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James Donnellan, Principal

Enrollment: 265
Grades: K-6
Michelle Mokrzycki, Counselor

2016 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 third 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, social/emotional 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 III school, the counselor has moved us forward with providing wrap around services for some of our Edison families. She also plays a key role in collaborating with community agencies.

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 three Student Academic Intervention Groups (SAIG) that the SCP put into place this year. The groups focused on anger management, friendship 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 an alternative recess program that was put into place for students who struggle with large group settings. 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 of controlling our emotions. 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.

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 is 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 instruct students on the meaning of those expectations. The SCP also has helped think of ways to positively reinforce those behaviors in all school settings. Data is constantly being reviewed to track the PBIS framework.

Chart #1

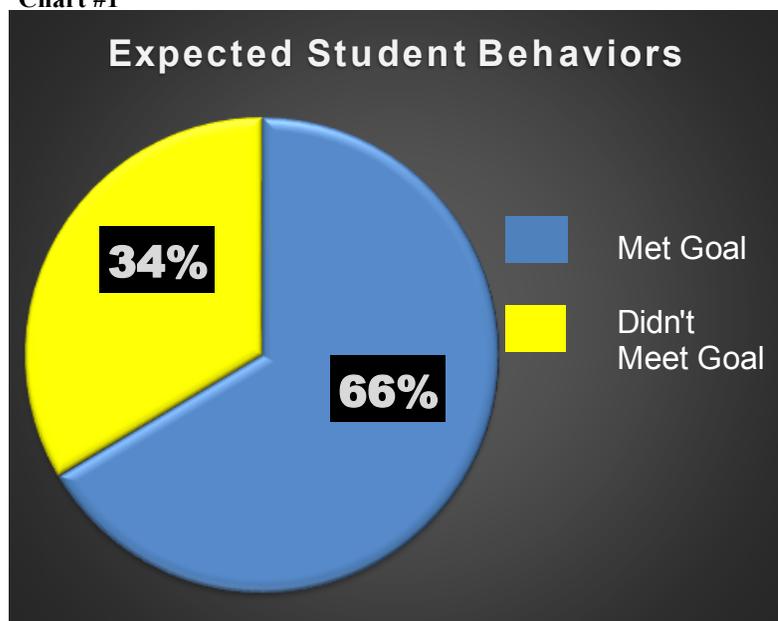


Chart #1

The School Counselor is on the PBIS Tier II team, and she coordinates the day to day operations of the Check in Check Out program (CICO). CICO is a behavior intervention for students who receive two office discipline referrals (ODR) in a two week time period. The student checks in with a staff person in the morning and then again at the end of the day. Together they review and reflect on the expectations and the outcome of the day by looking at the student's point sheet. Eighteen Edison students were placed on CICO during the 2015/2016 school year. Twelve of the eighteen students (66%) met their goal of receiving 80% Expected Behavior or higher, on average, everyday. These students made significant improvement in behavior choices. Through the hard work of the school counselor, the CICO program has shown success and has been helpful to many students.

Chart #2

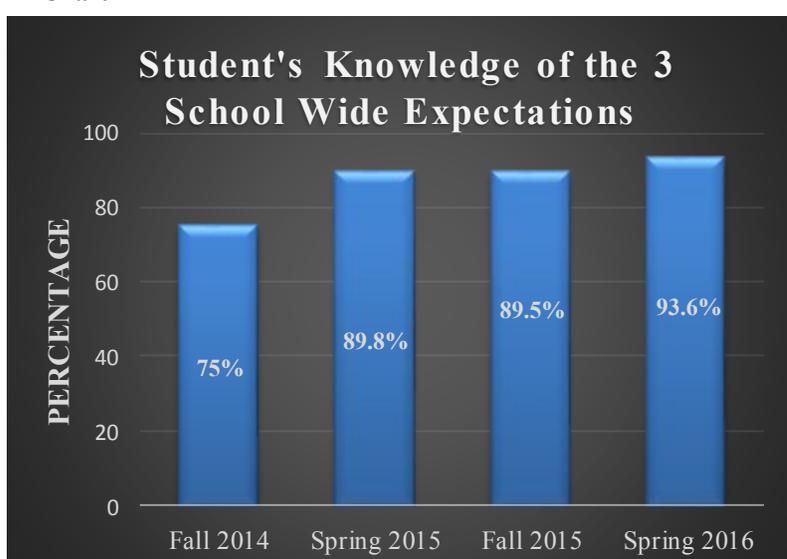


Chart #2

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, for the past two years. 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 through working with students individually. The counselor helps facilitate recess staff meetings so that the expectations are carried over in other settings. Over time, knowledge is being retained and gained throughout the years. The SCP has made tremendous contributions to the PBIS team and has helped students learn the three school wide expectations over the years.

