



SAWYER ELEMENTARY SCHOOL

2012 Support Personnel Accountability Report Card for Wisconsin
A continuous improvement document sponsored by the Wisconsin School Counselor Association
 Grade Levels 1-2 · 60 Willow Drive · Sturgeon Bay, WI 54235 · Tel: (920)746-1825 · www.sturbay.k12.wi.us

Principal's Comments

Sawyer Elementary School's Student Support Personnel Team (SSPT) plays a vital role in facilitating high quality academic success, positive social/emotional development, and school safety for all members of our school community. A strong partnership exists among parents, staff and community to help our young learners develop into contributing citizens who will thrive in and positively impact a diverse and dynamic world. Our staff provides quality academic instruction tailored to the individual student and strengthened by a variety of support strategies. This serves a critical function in student success and closing the achievement gap.

Sawyer School has been recognized as an *American School Counselor Association (ASCA) Model Program*. I strongly support the implementation of the ASCA National and Wisconsin State Standards in our pursuit of excellence. I am proud to work with a qualified, dedicated, and passionate school counselor and Student Support Personnel Team.

Student Support Personnel Team

The SSPT incorporates the Wisconsin Comprehensive School Counseling Model (WCSCM) and the ASCA National Model for all school counseling programs. Sawyer School's Comprehensive School Counseling Program began in 2004 when the Sturgeon Bay Public School District's Counseling Department began the process of becoming a Recognized American School Counselor Model Program (RAMP). Sawyer School was awarded this recognition in 2011. As a member of the SSPT, the school counselor collaborates with support personnel, educators, parents, and other stakeholders to design, coordinate, implement, and evaluate services to foster student achievement in areas of academic, personal/social, and career development. The SSPT also assists in the implementation of Sawyer's Response to Intervention (RTI), a school-wide initiative that structures the learning environment to support student academic and social success.

Team Member	Education	Experience (years)	Membership/Associations/Organizations
Principal Ann Smejkal	Doctorate Degree	30	Association of Wisconsin Administrators, Association of Supervision & Curriculum Development, National Council of Teachers of Mathematics
School Counselor Patricia Vollrath	Master's Degree	14	Wisconsin School Counselor Association, American School Counselor Association, William Glasser Institute, RTI Leadership Team, Critical Incident Stress Management Team
Clerical Brenda Olsen	High School Diploma	16	RTI Committee, School-Wide Information System (SWIS) Coordinator, P.A.T.H (Promoting Access to Help/Autism)
School Psychologist Robert Myers	Master's Degree	11	National Association of School Psychologists (NASP), Wisconsin School Psychologists Association (WSPA), (SWIS) Facilitator
School Nurse Abigail Johnson	Bachelor's Degree	5	Sigma Theta Tau, International Nursing Honor Society
Reading Specialist Gretchen Montee	Master's Degree	29	Wisconsin State Reading Association, RTI Committee, Friends of Door County Library, Door County Silent Sports, P.A.T.H.
Speech/Language Therapist Julie Doucette	Master's Degree	20	Speech-Language-Hearing Association (ASHA), RTI Committee
Emotional Disabilities Teacher Cheri VandenBogart	Master's Degree	8	RTI Committee, Sunshine Committee, P.A.T.H
Emotional Disabilities Teacher Susan Thierfelder	Master's Degree	9	RTI Committee, P.A.T.H.

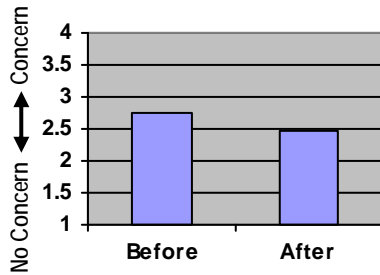
School Climate and Safety

School climate and safety are priorities at Sawyer Elementary School. Our goal is to provide a community where students feel cared for, valued, and respected. Members of our SSPT interface with the Social/Behavior Team to foster a safe and caring environment with an emphasis on character building. Our SSPT believes that there is a strong correlation between school safety and student success. The needs for Sawyer's counseling program were derived from the staff School Climate Survey. The results from this data served as the foundation for our programs that promote student safety, well-being, and connectedness.

