



Forest Park Middle School

8225 W. Forest Hill Ave. Franklin, WI 53132

414-529-8250 www.franklin.k12.wi.us

Principal: Erin King

Enrollment: 721 Grade Levels: 7-8

School Counselors: Melinda Greco

Bernadette Van Lith

Wisconsin School Counseling Program Accountability Report 2017

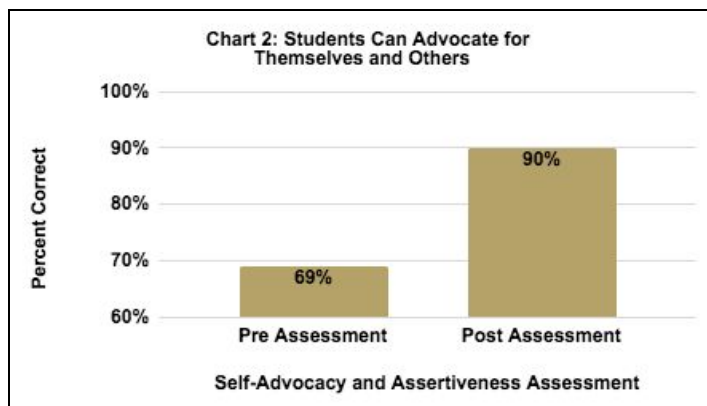
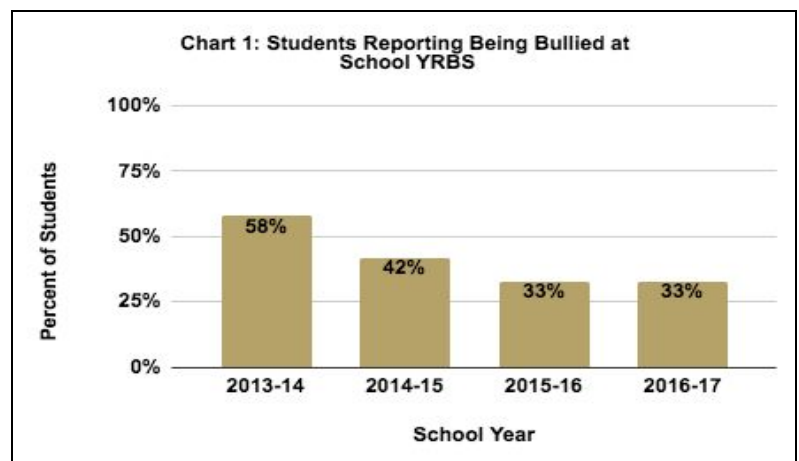
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Principal's Comments

The students of Forest Park (FP) are fundamentally different because of the work of our school counselors. Through extensive collaboration with administration, our school counselors successfully deliver universal instruction to meet students' career development goals, social/emotional goals, decrease bullying and increase a sense of belonging and connectedness. This is evident when analyzing our Youth Risk Behavior Survey (YRBS) data as well as our internal data sources. Our counselors have strategically addressed bullying through universal instruction by successfully implementing our Be One Stand up Student (BOSS) program, delivering lessons to all students, and specifically intervening when student situations warrant intervention. Our school counselors have also systematically addressed career development through high quality universal instruction and collaboration with our classroom teachers. The positive effects seen in the increased number of Honors courses our freshman take when they reach high school speaks to the goal setting that is directly addressed by our counselors. Our school counselors also identified a need to work with students who are new to the district based on elevated rates of health room visits (HRV) and office discipline referrals (ODR). This intervention significantly decreased the amount of HRV's and ODR's during the 2016-17 school year. Overall, our school counselors positively impacted all students who attend FP on a daily basis as they strive to meet their academic, career, and social/emotional needs.

School Climate & Safety

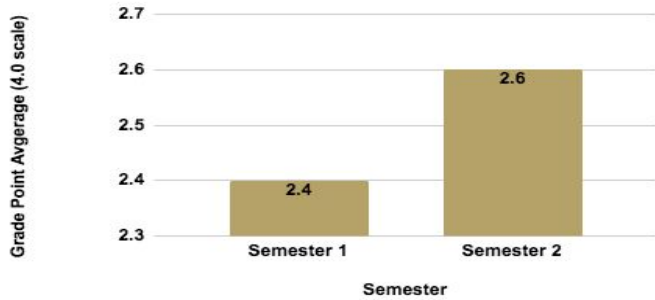
Forest Park's School Counseling Program (FPSCP) works to ensure that all students can come to a school with a positive and safe environment that will enable them to learn. Upon reviewing the YRBS data, it was recognized that many students reported being bullied at school. The school counselors addressed this problem by implementing a variety of strategies. Through collaboration with administrators, an online Bully Report Form was created as a means to provide students, parents, and the community a way to report bullying. A school wide Be One Stand Up Student program was designed to recognize students who stood up and advocated for others. On the first Wednesday of each month, students and staff wore blue and participated in anti-bullying and advocacy activities for "Blue Shirt Days". These actions have decreased the school YRBS data on students who report being bullied at school as seen in **Chart 1**.



