

Gordon L. Willson Elementary School

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WEST BARABOO • WI • 53913

(608) 355-3925

DR. MOLLY FITZGERALD,
PRINCIPAL

BARABOO SCHOOL DISTRICT

GRADE LEVELS: K-5

SCHOOL YEAR: TRADITIONAL

SETTING: URBAN

2012 ENROLLMENT: 270

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2012 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

As the principal of Gordon L. Willson (GLW) Elementary School, I am honored to be a member of the Student Support Personnel Team (SSPT), and I am proud to present our second Support Personnel Accountability Report Card for Wisconsin (SPARC-W). The members of our SSPT have dedicated their time and energy to be involved in the common goal of supporting our students in the academic, personal/social, and career development domains of the Comprehensive School Counseling Model. I strongly support our SSPT's critical role in assisting students to raise individual student achievement and improve school safety.

The GLW SSPT continues to implement Positive Behavior Intervention Supports (PBIS) as a focus for improvement. Last year's goal of reaching an implementation level in PBIS of 80% was met with resounding success. The defined areas included: expectations defined, expectations taught, reward system, violation system, monitoring, management, and district support. According to the data from the Self Assessment Survey dated January 13, 2012, the SSPT raised the implementation average from 61% to 82%.

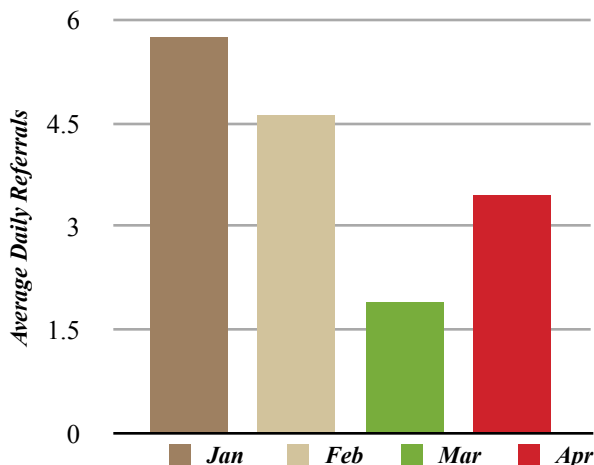
I strongly believe that the efforts of the SSPT have strengthened student achievement and our school culture by ensuring a safe and orderly environment. It is with great pride that I share our 2012 Support Personnel Accountability Report Card and I strongly support GLW's implementation of the state standards of the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) national standards. Our SSPT's collaborative approach to provide a top notch education, while implementing PBIS with fidelity, is the core of our everyday decision-making. I am very proud of our continued growth and efforts.

School Climate and Safety

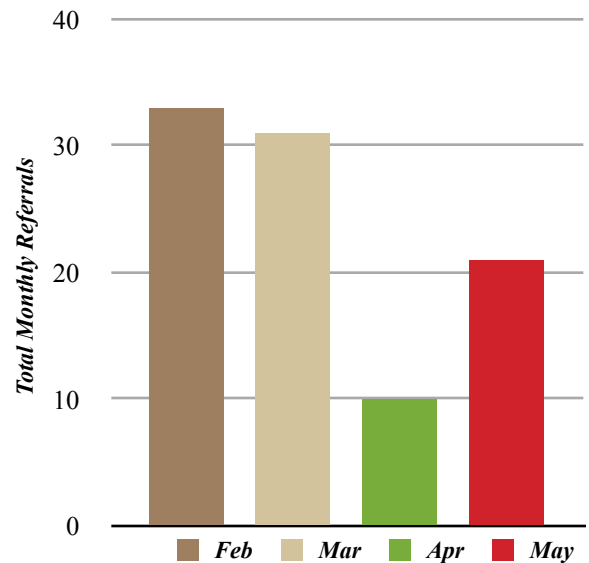
The SSPT recognizes the positive effects of the implementation of Positive Behavior Intervention and Supports (PBIS) on overall school climate and safety. The SSPT is committed to its ongoing implementation with fidelity. PBIS provides students with clear behavioral expectations that are defined, taught, and positively reinforced. The PBIS program is designed to emphasize prevention and early detection of behavioral issues. The school counselor is heavily involved in implementing PBIS with fidelity.

