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James Donnellan, Principal

Enrollment: 288
Grades: K-6
Michelle Mokrzycki, Counselor

2015 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

As principal of Edison Elementary School, I am pleased to present our second Wisconsin School Counseling Program Accountability Report (WSPAR). Edison's School Counseling Program (SCP) is directly aligned with the Comprehensive School Counseling Model. It is evident that students' academic needs, personal/social needs, and career needs are supported through our SCP.

As a Positive Behavior Intervention and Support (PBIS) School, our School Counselor is a key member of our PBIS Team. As a PBIS Tier II, school the counselor has moved us forward with facilitating Social Academic Intervention Groups (SAIG) that utilizes data to track our students' progress. She also plays a key role in running our Check In, Check Out (CICO) process.

Although I have many examples of how our SCP positively impacts our students, I would like to share two specific examples. The first example is the four SAIG that the SCP put into place this year. The groups focused on academic and social skills. Group lessons involved role playing, projects, discussions, and other activities that related to the particular topics. Through data, it was evident that students had carried over what they had learned from group into the classroom and onto the playground. The second example is a school wide incentive called "The Golden Clock", developed to help students arrive to school on time. Both of these programs go above and beyond the regular SCP, which helps our students understand confusing social situations, tips to succeed academically, and the importance to being on time. Both of these programs were put into place because data was reviewed and it was evident that there was a need for them. Students have been positively impacted by these programs because staff have witnessed struggling students handle social situations in a positive manner, assignments getting turned in on time, and more students arriving to school on time.

Our school continuously focuses on personal excellence. I am very proud to present this implementation report of the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) national standards. It is without question that the implementation of these standards, with such a high degree of fidelity, has had a tremendously positive impact on our entire community.

School Climate and Safety

The SCP has been heavily involved with implementing the school's PBIS framework with fidelity. The PBIS framework has definitely strengthened the school climate. The expectations for students are that they are respectful, responsible, and safe. While being on Edison's PBIS committee the counselor has helped come up with many ideas on how to deliver the meaning of those expectations to students and think of ways to positively reinforce those behaviors in all school settings. Data is constantly being reviewed to track the PBIS framework.

Chart #1

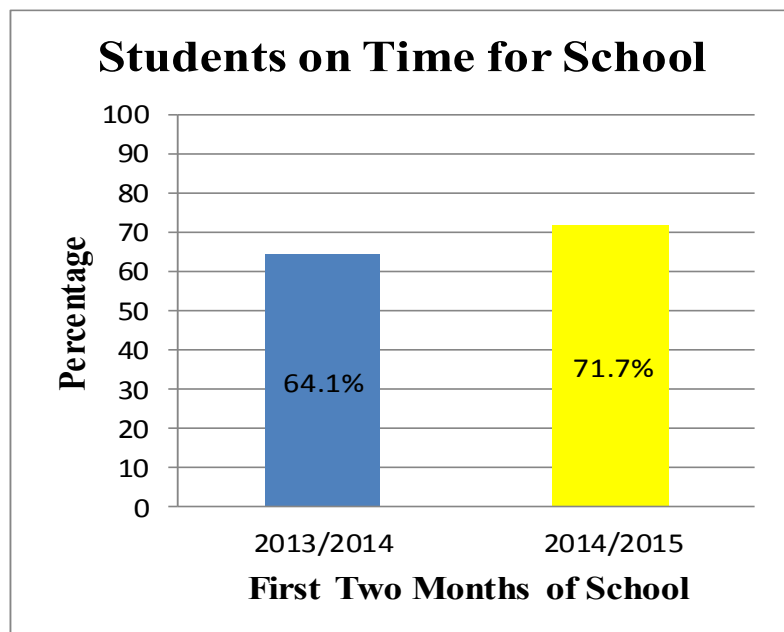


Chart #1

The graph to the left shows the percentage of students on time to school for the first two months of the 2013/2014 & 2014/2015 school years. The school counselor wanted students to become more responsible with getting to school on time and therefore put "The Golden Clock" incentive into place for a school wide incentive. Homerooms that had the highest percentage of students on time for school earned the golden clock on their classroom door and also earned extra time in the fitness room. This incentive was in place for the first two months of school to help form positive habits for being on time to school. As you can see, more students arrived on time during the start of the 2014/2015 school year. This incentive also helped create a positive attitude amongst students, staff, and parents for getting to school on time. The school counselor played a key role in the implementation of this successful incentive.