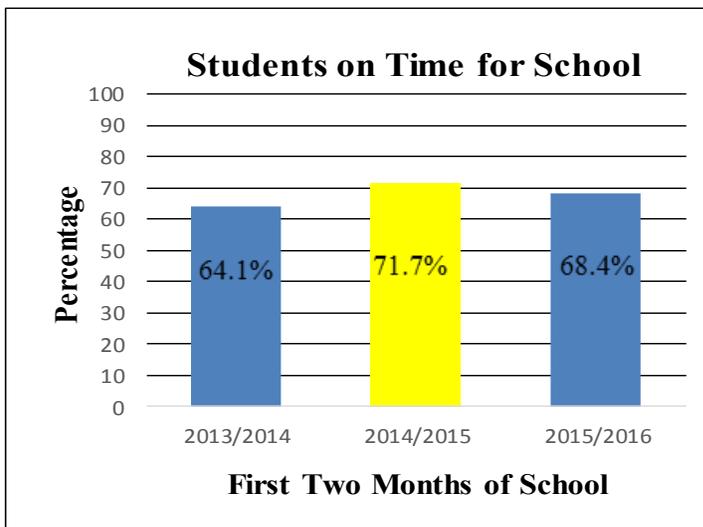
Student Results

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 MS.3 Sense of belonging in the school environment.
SMS.1 Demonstrate ability to assume responsibility.
WCSCM A.2 Acquire the skills for improving effectiveness as a learner. **A.8.2.1** Apply time management and task management skills.

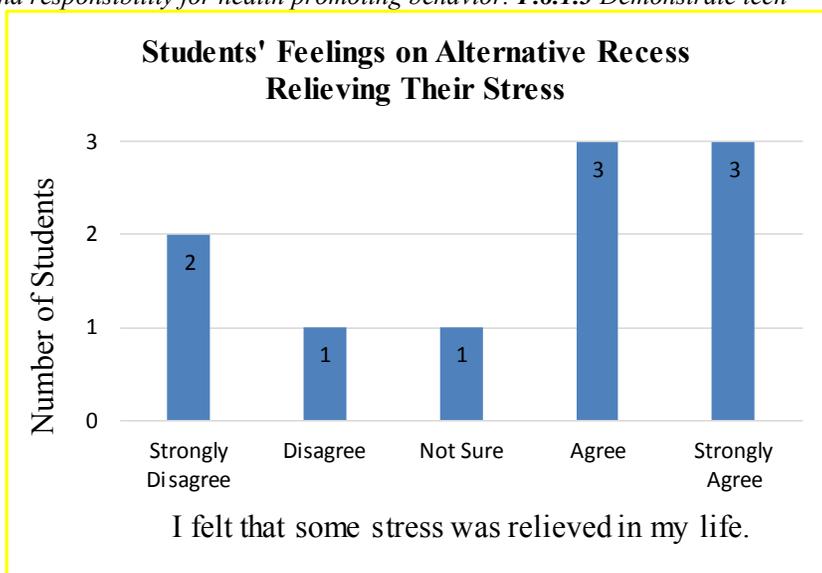
The graph to the right shows the percentage of students on time to school for the first two months of the past three years. The school counselor wanted students to become more responsible with getting to school on time. "The Golden Clock" incentive was put into place during the 2014/2015 school year. 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. Data indicates that more students arrived on time during the start of the 2014/2015 school year. This incentive helped create a positive attitude among students, staff, and parents for getting to school on time. During the 2015/2016 there was a decrease in the amount of students on time for school. During the 2016/2017 school year the school counselor will be working closely with specific families who need help with getting to school on time.



