



James Madison Middle School

"For All... By All... That's The Wildcat Way"

Appleton Area School District
2014 Enrollment: 649
Grade Levels: 7-8
Counselors: Kyle Balda & Shannon Hobbs

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Principal: David Torrey

2014 Wisconsin School Counseling Program Accountability Report A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal of James Madison Middle School I am proud to present our Wisconsin School Counseling Program Accountability Report (WSPAR). The mission of James Madison Middle School, through a partnership of students, families, staff and community, is to be responsive to individual needs as we engage students, believing that all can and will learn, so they will be high school, college and career ready. Our school counselors are an integral part of our school's mission and have taken significant steps in responding to student needs. Because of their efforts, students continue to be positively impacted as a result of our counselors and the school counseling program.

Each year James Madison Middle School Counselors provide an array of services for our students. This includes the development and delivery of small group opportunities, building strong relationships with all school stakeholders, delivering school counseling curriculum to all 7th and 8th graders, promoting student involvement, and specific one on one individual counseling needs. Additionally, our counselors have and continue to collect and analyze data to ensure they are focused on relevant areas of student concerns.

Although I have many examples, I would like to share two specific examples. In the first example, our counselors have implemented new electronic based surveys to collect relevant student data on school climate, individual planning conferences, and small group opportunities to provide continuous improvement for our school and the school counseling program. Secondly, as a Positive Behavioral Intervention and Supports (PBIS) school, our counselors are key members to the PBIS Team. This year we have revamped our PBIS Universal Tier I behavioral matrix and incentives menu. Our school counselors lead the way with staff trainings and preparing staff and students for success, as well as developing and maintaining our Tier 2 programming of Check In, Check Out (CICO) and Social Academic Intervention Groups (SAIG).

I strongly support our counselors dedication to providing a comprehensive school counseling program that is aligned with the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) national standards. It is without question, the implementation of these standards with such a high degree of fidelity has had a positive impact on our entire James Madison Middle School community. This report showcases the direct impact our school counselors have on changing student outcomes.

SCHOOL CLIMATE AND SAFETY

We believe all students have the right to feel safe and secure in school, and a secure learning environment is key to the personal and educational growth of all students. We have contributed to the overall school climate and safety in a variety of ways including active student supervision, facilitation of conflict mediations, prevention and response to harassment and bullying, small group opportunities, and implementation and support of the "Wildcat Way," an all school initiative in which respect, responsibility, and safety are the focus points. While being on James Madison's PBIS committee we have helped develop and implement the delivery of those expectations to students, positively reinforcing behaviors in all school settings.

Chart 1

Anecdotal data acquired from the student school improvement committee, as well as high quarter one referrals provided evidence of unclear and incomplete student expectations. Implementation of quarter one student advisory lessons and clear behavioral expectations have significantly reduced referrals. Our efforts included developing, training, and preparing staff and students for a more successful PBIS Universal Tier 1 school-wide framework. As a part of our school counseling program we have made a strong effort to provide teachers with tools and strategies to help students be successful during the beginning months of the school year. Additionally, school wide incentive menus (Wiley Menus), have been updated to provide meaning and value to our "Wiley's". Students can earn "Wiley's" for exhibiting positive behaviors and following the "Wildcat Way". Larger incentives have been added to provide lasting reminders of the expected behaviors throughout the year. Data is being reviewed to track the PBIS program.

Chart 2

Quarter 1 Suspensions

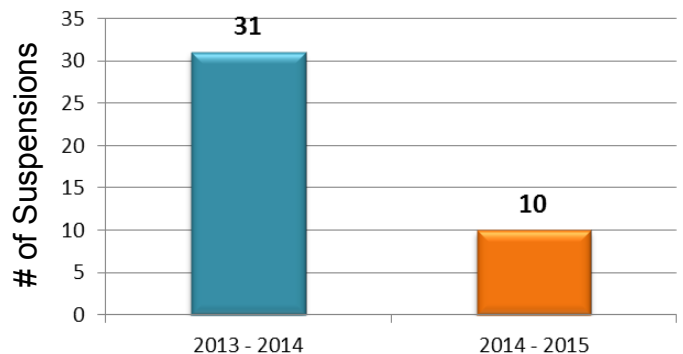
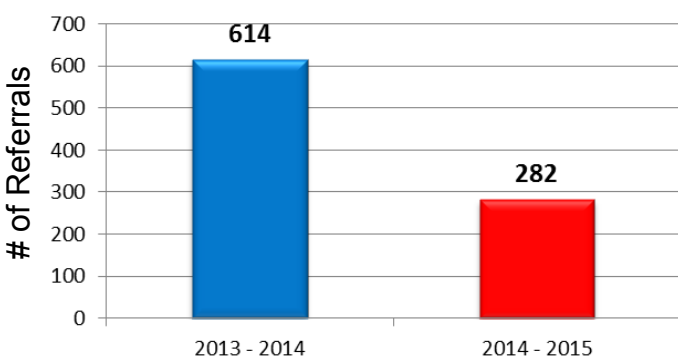


