

North Freedom Elementary School

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KATHY ANDREASEN, PRINCIPAL
BARABOO SCHOOL DISTRICT
GRADE LEVELS: 4K-5
SCHOOL YEAR: TRADITIONAL
SETTING: URBAN
2013 ENROLLMENT: 130
www.baraboo.k12.wi.us



2013 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 North Freedom (NF) Elementary School, I am proud to share our 2013 Support Personnel Accountability Report Card (SPARC) to demonstrate the positive impact our School Counseling Program (SCP) has on students in terms of academic, personal/social, and career development. I strongly support the SCP and its efforts and commitment to implementing the state standards of the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) National Standards.

I strongly believe the SCP strengthens student achievement and school climate and safety. The school counselor is actively involved in implementing Positive Behavior Interventions and Supports (PBIS) which is a school wide program for maintaining a positive and safe school climate. During the 2012-2013 school year, our school counselor played an important role in implementing Check-In/Check-Out (CICO) which helped 75% of CICO students

to have better success with behavior choices and clearly indicates the impact of our SCP.

A second example of the SCP impact on student achievement is the school counselor's membership on the Tier One and Tier Two PBIS teams. The SCP is a vital and key element in the collaborative approach we provide for a high quality educational environment, while also working to individualize instruction for each child. The SCP, through a teamwork process, strives to help improve student achievement and strengthen our school climate and safety. As a result of this process, 95% of North Freedom (NF) elementary students received 1 or less Office Discipline Referrals (ODR) for classroom behavior. The SCP has clearly and strongly impacted student achievement. The goals and results of the SCP are shared and reviewed with me to ensure constant improvement and accountability.



School Climate and Safety

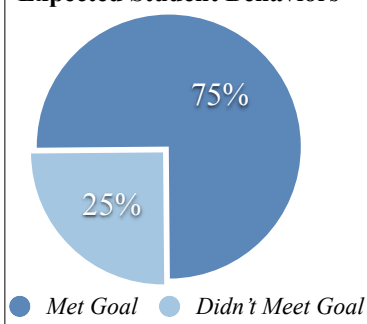
The School Counselor recognizes the positive effects of the implementation of Positive Behavior Intervention and Supports (PBIS) on overall school climate and safety. The SCP is committed to its ongoing implementation with fidelity. PBIS provides students with clear behavioral expectations that are defined, 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.

School climate and safety are directly impacted by the efforts of the School Counseling Program

The SCP plays a crucial role in creating and maintaining a positive and safe school climate. The school counselor uses data from the School-Wide Information System (SWIS) to track results of the Positive Behavior Interventions and Supports system (PBIS). The school counselor was responsible for implementing CICO, which is a component of PBIS, throughout the school year.

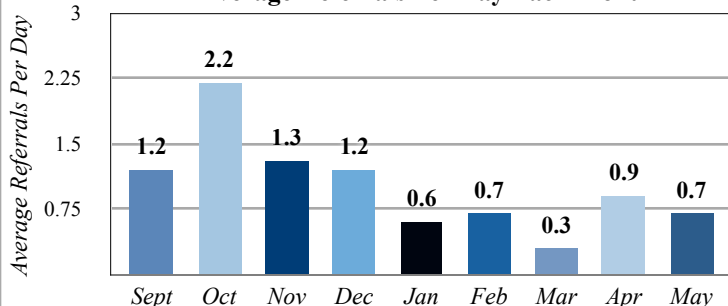
CICO is a behavior intervention for students who receive three Office Discipline Referrals (ODRs) in a 2-week time period. The student checks-in with an adult mentor in the morning and checks-out with him/her in the afternoon. The adult mentor and the student review a point note which scores the student's behavior choices throughout the day. Twelve North Freedom students were placed on CICO in the 2012-1013 school year with nine of the 12 students meeting their goal of receiving 80% or higher, on average, every day. Seventy-five percent of CICO students showed a significant improvement in behavior choices.

Expected Student Behaviors



The school counselor is a member of the PBIS team that promotes positive behavior choices by students throughout the building. One of the goals of the PBIS team and the SCP was to implement the use of Cool Tool tickets as a reward for students making positive behavior choices. This program was implemented in September 2012 and was in place for the duration of the school year. The chart below shows average referrals per day each month for poor behavior choices. As a result of the Cool Tool ticket program, negative referrals decreased. School climate and safety have been positively and directly impacted by the efforts of the SCP and the PBIS team.

