

Cooper Elementary School



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Burlington, Wisconsin 53105
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www.basd.k12.wi.us/ces

Principal: Christine Anderson

School Counselor: Jenny Holle

Grade Levels: PK-4 2014 Enrollment: 418

Burlington Area School District

Wisconsin School Counseling Program Accountability Report 2014

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

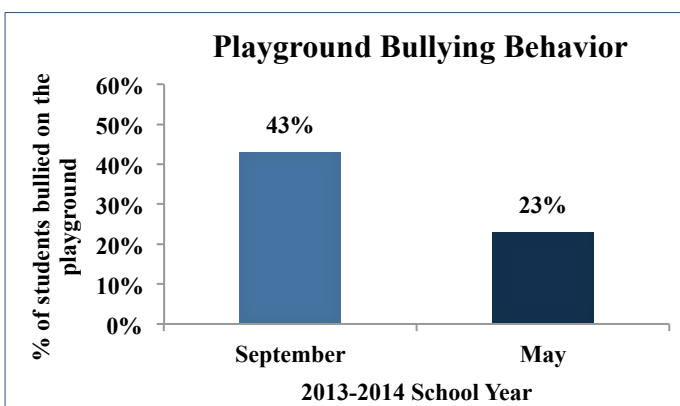
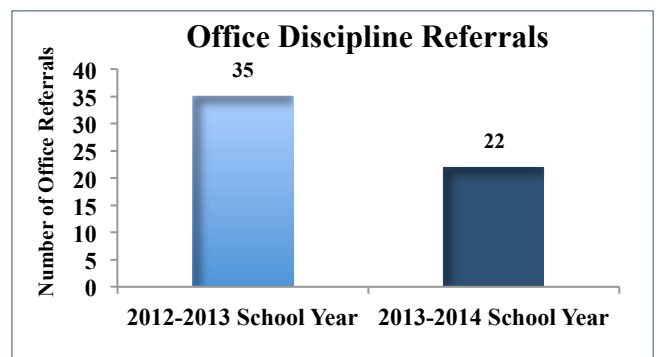
As the principal of Cooper Elementary School, it is with great pride that I am able to report the outstanding work and success of our School Counseling Program (SCP) through our 2014 Wisconsin School Counseling Program Accountability Report (WSCPAPR). This report reflects the extremely positive impact this program has had upon our students to change behavior, attitude, and overall school safety. As a progressive school, we are committed to the implementation of the American School Counseling Association Standards (ASCA) and Wisconsin Comprehensive School Counseling Model (WCSCM) in the pursuit of developing well-rounded students. The school counselor takes it upon herself to break down barriers and tackle what truly matters; the well being of our students and families. Our school counselor is the heart and soul of our team at Cooper Elementary School.

During the 2013-2014 school year, our SCP provided many opportunities for student improvement. Example one is through the Paws on the Playground program that the school counselor developed and coordinates. This program provides students the opportunity to support one another, be strong members of the school community, and ensures that every student has someone to play with at recess each and every day. This initiative resulted in a 45% decrease in bullying behavior on our playground and greatly improved overall student behavior on our playground. A second example the school counselor took on is our positive behavior initiative where students understand the four Cooper rules to live by in all areas of our school, where students earn the right through these positive behaviors to sit at the "star table" for lunch, and where students are rewarded for positive behaviors. I strongly believe that the school counselor's involvement in improving student behavior has positively impacted the safety and climate of our school in many ways, including a reduction in overall discipline referrals, reduced student visits to the office for negative behavior, and a consistently positive climate for our students. The results of the SCP are regularly shared with me and other members of the school community to ensure constant improvement and accountability for ALL students. The life long learning goals our school counselor is working on with our students is the foundation for future learning and will equip them with the necessary skills to be college and career ready. The school counselor and Cooper staff members are highly qualified and passionate professionals about their mission, and it is with great pride I can say that I, too, am a member of this fine team.

School Climate and Safety

The Cooper SCP recognizes that early intervention, explicit instruction in behavior, and a positive behavioral system helps to create and maintain a positive and safe school climate. The school counselor directly impacts school safety and climate by leading a team that is implementing a positive behavioral intervention system for all students.

