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James Donnellan, Principal

Enrollment: 298  
Grades: PK-6

Michelle Mokrzycki, Counselor  
Staci Chevermont, Assistant Counselor

### 2017 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 fourth 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.

In January 2017, we hired a counseling assistant (CA) to further support the school counselor and the SCP, with the ultimate goal of reaching more students school-wide. The CA has helped to supplement the SCP substantially, and in various ways. Although I have many examples of how our SCP positively impacts our students, I would like to share two specific examples. First, the CA has run more Student Academic Intervention Groups (SAIG) and other small group counseling for our students, in addition to the school counselor's groups. During the 2016-2017 school year, the SCP was able to offer 12 groups to serve more students who needed extra support and skills in the following areas: grief, anxiety, self-esteem, changing families, and social skills. Group lessons involved projects, discussion, stories, and other activities. In reviewing the data collected on these groups, it was apparent not only that more students were reached by holding these groups, but also that students had learned more strategies to help support them in and out of the classroom.

The second example is the work that the SCP did for our Culturally Responsive Committee. The school counselor facilitated a book study in person and online for teachers and parents that discussed eviction. She worked with outside agencies to bring training to our staff and parents about the African American and Hmong cultures. By working with guest speakers, she helped implement special presentations for our students at Edison around the topic of diversity. The school counselor has helped set a good foundation for Edison to be a culturally responsive school and will continue to work on this for the years to come. All of the examples listed above have a direct impact on students in many ways. This could be through the conversations they are having at home and at school or through the relationships they will build on in the future. Both of these programs were put into place because data was reviewed and it was evident that there was a need for them.

Our school continuously focuses on personal excellence. I am 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

Chart #1

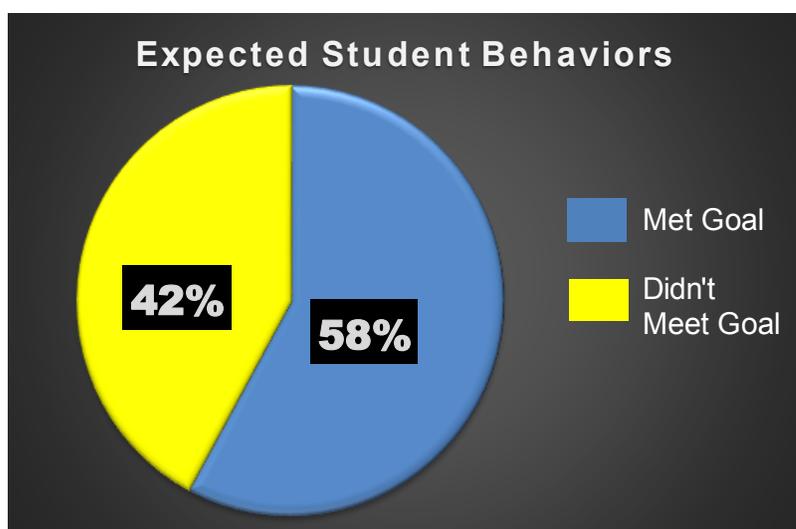


Chart #1

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. Each student has three expectations that are being monitored on their point sheet. These expectations include being respectful, responsible, and safe. Nineteen Edison students were placed on CICO during the 2016/2017 school year. Eleven of the nineteen students (58%) met their goal of receiving 80% Expected Behavior or higher, on average, everyday. These students made significant improvement in behavior choices. Students are typically on the CICO program for six to eight weeks. Once students can maintain meeting their expectations 80% of the time, for two weeks, they can graduate from the program. If this intervention is not effective then the Tier II team will look at other options to help the students. Through the hard work of the school counselor, the CICO program has shown success and has been helpful to many students.