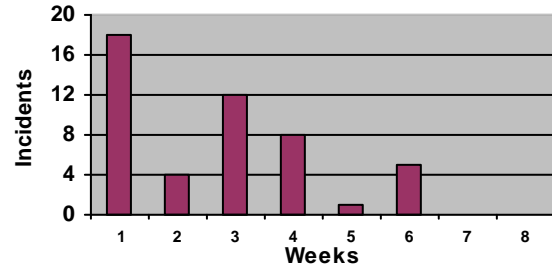
Based on information from the 2010-2011 School Climate Survey a school-wide initiative was created focusing on the use of manners throughout the school day. By the end of the school year there was a 9.8% increase in polite behavior exhibited by students at Sawyer.

Another focus of the SSPT was to reduce the number of school bus incident referrals involving Sawyer students. A 4-step plan was developed and implemented by the SSPT. Since this plan began, a marked decrease in school bus incident referrals has been noted.

Behavior Intervention: Manners



Number of Bus Incidents per Week



Student Results

Sawyer's SSPT is dedicated to the district's mission of developing "informed, knowledgeable citizens, and successful life-long learners." The delivery and management of our comprehensive program is aligned with the ASCA National and Wisconsin State Standards to achieve this mission. We collect and analyze data to create and modify academic, personal/social, and career development programs. Data provides both the focus and validation for our efforts and allows us to see just how students are different because of our support services.

Academic Domain

ASCA Standard A:A1.4 *Identify attitudes and behaviors that lead to successful learning.* **Wisconsin Standard: A.4.1.4** *Identify and model personal attitudes and behaviors that lead to successful learning.*

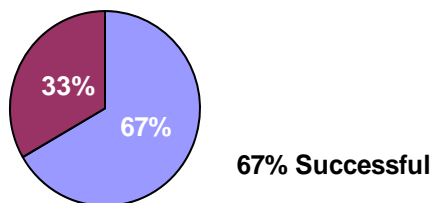
Twelve students identified as having challenging behaviors participated in Collaborative Problem Solving (CPS) with the school counselor and staff member directly involved. Pre-data indicated that these students displayed behaviors that were inhibiting their ability to work to their potential. With the belief that kids do well if they can, sessions took place to identify the specific lagging skills/unsolved problems and to work toward realistic/mutually satisfying solutions. Post results indicated that 67% of students identified improved in at least one targeted Life Long Learning score on his/her report card while 33% remained the same.

Personal/Social Domain

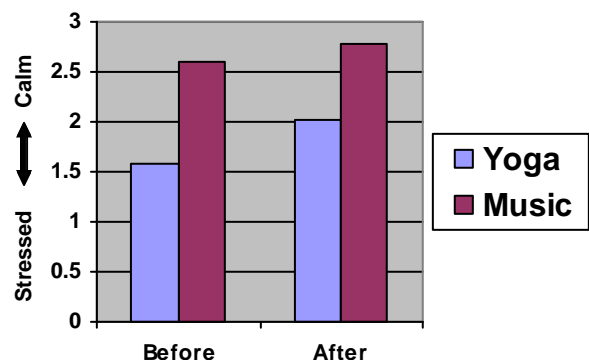
ASCA Standard PS:A1.8: *Understand the need for self-control and how to practice it.* **Wisconsin Standard D.4.1.3** *Practice self-control.*

Another focus of the SSPT was to increase self-control as indicated by the School Climate Survey results. In classroom guidance, 2nd graders were taught the four parts of Total Behavior (thinking, acting, feelings, and body talk) and that the two parts we have the most control over are our thinking and acting. This was demonstrated when students learned in music class that listening to relaxing music and practicing yoga in gym class can increase self-control and decrease stressful feelings. With the use of pre and post-class Stress Card data there was noted a 6.5% overall reduction of stress levels in music and 27.7% in gym class.