The school counselor plays an integral role in ensuring our school has a safe and positive school climate and directly impacts school climate and safety. The positive behavior team, which is led by the school counselor, has implemented stronger positive behavioral interventions to help foster a caring and safe environment for all students. We have done this through teaching expected behavior, having clearly posted rules/expectations, providing positive reinforcement through Cooper positive behavior punch cards and by holding early intervention team meetings for students who are struggling with behavior. These interventions have resulted in a 37% decrease in the number of Office Discipline Referrals from the 2012-2013 school year to the 2013-2014 school year.



Through careful examination of existing data, the school counselor realized that bullying was a prevalent problem for many students on our playground. To combat bullying and to increase inclusiveness, the school counselor developed and implemented the Paws on the Playground program where students are trained to be playground buddies to any child who does not have someone to play with at recess. There are over 100 students in grades one through four trained to be Paws, and this allows for several students to help at each recess. The astounding success of this program has led to a 45% decrease in bullying behavior on our playground as measured by a fall and spring student climate survey.

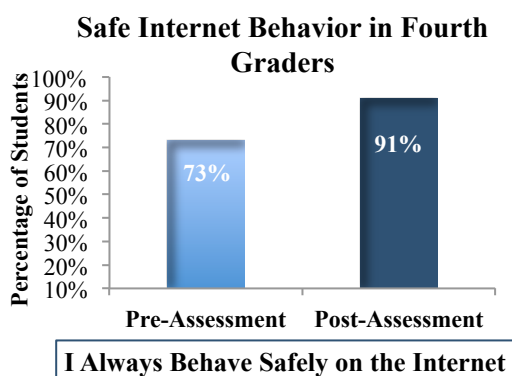
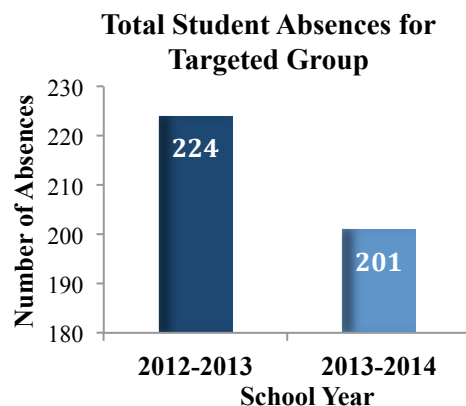
Student Results

The School Counselor provides services under the three domains of the WCSCM and ASCA models: academic, personal/social, and career. Data is an essential component in how the SCP develops, improves, and evaluates student results.

ACADEMIC

ASCA: A:A1 Improve Academic Self-Concept. **A:A1.5** Identify attitudes and behaviors that lead to successful learning. **WCSCM: A:1** Demonstrate an understanding of and responsibility for self as a learner. **A.4.1.4** Identify and model personal attitudes and behaviors that lead to successful learning.

A group of six students in grades three and four were identified at the end of the 2012-2013 school year as having chronic attendance issues as defined by being absent or tardy 15 or more days. During the 2013-2014 school year, these students participated in a focused small group led by the school counselor concentrating on school success and attendance. The students set weekly goals, discussed barriers to attendance, and celebrated their successes. Parents and teachers were also included in the intervention. The chart depicts the decrease in absences from the 2012-2013 school year to the 2013-2014 school year after the intervention was completed.



PERSONAL/SOCIAL

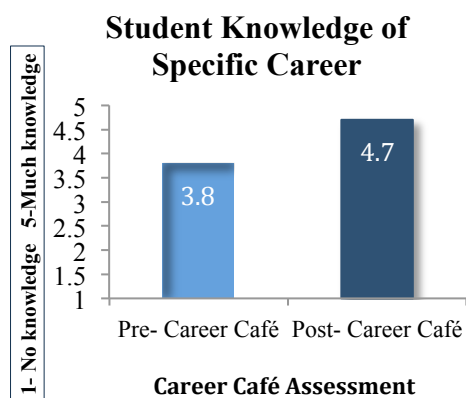
ASCA: PS:C1 Acquire Personal Safety Skills. **PS:C1.4** Demonstrate the ability to set boundaries, rights and personal privacy. **WCSCM: F.1** Acquire and demonstrate self-management and responsibility for health-promoting behavior. **F.4.1.2** Practice respect for the rights and privacy of self and others.

