As principal of James Madison Middle School I am proud to present our Wisconsin School Counseling Program Accountability Report (WSCPAR). 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 1 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.

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, 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.

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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
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.
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.

Transition to High School - Student’s Understanding

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 rating 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.

Number of Failing Grades for Targeted Students

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.