Student Success With CPS



Relaxation Techniques



Major Achievements

Leadership and collaboration between the Student Support Personnel Team and staff is critical to our overall success. The team is proud of its achievements and active involvement in the following programs:

- **21st Century Grant:** This grant allowed Sawyer to implement a unique program called the Community Learning Center (CLC). This is an after school program, operated in partnership with the Boys and Girls Club of Door County, that is designed to provide directed physical and academic enrichment activities. CLC's main focus is to boost literacy and math skills for students who are striving to reach grade-level proficiency.
- **Title I School:** Sawyer is a Title I school and receives funding for academic enrichment materials to be used within the classroom setting. Sawyer has two Title I teachers and an associate who focus primarily on reading interventions with students performing below grade-level proficiency.
- **Student Achievement Guarantee in Education (SAGE) Program:** SAGE is a program that aims to increase student achievement through the use of these four school improvement strategies: 1) class sizes of no more than 18:1 in grades K-3; 2) increased collaboration between schools and their communities; 3) implementation of a rigorous curriculum; and 4) improved professional development and staff-evaluation practices.
- **Professional Learning Community (PLC):** PLC is a model for school improvement in which educators are committed to working collaboratively in ongoing processes for overall school improvement.
- **Dental Sealant Program:** This program is available to all second grade students through the Ministry Door County Medical Dental Clinic.
- **Recognized ASCA Model Program Award (RAMP):** Sawyer's counseling program received the RAMP Award in 2011. The RAMP designation, awarded to schools that align with the criteria set in the ASCA National Model, recognizes schools that are committed to delivering a comprehensive, data-driven school counseling program, and an exemplary educational environment.

Measurements

The SSPT uses a variety of surveys and assessments to measure student achievement in the domains of academic, personal/social, and career development. These measurements determine necessary responsive services and interventions for individual students and also help evaluate the management and effectiveness of current programs and services.

Academic Domain: Assessments in the academic domain are used by the team to improve academic programs and to increase student scholastic achievement and maximize learning.

- **District and Building Common Assessments:** The results are used to identify the level of proficiency of each student's performance on a specific skill and to provide necessary supportive services and programs.
- **SRI (Scholastic Reading Inventory):** The SRI is used to screen student reading levels beginning in second semester of 2nd grade.
- **STAR (Standardized Testing and Reporting) Universal Screener:** STAR is used to screen all students in the areas of math and reading to provide information that informs instruction.
- **Fountas & Pinnel Benchmark Assessment:** This benchmark assessment is used in grades K-5 to monitor reading skill development.
- **CNC (Critical Numeracy Checklist):** The CNC is used to monitor student numeracy skill development in grades K-2.
- **Special Education Assessment:** The results determine placement of each student within the least restrictive environment, which may include special education programming. An Individual Education Plan (IEP) is then used to outline a student's particular needs and academic objectives.

Personal/Social Domain: The personal/social domain assessments are used by the team to develop or maintain programs and/or curriculum that addresses personal/social needs of our students.

- **School Climate Survey:** The results are used to evaluate and drive the guidance curriculum and school wide social/behavior initiatives.
- **SWIS Reports:** This data supplies an overview of school-wide problem behavior areas as well as individual reports for students and staff members. The reports are used by the SSPT to make data-based decisions on necessary changes and/or interventions.
- **Attendance Data:** The data is used by the SSPT to devise student improvement plans for student attendance.
- **Special Education Assessments:** The results designate accurate placement in the least restrictive environment, which may include special education programming. An IEP is then used to outline a student's particular needs and behavioral objectives.

Career Domain: Career Domain assessments are used by the SSPT to determine students' interests, abilities, and values. Results are used to drive career research.

- **Career Booklet - Extra Extra Read All About Me:** This booklet is completed in second grade to begin documenting individual career development. It includes personal interests/abilities and helps students connect school to work.