The SSPT uses data from SWIS (School-Wide Information System) to track results of the PBIS program. Our PBIS Tier One Team is committed to increasing positive behaviors throughout the building by direct teaching of behavioral expectations and giving students Wildcat Coupons for positive behaviors. The goal is to increase overall positive behaviors and reduce negative behaviors. The graph below shows our average daily referrals for negative behaviors in all school locations for the months of January, February, March, and April in the 2011-2012 school year. As a result of the Wildcat Coupon Program (WCP), on average we were able to reduce negative behaviors during the months shown. The Student Support Personnel Team has had a very strong effect on school climate and safety as illustrated by the graph.

Negative Referral Behaviors for all Locations

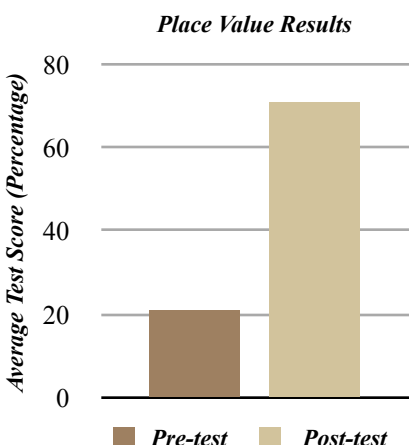
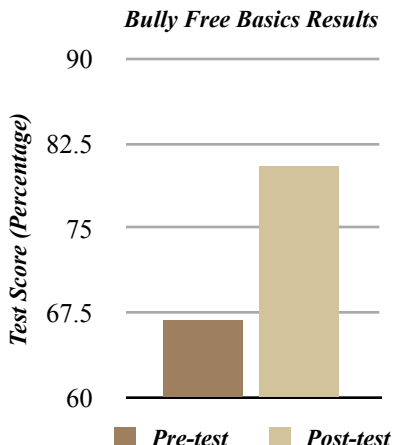
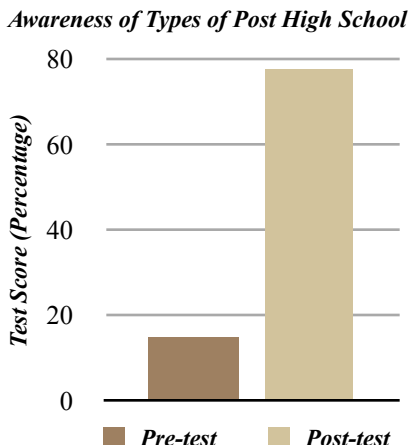


Negative Referral Behaviors for the Classroom



The graph above shows the total number of monthly referrals for negative behaviors in the classroom, which directly impacts student achievement. The number of referrals for negative behaviors in the classroom went from thirty-three in February 2012 and thirty-one in March 2012 to ten in April 2012 and twenty-one in May 2012. School climate and safety are positively impacted by the efforts of the Student Support Personnel Team.

The SSPT at GLW Elementary School is continuously addressing student needs under the three domains of the ASCA and the WCSCM standards: academic, personal/social, and career development. Data driven results are essential to the implementation of the National and State Standards because the results are used in the development, evaluation, and improvement of the student learning process.

