



EDISON MIDDLE SCHOOL

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 Phone: (920) 391-2450
 Web: www.greenbay.k12.wi.us/edison
 Principal: Mark Smith

District: Green Bay Area Public School District
 Grade Levels: 6-8
 School Year: Traditional
 Setting: Urban
 Enrollment: 1,174



2011

Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal at Edison Middle School, I am proud to present our second Student Personnel Accountability Report Card (SPARC-W). The Edison Middle School community of learners prides itself on doing what is right, doing it the right way, and doing it for the right reason. Our clear focus on high quality academic instruction along with diverse co-curricular offerings provides students and parents a first class education.

The Edison Student Support Personnel Team (SSPT) plays a critical role in advancing the work of the larger learning community. In particular this team ensures student engagement and academic success through a "student first" approach. I strongly support our SSPT's dedication to providing a comprehensive guidance program that is aligned with the National Standards and the Wisconsin Standards for School Counseling. The team is comprised of high qualified and intensely committed adults who strive to make a difference in the lives of ALL students.

The Edison SSPT continues to work with at-risk students as their improvement focus. The team creates an action plan with identified and measurable action steps that will support both the social and academic progress of our students. The Edison SSPT identified working with at-risk truant students as the main focus of improvement for last year. Their efforts are recognized by measurable results in the areas of increased attendance, decreased tardies to class, and student engagement in school activities.

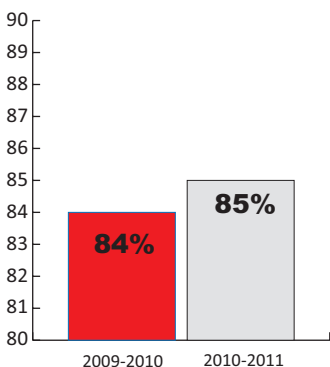
We believe the Edison Middle School community of learners is a better school as a result of the relentless pursuit of improvement by this team. I am honored to work along side the Edison Student Support Personnel Team. The SSPT designed the GETS Program "Get Everyone To School," an attendance program which is being used by other school districts nationwide. Data has revealed increased school attendance and improved grade point averages. This program and the work our SSPT does are definitely a benefit to our students and school.

SCHOOL CLIMATE & SAFETY

The SSPT believes that all students have the right to feel safe and secure in school, and that a secure learning environment is key to the personal and educational growth of all students. Our team contributes to the overall school climate and safety in a variety of ways including active student supervision, facilitation of conflict mediations, responses to harassment and bullying, and implementation and support of "The Edison Edge," an all school initiative in which respect, responsibility, and safety are the focus points. Our department also offers character education and anti-bullying lessons that are delivered to all students by counselors.

Students have also been surveyed regarding the school climate and safety at Edison Middle School.

Number of Out of School Suspensions

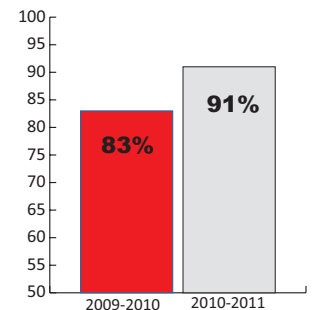


(Chart 2)

In the fall of 2010, our school began "The Edison Edge," which is our implementation of Positive Behavior Interventions and Supports System (PBIS). Our PBIS program focused on making the hallways and cafeteria safer this year. As you can see on the first chart, 91% of our students feel safe in the cafeteria as compared to last year, where only 83% of the students felt safe. This is an increase of 8% which shows that PBIS is successful in our school. We also had a slight increase in the feelings of safety in the hallways. This went up 1% from the 2009/10 school year to the 2010/11 school year. All though this is small, it shows that we have been able to maintain safety in a critical part of the school. Our current data is encouraging, and supports our belief that teaching universal behavior expectations will continue to create a positive change at Edison Middle school.

The second chart compares the number of out of school suspensions from 2009/10 to the 2010/11 school year. There is a 1% increase in the number of suspensions from 2009/10 to 2010/11, when PBIS program was in effect. We can account this increase to all staff members and administrators documenting all behavior incidents in a uniform manner. This leads to a consistent system of behavior documentation, which wasn't in place in 2009/10. Better documentation leads to stronger behavior interventions, such as detentions and suspensions.

Percentage of Students that Feel Safe in the Cafeteria



(Chart 1)

STUDENT RESULTS

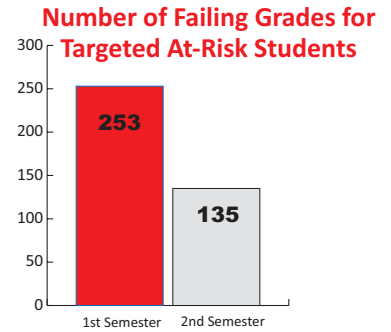
The SSPT follows national and state standards to provide an array of services in the academic, career and personal/social domains. The team creates and implements programs and classroom guidance to meet the needs of all students. The topics and curriculum of these programs are data-driven. The effectiveness of these programs is analyzed yearly by evaluating data collected from students, teachers, and parents.