Social/ Emotional

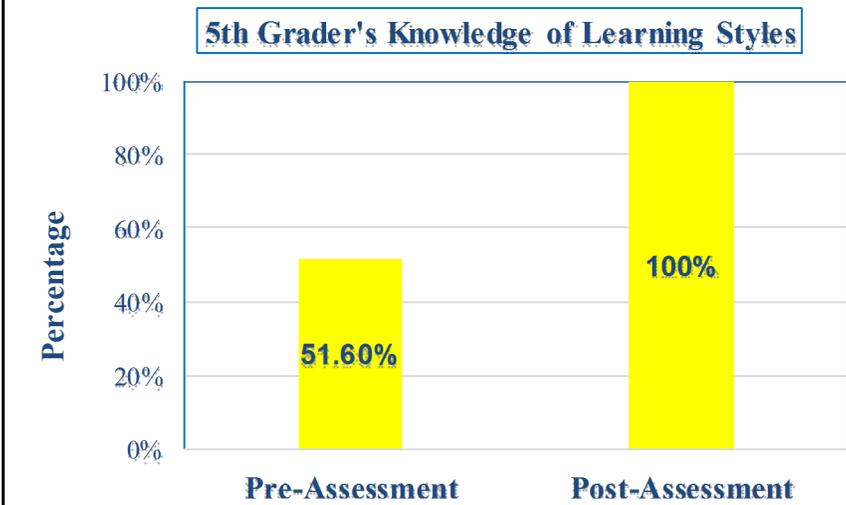
ASCA MS.1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
SS.2 Create positive and supportive relationships with other students.
WCSCM F.1 Acquire and demonstrate self-management and responsibility for health promoting behavior. **F.8.1.3** Demonstrate techniques for managing daily stress and conflict.

The school counselor worked with the principal to put an alternative recess program into place for intermediate students (grades 3-6). Ten students were chosen to be in the program because they either struggled behaviorally or emotionally during recess times or shortly after. During the alternative recess period students participated in a variety of small group activities, which included indoor and outdoor games and sports, computer lab, silent reading, and occasional social skills lessons taught by the counselor. The alternative recess program was always supervised by the same staff, which allowed students to build a close relationship to an adult in the building. Data shows six students felt that their stress was relieved by being in the alternative recess program. Parents and staff saw positive effects of the program carry over to the classroom and at home. Seeing that this program was a positive attribute to the building, the counselor is going to work with the principal to set up a similar program for primary students next year. The counselor will also conference with the four students who did not show stress was relieved and try to come up with other alternatives to help them.



Career

ASCA MS.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. **LS.4** Apply self-motivation and self-direction to learning. **WCSCM H.1** Attain educational achievement and performance levels needed to reach personal and career goals. **H.8.1.3** Identify individual learning styles and understand how to apply them in different learning and work situations.



The SCP teaches a career unit in fifth grade. One of the lessons has students identify their learning styles. Students begin by taking a pre-test to see if they know their learning style, and then complete an inventory of sixteen questions with the school counselor. The results of the inventory help students identify their learning style. The counselor meets with groups of students of similar learning styles, and they discuss how they best fit that learning style. Students then take a post test to see if they can identify their learning style. The graph to the left shows that 51.6% of fifth graders were able to identify their learning styles prior to the lesson and 100% were able identify their learning style after the lesson. Students will be able to use this information to help them when studying, as well as when making career decisions.

School Counseling Program Goals

Chart #1

Through targeted counselor intervention, Edison Elementary School will raise attendance rate from 91.8% to 93% in the 2016/2017 school year. As attendance plays such a crucial role in students' learning, the school counselor will run school wide incentives and work individually with students, as necessary to improve attendance.

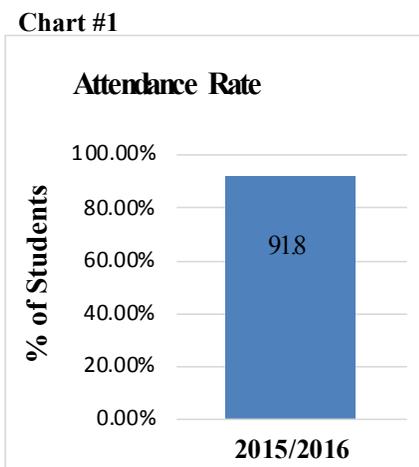


Chart #2

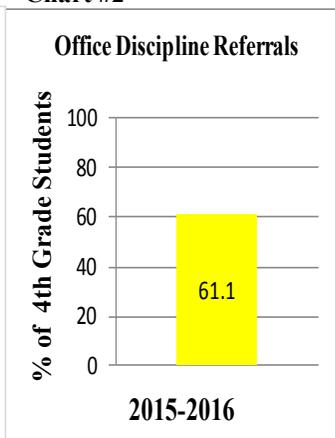


Chart #2

By June 2017, the current fifth graders will decrease their number of ODRs by 20%. The baseline data shows the percentage of students who received an ODR while this group was in fourth grade during the 2015-2016 school year. Discipline referrals significantly disrupt the learning environment and were, therefore, identified as a targeted goal for this group. The counselor will focus lessons on respect, positively working out problems, and teamwork in order to lower the percentage of ODRs issued to current 5th grade students.