Average Referrals Per Day Each Month





Student Results

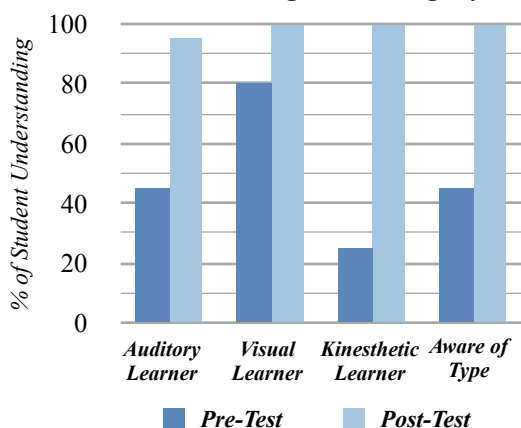
The SCP at North Freedom Elementary School is continuously addressing student needs under the three domains of the ASCA and the WCSCM standards: academic, personal/social, and career development. Data driven results are essential to the implementation of the National and State Standards because they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

ACADEMIC

ASCA A:A2 Acquire Skills for Improving Learning
A:A2.4 Apply knowledge and learning styles to positively influence school performance
WCSCM A.2 Acquire the skills for improving effectiveness as a learner
A.8.2.2 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance

- ▶ The school counselor realizes the importance of supporting the academic success of all students. The school counselor offers classroom guidance lessons which support students in academic achievement. One of the classroom lessons was specifically designed to help 5th grade students understand learning styles and influence academic performance. All North Freedom fifth grade students were given a pre-test to determine their understanding of different learning styles. The questions on the pre-test were: **What is an auditory learner? What is a visual learner? What is a kinesthetic learner? What kind of learner are you?** The pre-test showed that 45% understood what an auditory learner was, 80% understood what a visual learner was, 25% understood what kinesthetic learner was, and 45% understood what type of learner they were. After the classroom lesson the understanding of each type of learner rose dramatically as shown by the post-test and graphs below.

Understanding of Learning Styles

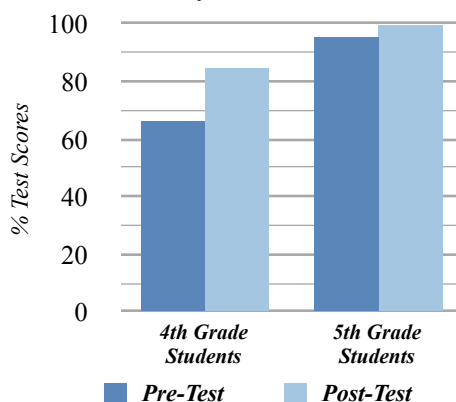


PERSONAL/SOCIAL

ASCA PS:A1 Acquire Self-knowledge
PS:A1.6 Distinguish between appropriate and inappropriate behavior
WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others
D.4.2.1 Discuss and explain the differences between inappropriate and appropriate behavior

- ▶ The SCP plays a pivotal role in the teaching of appropriate behavior. The school counselor is continuously striving to make a positive impact on student behavior which results in higher student achievement. 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, NF 4th grade students raised their identification of bullying as an inappropriate behavior from 66.22% on the pre-test to 84.39% on the post-test and 5th graders raised their understanding from 95.47% to 99.35% as shown in the graphs below.

Bully Free Basics Results

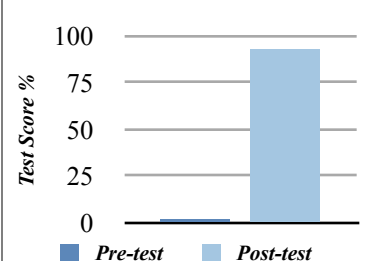


CAREER

ASCA C:A1 Develop Career Awareness
C:A1.1 Develop skills to locate, evaluate, and interpret career information
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

- ▶ Career Exploration: The SCP recognizes the importance of early career exploration for all students in the elementary setting. The SCP 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.
- ▶ Career Fair: A district-wide career fair for fourth and fifth graders is conducted in the Spring of each school year. Twenty speakers from the community share information with students regarding the education necessary to pursue their career. As a result of the Career Fair, students increased their understanding that there are careers which are better suited for them because of their interests, likes, and dislikes from 2.2% to 93.2%.

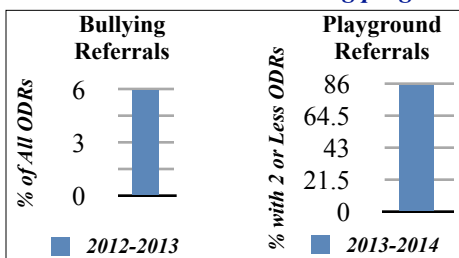
Understanding of Careers Linked to Interests



School Counseling Program Goals

The North Freedom Elementary School SCP is passionately committed to continuous improvement to provide effective programs and services to our students and families in accordance with the school counseling program in alignment with ASCA and WCSCM standards.

The North Freedom SCP takes pride in aligning its efforts and goals to our building and district goals. The SCP will set two goals which enhance the learning environment and close the achievement gap. The first goal will be to implement the PBIS bullying program to reduce ODRs for bullying behaviors. In the 2012-2013 school year, our baseline data shows eleven ODRs were issued representing 5.98% of total



ODRs. Our goal is to reduce bullying referrals to less than 5% in the 2013-14 school year.

The school counselor is a member of the Tier One and Tier Two PBIS teams and has a collaborative role. In the 2012-13 school year, 86% of NF students received 2 or less playground ODRs. The second goal of the SCP is to have at least 90% of all NF students receive 2 or fewer playground ODRs for 2013-14 school year.