone else play with others...). The pre-test results indicated that students could correctly identify a bullying or non-bullying situation with 65 percent accuracy. One month after the lesson, the counselor gave a post-test and found that the second



there needed to be an educational component to teach students what the character traits words mean. During the 2007-08 school year, the school counselor and four teachers developed simple age appropriate character trait sheets that would help define each trait and compiled a list of library books that teachers could use in their classrooms to help teach the meaning of the traits. In reviewing the number of discipline referrals from the



grade students could now identify bullying and non-bullying situations with a 78% accuracy. Another benefit of the bullying awareness lesson is that students now have the knowledge and vocabulary to identify and stop bullying behavior. Several teachers have reported that they have seen students tell another student that they are acting like a bully on the playground or in the lunchroom.

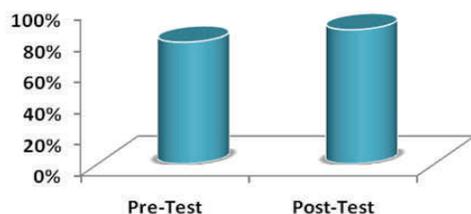
Student Results

Just as student achievement is a result of the effort put forth by our SSPT, our school counseling program is also developed using student data that is collected and analyzed. We evaluate our efforts by asking the question, "How are students different because of our program?" This is the approach we are implementing in accordance with the National School Counseling Model and the Wisconsin Comprehensive School Counseling Model. The use of data helps to insure that the school counseling program is continuously being improved to better meet the needs of all students at Levi Leonard.

Personal/Social Domain, National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. **Wisconsin Standard D:** Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

Lessons related to working cooperatively with a group were developed and taught by the school counselor to all first grade students. First-grade students were given a pre-test to assess their understanding of the things they need to do when cooperating in a group. The average score on the pre-test was 78 percent correct. (Many of the students had received lessons on cooperation in kindergarten. The school counselor feels that the pre-test score reflects the prior year lessons.) Following two lessons on cooperation where students made a list of things they need to do when cooperating (share ideas, share supplies, take turns, use nice words and nice voice, be nice to each other, listen to group members, and agree on a group plan), they practiced working together (cooperating) in two different activities. One activity required the students to draw a big picture together where each group member had an assigned color crayon and the other activity was a cooperation board

Cooperation Pre & Post Test Results
First Grade

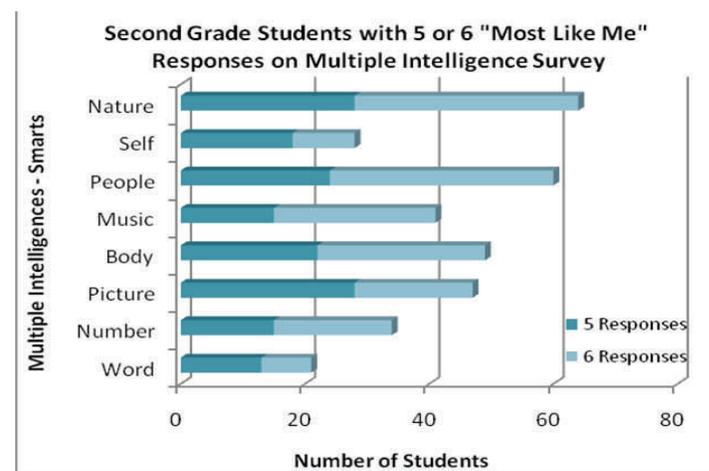


age score increased from 78 percent on the pre-test to 86 percent.

Career Development Domain, National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Wisconsin Standard G:** Students will acquire the self-knowledge necessary to make informed career decisions.

Lessons on self-knowledge and careers were developed by the school counselor. Second grade students received a lesson on different smarts (multiple intelligences). The students learned about eight different smarts: number/logic, word, music, picture, body, self, people and nature

smarts. As the different smarts were introduced, students were asked to think of someone at school who had that particular smart, i.e. music smart for the music teachers, picture smart for art teachers or someone in the class who draws really well... Student took a multiple intelligence survey where they assessed themselves according to six statements about each of the eight smarts as "most like me", "sometimes like me", or "not like me". Students then graphed their "most like me" responses to see which smarts were strengths for them. During the career awareness lessons, students were asked to identify which smarts were needed for the different careers presented in the lessons. Student were then given the chance to review their smarts and think about what careers they might be interested in based on their current assessment of their smarts.