Chart 2

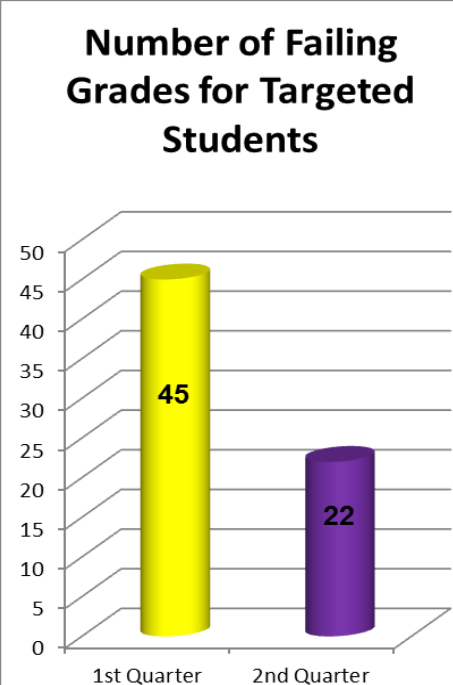
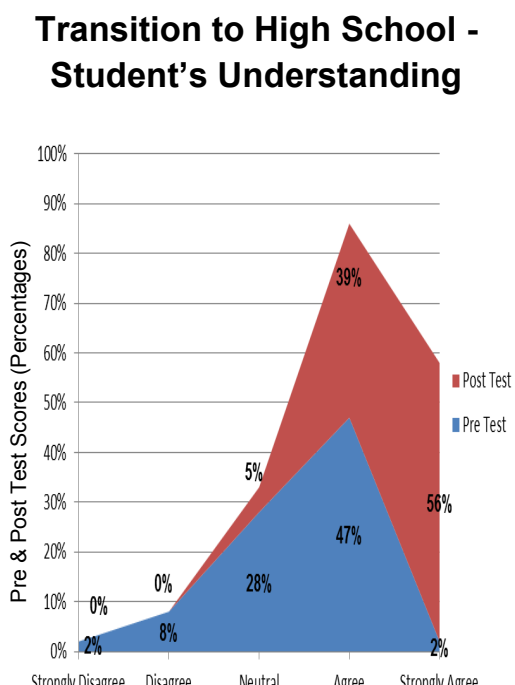
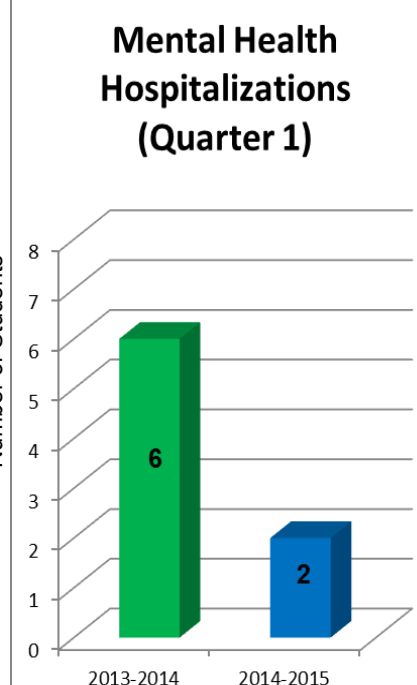
The second chart compares the number of school suspensions from 2013/14 to the 2014/15 school year. Along with our PBIS efforts we have focused on students who have struggled behaviorally in the beginning of the year. Students who have had a suspension during quarter one of the 2013/14 school year were noted; emphasis was placed on connecting with them within the first three weeks of the 2014/15 school year. During those student meetings we provided an opportunity for students to develop goals, both academically and behavioral for their school year. Elementary and middle school principals and counselors meet at the end of the year to discuss upcoming student concerns. This provides us the data necessary to begin our list of 7th grade students to connect with during the early weeks of the middle school experience. Incorporating this component to our school counseling program has allowed us to build trusting relationships with this specific student population.

Chart 1

Quarter 1 Referrals

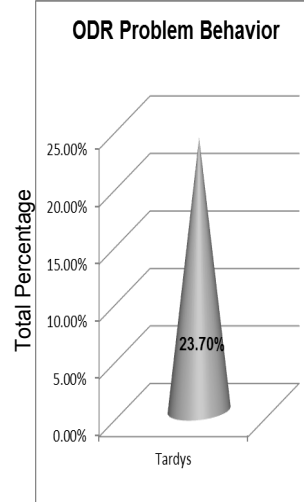
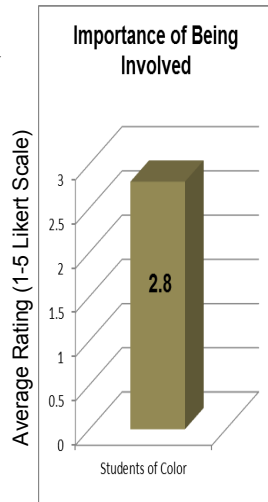