ACADEMIC	PERSONAL / SOCIAL	CAREER																		
<p style="text-align: center;">ASCA Standard A.B1.2 Learn and apply critical-thinking skills.</p> <p style="text-align: center;">WI Standard A.4.1.1 Demonstrate competence and confidence as a learner.</p> <p>▶ The SSPT understands the critical role they play by collaborating to provide school interventions that increase student achievement. The school counselor, school psychologist, classroom teachers, and special education teacher are members of the Grade Five What I Need (WIN) Team. WIN interventions have produced results in student achievement as shown in the graph below. The school counselor and school psychologist provide enrichment activities for the highest performing math students which enables the special education and classroom teachers to provide interventions to middle, low, and remedial performing students. We found that the lowest performing students in math place values improved from an average of 21% on the pre-test to an average of 71% on the post-test. Collaborative efforts of the Grade Five WIN Team have increased the number of students at benchmark and the SSPT played a vital role.</p> <div style="text-align: center;"> <p>Place Value Results</p>  <table border="1" style="margin: auto;"> <caption>Place Value Results</caption> <thead> <tr> <th>Test Type</th> <th>Average Test Score (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Pre-test</td> <td>21</td> </tr> <tr> <td>Post-test</td> <td>71</td> </tr> </tbody> </table> </div>	Test Type	Average Test Score (Percentage)	Pre-test	21	Post-test	71	<p style="text-align: center;">ASCA Standard PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p style="text-align: center;">WI Standard D.4.2.1 Discuss and explain the differences between inappropriate and appropriate behavior</p> <p>▶ The SSPT plays a pivotal role in the teaching and reteaching of appropriate behavior. The SSPT is continuously striving to make a positive impact on student behavior which results in higher student achievement. We have conversed with our community partners including the Boys and Girls Club of Baraboo and First Student, our bus company, about the types of behavior they are witnessing. In both cases, bullying behaviors were noted as a concern. The school counselor provided anti-bullying classroom lessons to 4th and 5th grade students in an effort to help students distinguish between inappropriate and appropriate behavior. The school counselor used the Bully Free Basics Program developed by the Milwaukee Children's Hospital in conjunction with the Wisconsin Department of Public Instruction. As a result of this effort, 4th and 5th grade students at GLW raised their understanding of bullying as an inappropriate behavior from 66.8% on the pre-test to 80.5% on the post-test as shown in the graph below.</p> <div style="text-align: center;"> <p>Bully Free Basics Results</p>  <table border="1" style="margin: auto;"> <caption>Bully Free Basics Results</caption> <thead> <tr> <th>Test Type</th> <th>Test Score (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Pre-test</td> <td>66.8</td> </tr> <tr> <td>Post-test</td> <td>80.5</td> </tr> </tbody> </table> </div>	Test Type	Test Score (Percentage)	Pre-test	66.8	Post-test	80.5	<p style="text-align: center;">ASCA Standard C:A1.1 Develop skills to locate, evaluate, and interpret career information</p> <p style="text-align: center;">WI Standard G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes</p> <p>▶ Career Exploration: The SSPT recognizes the importance of early career exploration for all students in the elementary setting and is committed to helping students develop career awareness. The school counselor developed classroom lessons for each grade level that give students the opportunity to explore various aspects of career development. As a result of the Career Exploration Unit, 4th and 5th grade students increased their awareness of the types of degrees they can earn after high school from 14.7% on the pre-test to 77.5% on the post-test. This is noted on the graph below.</p> <p>▶ Career Fair: The SSPT partners with the Baraboo National Guard and the Baraboo Kiwanis Club to promote a district-wide career fair for the fourth and fifth graders. Twenty community speakers, including the Baraboo Police and Fire Department, participate. Students learn about education requirements and job duties, and participate in hands-on activities. As a result of the Career Fair, students increased their understanding of careers which are best suited for them based on their interests, likes, and dislikes.</p> <div style="text-align: center;"> <p>Awareness of Types of Post High School Degrees</p>  <table border="1" style="margin: auto;"> <caption>Awareness of Types of Post High School Degrees</caption> <thead> <tr> <th>Test Type</th> <th>Test Score (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Pre-test</td> <td>14.7</td> </tr> <tr> <td>Post-test</td> <td>77.5</td> </tr> </tbody> </table> </div>	Test Type	Test Score (Percentage)	Pre-test	14.7	Post-test	77.5
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Focus For Improvement

The Gordon L. Willson Elementary School Student Support Personnel Team is strongly committed to continuously improving the effective programs and services provided to our students and families, in accordance with the school counseling program and in alignment with ASCA and WCSCM standards. The GLW SSPT strives to align our efforts and goals with the goals of our school and district.

This year we looked at data from SWIS showing Office Discipline Referrals (ODR) given in the classroom. The data indicated that we had 190 classroom ODRs during the 2011-2012 school year. This seemed like a high percentage, therefore, we are planning to implement Check In / Check Out (CICO), which is a Tier Two strategy, during the 2012-2013 school year.

Our focus for improvement is to decrease the number of classroom ODRs during the 2012-2013 school year which will help raise student achievement, enhance the learning environment, and close the achievement gap by providing a rigorous curriculum.