Academic Domain

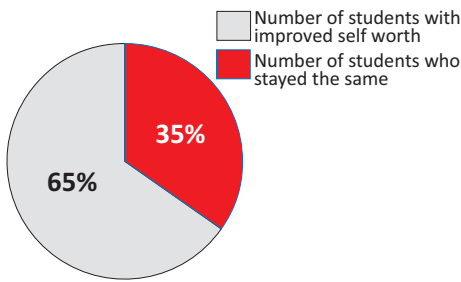
American School Counselors Association (ASCA) Standard: A:B2.6 Understand the relationship between classroom performance and success in school

Wisconsin Standard: B:8.1.3 Apply the study skills necessary for academic success at each level

As a strategy to improve student learning, each of the SSPT members met with 15 at-risk students during the second semester of the 2010/11 school year for a total of 90 students. SSPT members met with at-risk students twice a week to teach organization, time management, and work on missing assignments. The following graph indicates the results of both semesters, comparing the number of failing grades first semester of 2010/11 with the number of failing grades after working with the students second semester. As you can see the number of F's in the second semester improved exponentially.



Level of Perceived Self-Worth Pre- to Post-Test



Personal/Social Domain

ASCA Standard: PS:A2.3 Recognize, accept and appreciate individual differences

Wisconsin Standard: D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms

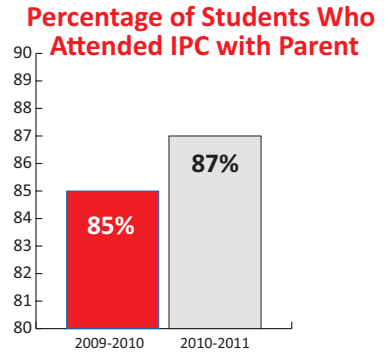
The SSPT hosted groups with diverse students over the 2010/11 school year with community liaisons. We have found that our diverse students struggle with self-worth especially with a non-diverse staff. We conducted pre and post-tests measuring self-worth and self-esteem with each student who participated in these groups. We found that after students participated in a group with an adult from similar racial background, their self-worth levels improved. Fifteen out of 23 students believed their self-worth had improved by the end of the group.

Career Domain

ASCA Standard C:C1.3 Identify personal preferences and interests influencing career choice and success

Wisconsin Standard: I:8.1.1 Use career planning strategies and tools to develop career awareness and a plan

The Edison Counselors teach Career Cruising to 6th, 7th, and 8th grade students each year. Our goal is to have all students complete an Individual Learning Plan (ILP), which is typed into Career Cruising by the end of eighth grade. In the ILP, students determine short-term goals and begin to make post-secondary goals regarding careers. During an Individual Planning Conference (IPC) the ILP is shared with parents. Data shows that parents involved with the setting of goals will help students in being successful and in meeting those goals. Three hundred ninety-one students set future goals and discussed post-secondary options through their IPC in the spring of 2011. The following chart demonstrates the number of IPC's completed by the Edison Counselors including parents or significant adults. As you can see, we increased the number of parents attending by 2% from the 2009/10 school year to the 2010/11 school year.



FOCUS FOR IMPROVEMENT

The Edison Middle School SSPT continues to work on many initiatives that align with our school and district goals. One of the goals of the district is to improve student engagement in order to increase the graduation rate from high school. In order to increase the graduation rate, our SSPT must assist our at-risk students with their attendance, behavior, and academics.

Last school year, our SSPT gathered information from our neighboring high school to determine the success of the incoming freshmen after they attended our middle school. It was learned that many students who struggle in their first year of high school and receive failing grades, are significantly lacking in study skills. These failing grades in their freshman year hinder their involvement in extra-curricular activities and make graduating even more challenging. From that data, we decided to focus on study skills. At that point, a study skills curriculum was developed to address the deficient skill areas. All SSPT members assist with teaching the study skills lessons and assisting with organization of school assignments and materials. Students have been recommended for the study skills intervention by teachers, parents, and by their poor school performance. The curriculum focuses on: goal setting; time management; test-taking tips; homework skills; academic study skills; listening skills; organization, and responsibility. The success of our study skills program is determined by their classroom performance, by the students reporting their success after completing the program, and by parent and teacher reports.

Additionally, the high school identified parent involvement as having a direct impact on the success of the students. As a SSPT we agreed that we would continue to provide parents with information about study skills, and would emphasize with parents that they need to continue to be involved in their child's education through graduation. Many students continue to need their parents' guidance to be successful in school. The Edison SSPT is excited to continue our work with at-risk students, while adding new study skills components. We hope that assisting students with study skills and organization will help students feel more connected to school and their learning, resulting in a higher graduation rate.