Each month, the school counseling curriculum centers around a character, academic, or career theme aligned with the WCSCM and ASCA model. The school counselor works with students on knowledge and skills related to safety, responsibility, respect, citizenship, bullying and more. Students in grade four learn about safe and responsible Internet behavior during three lessons. The graph on the left shows a significant 21% change in safe Internet behavior as measured by pre and post assessment as a direct result of this unit taught by the school counselor.

CAREER

ASCA: C:A1 Develop Career Awareness **C: A1.2** Learn about the variety of traditional and nontraditional occupations. **WCSCM: G.1** Develop the ability to make informed career decisions based on self-knowledge. **G.4.1.2** Discuss and explain behaviors and decisions that reflect interests, likes and dislikes.

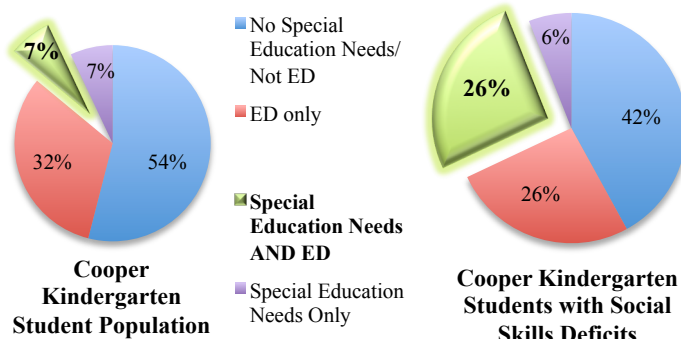
The school counselor realizes that early career exploration is very important for elementary students. To foster this, one month is specifically devoted to school counselor taught career lessons at all grade levels, 3rd and 4th graders participate in small group career conferences with the counselor, and 4th grade students are invited to attend Career Café presentations during lunch. As a result of Career Café, students increased their knowledge about specific careers, including educational requirements, skills needed, job duties, and traditional and non-traditional occupations, by 24%, as shown by the graph on the right.



School Counseling Program Goals

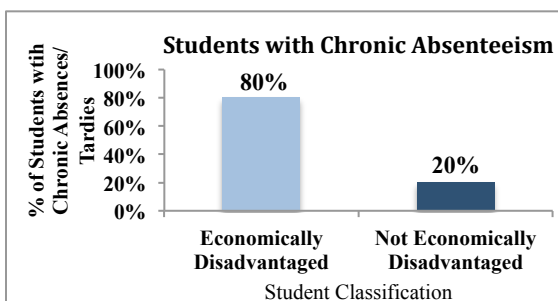
The School Counselor is committed to using data to continuously improve the School Counseling Program to best meet the needs of students and families while implementing ASCA and WCSCM standards.

Data indicated two specific areas of need to address to work on closing the achievement gap in 2014-2015. The first is social skill deficits in self-control and cooperation at the Kindergarten level identified through the Kindergarten Social Skills Assessment (KSSA) specifically in students identified as being Economically Disadvantaged (ED) AND with Special Education Needs. Although our overall Kindergarten population with both of these classifications is 7%, 26% of students identified on the KSSA fit these criteria. The impact of these deficits will reach far beyond school achievement and into future life and career success if not addressed. The second is in the area of chronic absenteeism among children who are economically disadvantaged. Poor attendance sets children up for long-term academic and social difficulties. Cooper School's overall percentage of students who are ED is 39%, whereas the percentage of ED students who are chronically absent is 80%, showing a great disparity in this area.



GOAL ONE: By June 2015, through the use of play-based teaching techniques within the classroom environment, students identified as being deficient in self-control and cooperation, and who are both economically disadvantaged AND have special education needs, will increase these key social skills by 20% as measured by pre and post social skills observation assessments.

GOAL TWO: Using school counselor developed intensive interventions including small group, parent contact, contracting, and positive reinforcement, economically disadvantaged students with chronic absences/tardies from the 2013-2014 school year (as defined as missing or tardy 20 or more days) will increase their school attendance by 10% during the 2014-2015 school year.



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