Major Achievements

We are proud of the achievements of our program and its individual members. Our achievements include:

- Counselor has implemented new life skill (guidance) lessons based on National School Counseling Standards and the new Wisconsin Comprehensive School Counseling Standards and Benchmarks.
- Counselor has participated in Facilitating the Future: Level 1 and Level 2 trainings.
- Team members have begun to design and implement a Response to Intervention (RtI) model at our school.
- Counselor presented a sectional at the American School Counselor Association annual conference on the hands-on career lessons developed at Levi Leonard.

Measurements

The Student Support Personnel Team works collaboratively with teachers and administration to evaluate student progress in the academic, personal/social and career domains. We evaluate data from a number of assessments to determine what we are doing to support student achievement, as well as to identify areas in which we need to improve. The specific assessments are:

Academic

- Measure of Academic Progress (MAP) assessment to identify students instructional level and students at-risk

academically

- Developmental Reading Assessment (DRA) - assess reading instructional level and identify students in need
- District Kindergarten Literacy and Math Assessments – data is reviewed to identify students in need of additional interventions
- Special Education Assessments – Psychologist coordinates assessments to develop programs for students with special needs

Personal/Social

- Depression Inventory – screen for possible depression
- BASC-II – Behavior Assessment System for Children-II – assess a child’s behavior and emotional functioning,
- Pre and Post-test administered in life skills classes to determined knowledge gained during the lessons
- Health screenings – vision and hearing screenings help identify barriers to personal/social and academic success

Career

- Multiple Intelligence Survey given to second graders to begin the process of connecting the importance of knowledge of self and career selection

Community Partnerships/Resources

Levi Leonard’s SSPT coordinates and collaborates with a number of community partners that support and enhance our staff’s ability to respond immediately to student and/or family needs by providing us with specialized resources. School supplies and clothing help insure that our students’ basic needs are met so they are more able to focus and learn. Assistance with eye exams and glasses and special early eye screening help students come to school ready to learn. Our partnerships include:

Academic Domain:

- Stoughton Hospital - school supply drive
- Wisconsin Department of Instruction

Personal/Social Domain:

- AWARE Agency—assistance for families in need
 - Snack Packers – additional food for families on weekends and over school breaks
- Badger Care program – medical insurance for families in need
- Lions Club – assistance with eye exams and eye glasses purchase and specialized eye screenings
- Crest Toothpaste – dental care kits for all first-graders

Career Domain:

- Evansville Fire Department
- USDA-Agriculture Research Service – provide resources for career unit

Volunteer Involvement

- School Counseling Advisory Committee – parents, staff and community representatives help us review and evaluate our school counseling program
- JC McKenna Mentors – middle school students volunteering in classrooms
- Repeated Reader Volunteers – parent and community volunteers that listen to students practice their reading

Volunteers – Parents, Grandparents, Community members - are always welcomed at Levi Leonard Elementary. We encourage parents to become actively involved in their child’s school community and welcome suggestions. If you are interested in becoming involved, please contact one of the following people:

- Principal - Louisa Havlik at 608.882.3104 or by email at havlikl@evansville.k12.wi.us
- School Counselor – Marilyn Brink at 608.882.3150 or by email at brinkm@evansville.k12.wi.us
- Repeated Reader Coordinator and Reading Specialist – Deb Fritz at 608.882.3113 or by email at fritzd@evansville.k12.wi.us

Focus for Improvement

At Levi Leonard our goal is to support the academic, personal/social, and career development of all our students in a safe environment that encourages personal responsibility. As a staff, we prepare our students to see change as an opportunity for growth. In the same light, we are committed to evaluating and adapting our program as we align it with our school improvement plan. In the coming year, our focus for improvement is prioritized in the order below:

- Use data (needs assessments, pre/post-test, curriculum mapping) to evaluate, improve and align the school counseling program to the new Wisconsin Comprehensive School Counseling Model and to the National Standards for School Counseling (American School Counselor Association).
- Design and implement a tiered Response to Intervention (RtI) model that includes a progress monitoring system for social/emotional and behavioral interventions.

Keeping You Informed

- Levi Leonard’s monthly school newsletter, with “Counselor’s Corner” keeping parents inform the school counseling program
- Levi Leonard Staff Bulletin keeps staff informed
- SPARC-W distributed to Levi Leonard stakeholders, teachers, Board of Education, community members, and included on our website (www.ecsdnet.org)
- School Counseling Advisory committee meetings
- Regular consultation and collaboration with teachers and parents
- Contact with parents either in-person, by phone or email.
- Translations are available upon request or when need is already known.
- Contact our school counselor, Marilyn Brink, by phone at 608.882.3150 or by email at brinkm@evansville.k12.wi.us.