STUDENT RESULTS

Academic	Career	Personal/Social																														
<p>ASCA A:B2.6 Understand the relationship between classroom performance and success in school WCSCM B.1 Apply the skills necessary to improve learning and make successful academic transitions B.8.1.1 Demonstrate the importance of motivation to achieve individual potential</p> <p>As a strategy to improve student learning, we facilitated two organizational and study skills groups. We met with 15 students who were identified through student self referrals and teacher referrals. During quarter one 2013 - 2014 we met with these students once per week for eight weeks to teach organization, time management, and study skills. We were able to help students reduce the number of failing grades from quarter one to quarter two. To ensure success of group lessons pre and post test surveys were created to obtain feedback for future organizational and study skills groups. Post test surveys indicated 75% of students have learned new strategies to become organized in and outside of school.</p> <p>The following graph indicates the results of both groups, comparing the number of failing grades first quarter of the 2013 - 2014 school year with the number of failing grades in the second quarter. With a decrease of 23 failing grades, a 51% rate of change was achieved for these targeted students.</p>	<p>ASCA C:C1 Acquire knowledge to achieve career goals C:C1.3 Identify personal preferences and interests influencing career choice and success WCSCM G.1 Develop the ability to make informed career decision based on self-knowledge G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents</p> <p>During the 2013-2014 school year we delivered career lessons to all students as a part of our school counseling curriculum. Our goal was to help students have a successful transition to high school. Graduation requirements, involvement opportunities, and an understanding of course options were key components in our lessons. Pre test surveys were given to all 8th grade students at the beginning of the year to recognize how we could better assist the needs of our students. Pre test data showed a low percentage of students who strongly agreed they felt comfortable and understood their options when choosing high school classes. Along with career lessons we provided Individual Planning Conferences (IPC) for all students and their parents to further their understanding of the high school experience. Post test surveys were completed at the conclusion of the IPC. After delivering career lessons and having IPC's with each student during the 2013-2014 school year, post test results show a significant increase in student understanding of course options as a result of our efforts.</p>	<p>ASCA A:A1 Develop positive attitudes toward self as a unique and worthy person A2.3 Recognize, accept and appreciate individual differences WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others</p> <p>We have made a strong effort to decrease the number of mental health referrals as a result of a significantly high number of referrals in the 2013-2014 school year. Building upon our community partners, we worked closely with Catalpa Health to provide more opportunities for students to take advantage of our Providing Access To Healing (PATH) program. This program gives students the opportunity to meet individually with a therapist on a weekly basis. Self esteem groups and individual counseling sessions were also a high priority at the beginning of the year, as this is where we have seen the largest amount of referrals. Through quarter one we have seen a significant decrease in referrals. With our continued efforts, we anticipate and hope for our trends to remain minimal as we continue to provide individual counseling and self esteem groups throughout the 2014 - 2015 academic school year.</p>																														
<h3 style="margin: 0;">Number of Failing Grades for Targeted Students</h3>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Quarter</th> <th>Failing Grades</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>45</td> </tr> <tr> <td>2nd Quarter</td> <td>22</td> </tr> </tbody> </table>	Quarter	Failing Grades	1st Quarter	45	2nd Quarter	22	<h3 style="margin: 0;">Transition to High School - Student's Understanding</h3>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Response</th> <th>Pre Test (%)</th> <th>Post Test (%)</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>Neutral</td> <td>28%</td> <td>5%</td> </tr> <tr> <td>Agree</td> <td>47%</td> <td>39%</td> </tr> <tr> <td>Strongly Agree</td> <td>2%</td> <td>56%</td> </tr> </tbody> </table>	Response	Pre Test (%)	Post Test (%)	Strongly Disagree	2%	0%	Disagree	8%	0%	Neutral	28%	5%	Agree	47%	39%	Strongly Agree	2%	56%	<h3 style="margin: 0;">Mental Health Hospitalizations (Quarter 1)</h3>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>School Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>6</td> </tr> <tr> <td>2014-2015</td> <td>2</td> </tr> </tbody> </table>	School Year	Number of Students	2013-2014	6	2014-2015	2
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SCHOOL COUNSELING PROGRAM GOALS

Our first goal will be to increase the number of students participating in sports, extra curricular activities, and clubs. Our focus will specifically be placed on students of color. In the 2014-2015 school year, baseline data acquired from the school climate survey found a significant gap when asked about the importance of participating in a sport or extracurricular activity and clubs. Students of color reported a 2.8 out of 5 point Likert scale, this is compared to a reporting of 3.7 when answered by Caucasian students. Our goal is to increase the number of students of color who participate in sports, extra curricular activities, and clubs with an increase of a minimum of .5 on our school climate survey for 2015-2016 school year.



Our second goal is to decrease the percentage of Office Discipline Referrals (ODR) that are a result of student tardiness. Student data found on our Student-Wide Information System (SWIS) reported almost a quarter of our ODR's to be in the area of tardiness. Having students on time and ready to learn is a vital component of student learning and student achievement. Our goal is to decrease tardiness by 10% through programming efforts and implementation of tardy sweeps, a re-teaching tool to remind students of the importance of being on time. To incorporate teacher and staff support, increasing supervision between passing time will reinforce our focus of employability.