Community Partnerships/Resources

The SSPT coordinates and collaborates with a variety of community resources to enhance the quality and effectiveness of our student support program. These partnerships are an integral part of the delivery of services that provide academic support and well-being in academic, personal/social, and career development as outlined by the national and state standards. Community Partnerships that currently exist at Sawyer include:

Academic Domain

- Raibrook Foundation
- Boys & Girls Club of Door County
- Student Teacher Supervision
- Promoting Access to Help (PATH)
- Parent Teacher Group (PTG)

Personal/Social Domain

- Lions Club/Public Health - Vision & Hearing Screen
- Promoting Access to Help (PATH)
- Feed My People - Backpack Buddies
- Door County Department of Social Services
- Parent Teacher Group (PTG)
- Raibrook Foundation

Career Domain

- Fire Department - Safety Orientation
- State Trooper - Car Seat Safety
- Public Service - Electricity Safety
- Police Department - Stranger Danger
- Parent Teacher Group (PTG)
- Raibrook Foundation

Volunteer Involvement

The SSPT encourages and welcomes volunteer involvement as a way of making a difference in the academic, personal/social, and career development of all students at Sawyer. Here are some current volunteer activities related to student support services:

- **Morning Greeters:** Parents volunteer to be at the curb each morning with a smile to greet families dropping off students at school.
- **Count Me In Puppets:** Community members and parents volunteer to be puppeteers for the Count-Me-In Puppet shows that teach children to understand and appreciate the "differently able" and keeping their bodies safe.
- **Reading Buddies:** Volunteers from the community work with students to foster a love of reading. Volunteers read with students one-on-one to build confidence in our young readers.
- **School Counseling Advisory Council:** A group of parents, students, staff, and community members meet bi-annually to assist the counseling staff in the design, delivery, and evaluation of the counseling program.

Sawyer is always looking for new volunteers and new volunteer involvement opportunities.

If interested, please contact the Sawyer School office at (920)746-1825 or Patsy Vollrath; pvollrath@sturbay.k12.wi.us

Focus on Improvement

The Sawyer SSPT is strongly committed to ongoing improvement and alignment with the goals of our building and district to support and enhance student achievement. Regular assessment of SSPT services helps identify areas in need of improvement. The following goals for 2012-2013 have been developed to increase appropriate behaviors and academic growth.

Goal 1: To fully implement the office referral School-Wide Information System (SWIS). This data will help the SSPT evaluate student behavior and shape school-wide interventions to maximize the academic and social successes of Sawyer students.

Goal 2: To implement Positive Behavioral Interventions & Supports (PBIS). This is a proactive school wide system where emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving to address behavior concerns.

This is Sawyer School's first SPARC-W. Progress in these areas will be reported in our 2013 SPARC-W.

Keeping You Informed

Sawyer's SSPT is committed to the need for effective communication with students, parents, staff, and the community. A wide variety of communication methods are used to meet this goal. Translations are available upon request or when need is already known.

Personal Contact:

- **Students:** Announcements, assemblies, individual or small group meetings with teacher, counselor, and/or principal
- **Parents:** Individual meetings with teacher, counselor, and/or principal, phone calls, Back to School Night, Open House, and Parent Teacher Conferences
- **Staff:** Monthly staff meetings, individual or small group meetings with principal, and/or counselor, and grade level team meetings, Student Consultation Team (SCT) meetings, RTI committee meetings
- **Community:** School Counselor Advisory Council meetings
- **School Board:** Recognized ASCA Model Program recognition - December 2011, SPARC-W document to be shared February 2013

Electronic:

- **All groups:** School website: <http://www.sturbay.k12.wi.us>, including the school counselor's webpage and access to SPARC-W document, and e-mail

Printed:

- **Students:** Bulletin boards
- **Parents:** SLOOP monthly school newsletter, SPARC-W document, the *Counselor's Corner* quarterly newsletter, bi-monthly *Growing Up* newsletter, parenting tips/fact sheets in the *SLOOP* monthly newsletter, bulletin boards, report cards, hallway pamphlets
- **Staff:** SPARC-W document, the principal's weekly bulletin, counselor's newsletters
- **Community/School Board:** SPARC-W document, *The Door County Advocate* articles about school initiatives and events

The Support Personnel Accountability Report Card will be available for public distribution.