Chart #2

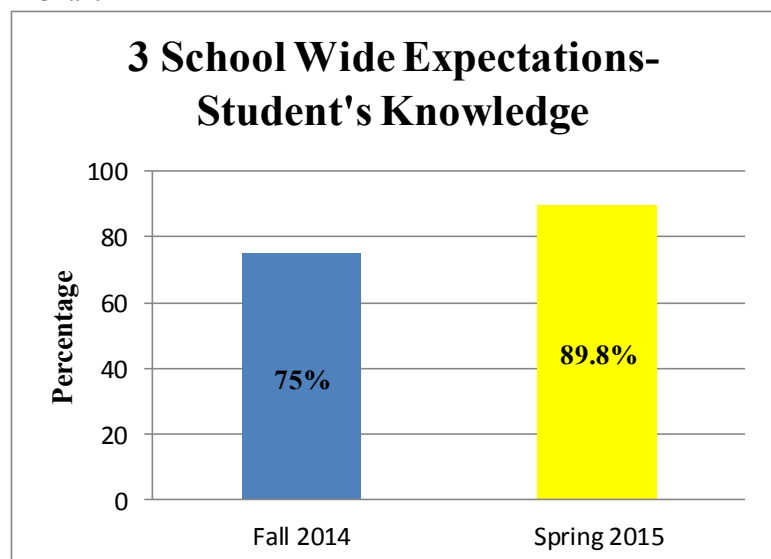


Chart #2

The graph to the left shows the percentage of students who knew the three school wide expectations in the beginning of the school year and then again at the end of the school year. This was one of the questions on the school climate survey that the counselor administered. The school counselor works on teaching the expectations of respect, responsibility, and safety throughout her guidance curriculum, small groups, and working with students individually. The counselor helps facilitate recess staff meetings, so that the expectations are carried over in other settings besides just the classrooms. The counselor serves on the Tier II team to review data and decide what students can benefit from extra interventions to help them be successful with the school expectations. CICO and SAIG are two examples of interventions that can be put into place.

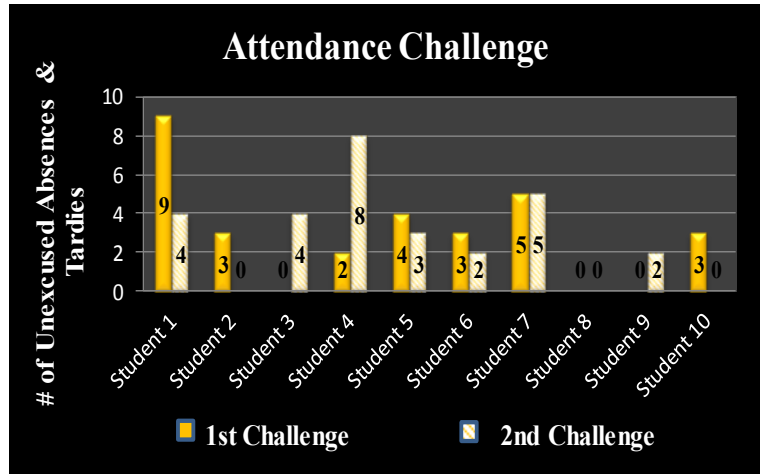
Student Results

The school counselor utilizes ASCA and WCSCM standards to deliver a dynamic counseling program. Data is an essential component in how the SCP develops, improves, and evaluates student results in the three counseling domains: academic, personal/social, and career.

Academic

ASCA A:AI Improve Academic Self-Concept A:AI.5 Identify attitudes and behaviors that lead to successful learning
WCSCM A.2 Acquire the skills for improving effectiveness as a learner A.8.2.1 Apply time management and task management skills

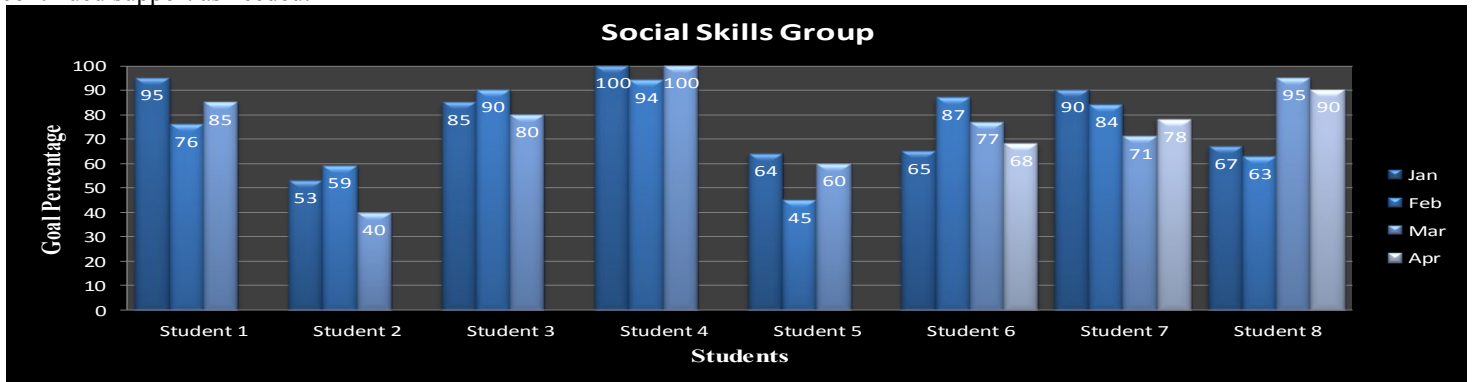
The school counselor worked with a team to put an attendance challenge into place for ten students who had a significant number of unexcused absences and/or tardies during the first semester of school. These students were chosen based on factors such as health issues, family dynamics, and transportation, and felt there could be a positive change with attendance. The team put an incentive into place for students who could arrive to school on time everyday for four weeks. The school counselor made personal phone calls to the family members, met with the students individually, handed out alarm clocks if needed, and calendars for students to track their days. Three students were successful with the first challenge. The second challenge was then offered again for the seven students who were not successful the first time, but attendance was still tracked for the three successful students during the second challenge. The second challenge showed that two students met the challenge and one student maintained the goal. Overall, attendance did improve during the second challenge. The school counselor played a key role in carrying out this intervention