The FPSCP delivers universal instruction that impacts the school's climate and promotes a sense of connectedness for all students. The middle school counselors provided universal instruction using the American School Counselor Association (ASCA) Mindsets and Behaviors to provide students the skills and knowledge needed to effectively address bullying by understanding the definition of bullying, the role of bystanders, and how one can advocate for himself or someone else in a bullying situation. As a result of this instruction, students increased their knowledge of bullying and their ability to respond to bullying as evidenced in the pre and post assessment in **Chart 2**.

Student Results

Chart 3: Grade Point Average of Students in Academic Group



shows that students increased their GPA from 2.4 to 2.6 on a 4.0 scale.

Career Development ASCA: BLS 7 Identify long- and short-term academic, career and social/ emotional goals. WCSCSM: H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals

FPSCP determined that 8th grade students lacked sufficient knowledge of their high school options when student confusion and questions increased and enrollment in high school honors courses decreased. Universal instruction was delivered to 8th grade students to ensure they had a foundation of knowledge to begin planning for high school and beyond.

Chart 4 shows that through these efforts the number of students enrolling in Honors courses at Franklin High School increased significantly.

Chart 4: Number of Students Taking Honors Courses as Freshman at Franklin High School

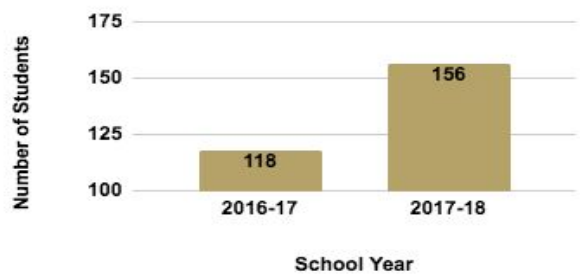
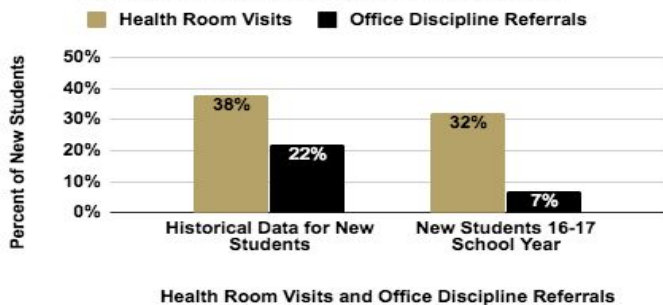


Chart 5: Percent of New Students with 4 or More Health Room Visits and 1 or More Office Discipline Referrals

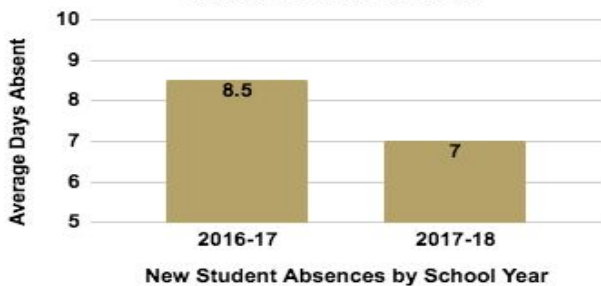


Social/Emotional Development ASCA: BSS 3 Create relationships with adults that support success WCSCSM: D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships

Historical data has shown that students new to Franklin Public Schools (FPS) have higher HRV's and ODR's. In an effort to decrease these numbers, the FPSCP created a program for students new to our school. The goal of this program was to ensure students felt connected to school and were able to establish and maintain meaningful relationships with adults. As **Chart 5** shows, the percent of new students with four or more HRV's and one or more ODR's per year decreased.

School Counseling Program Goals

Chart 6: Average Number of Days Absent for Students New to Forest Park



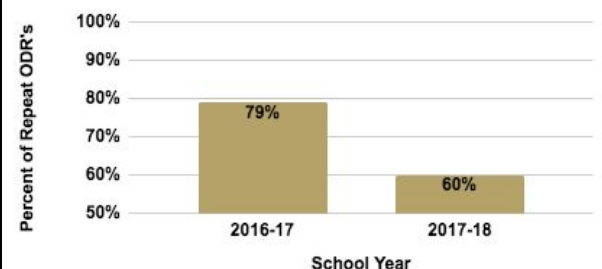
average of 7 absences per school year. (see **Chart 6**) FPSCP plans to close this gap through a counselor designed new student program. The program will meet monthly and focus on fostering connections with staff and other students.

Program Goal 2: By the end of the 2017-18 school year, the percent of ODR's that involve students who are repeat offenders will decrease from 79% to 60%. **Explanation of Goal:** Discipline data shows that students who receive one or more ODR are 58% more likely to receive additional ODR's. The FPSCP will use Restorative Practices to enable students to work through conflicts in order to close this gap. (see **Chart 7**)

Program Goal 1: By the end of the 2017-18 school year, the FPSCP will decrease the absences of students new to FP from 8.5 days to 7 days.

Explanation of Goal: Historical data has shown that students who enter FPS after 5th grade have higher absences. In the 2016-17 school year, students that were new to FP had an average of 8.5 absences per school year while the general population had an

Chart 7: Percent of Office Discipline Referrals by Repeat Offenders



Percent of Repeat ODR's