Personal/Social

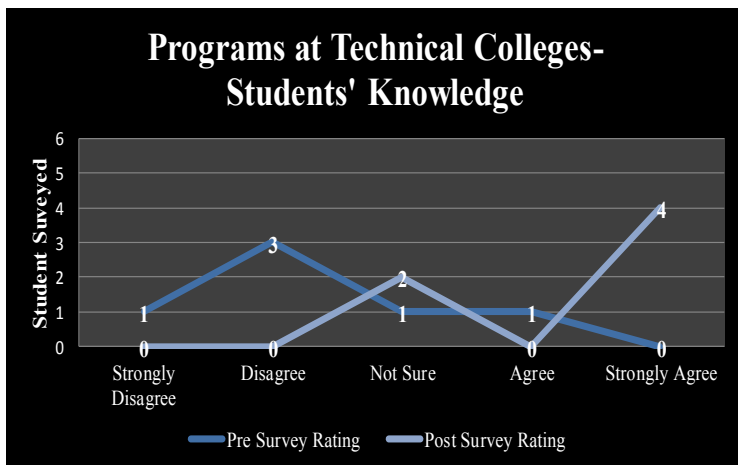
ASCA PS:A:AI Acquire Self-knowledge PS:AI.8 Understand the need for self control and how to practice it
WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others D.4.2.5 Describe and demonstrate socially-acceptable group behavior

The school counselor facilitated two SAIGs that focused on social skills for six weeks. The groups were based on K-3 teacher referral and ran from January through April. The counselor, teachers, parents, and students worked together to set individual goals for each student. These individual goals were tracked in the classroom by the teacher or on the playground by recess staff. The counselor tracked the eight students over the course of the intervention and decided if the students were being successful with the intervention. The counselor tracked the eight students weekly over the course of the intervention to ensure students were meeting goals eight out of ten times. As the graph below indicates, Student One, Student Three, and Student Four met the 80% benchmark and were dismissed from the intervention with no further problems. Student Two and Student Five continued to struggle in meeting individual goals and moved to a CICO intervention. The counselor felt the data from Student Six, Student Seven, and Student Eight warranted continued participation in this intervention, and she continued support as needed.



Career

ASCA C:AI Develop Career Awareness C:AI.2 Learn about the variety of traditional and non traditional careers
WCSCM H.1 Attain educational achievement and performance levels needed to reach personal and career goals H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals



The SCP partnered with Fox Valley Technical College to allow students and parents to get hands on experiences with various programs offered at the college. The counselor had six out of twenty two (27%) sixth graders attend with their parents a "Night at the Tech." Families were able to gain hands on exploration with various programs such as: diesel, forensic science, human patient simulators, nursing, culinary arts, and much more. Students took pre and post surveys to assess their knowledge about the programs at the technical college before and after the field trip. The graph shows that all students gained a deeper understanding of the programs available or moved along the continuum on the post survey. This was the first year that the counselor brought this program to Edison and has witnessed amazing hands on opportunities for students and parents. The counselor is hoping to get more participation in this dynamic opportunity in the future.

School Counseling Program Goals

Chart #1

In the fall of 2015, the percent of students receiving an office disciplinary referral (ODR) for physical aggression will decrease by 50% compared to the percent who received an ODR for physical aggression in the spring of 2015. The counselor will target these students by putting extra interventions into place such as: CICO, SAIG, and individual conferencing.

Chart #1

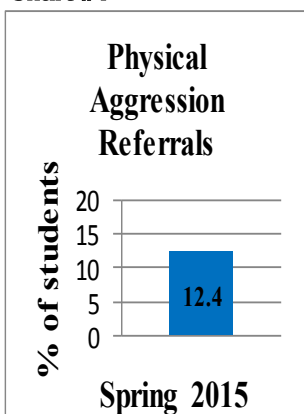


Chart #2

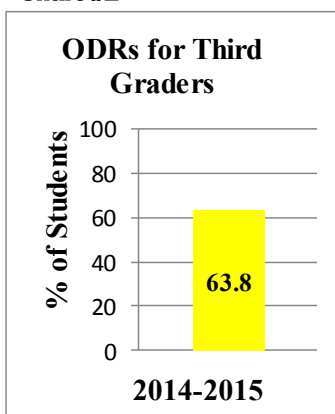


Chart #2

By June 2016 the fourth graders will decrease their number of ODRs by 50%. The base line data shows the percentage of students who received an ODR while this group was in third grade (2014-2015 school year). The counselor will focus her guidance lessons around this grade level's needs. Some of the lessons will focus on respect, positively working out problems, and teamwork.