Chart #2

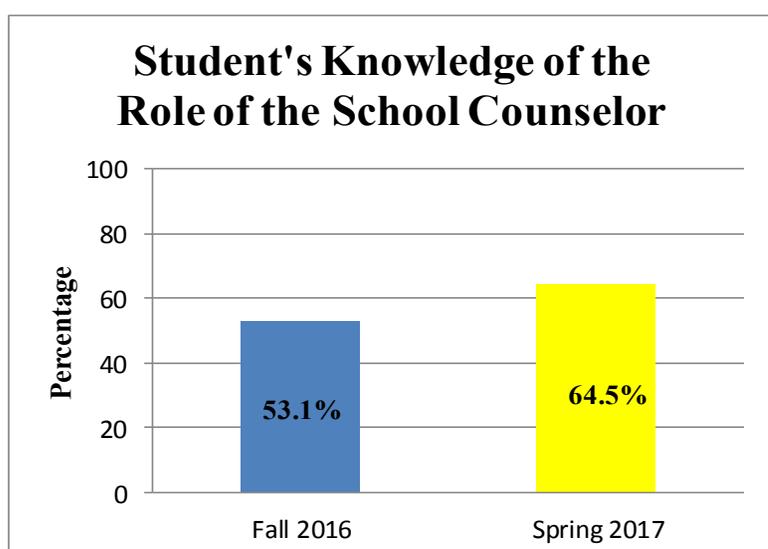


Chart #2

The graph to the left shows the percentage of students who knew the role of the school counselor in the beginning of the school year and then again at the end of the school year. This was one of the questions on the school climate survey that the counselor administered. The school counselor is constantly informing students, staff, and parents about her role in the school. The counselor taught a guidance lesson at each grade level, on what her job is at the school and is constantly reinforcing what her role is throughout the year. She has displays outside her office that describes the counseling program. The WSPAR is posted on the school website for community members to view. The school counselor and counselor assistant also presented at a parent meeting during the spring of 2017 and shared data about the positive effects of the school counseling program. Looking at this data it is evident that knowledge was gained and that there is still room for knowledge to grow.

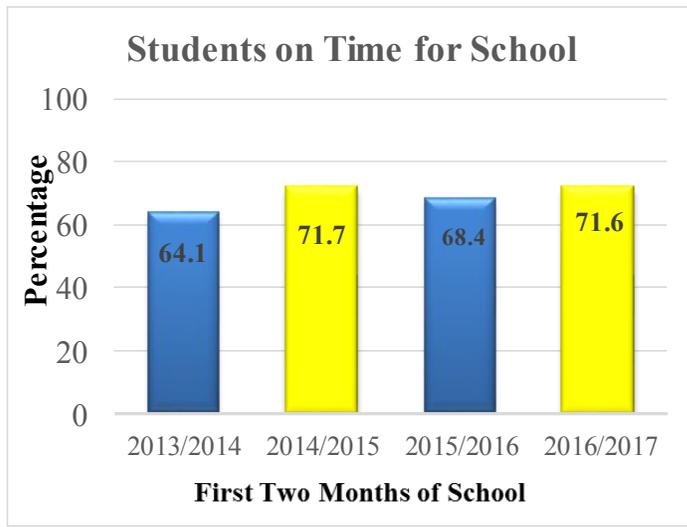
## Student Results

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, social/emotional, and career.

### Academic

**ASCA MS.3** Sense of belonging in the school environment.  
**B-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.

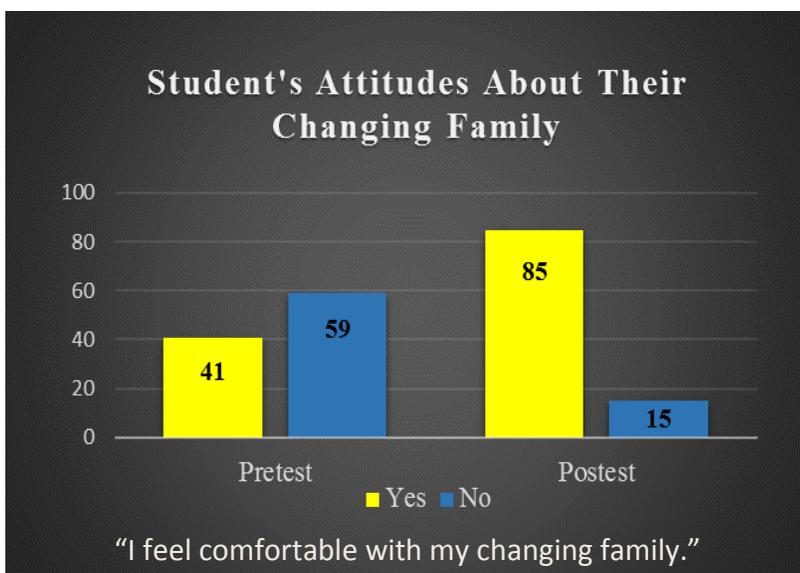
The graph to the right shows the percentage of students on time to school for the first two months of the past four years. The school counselor wanted students to become more responsible with getting to school on time. She implemented "The Golden Clock" during the 2014/2015 school year. Homerooms that 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 worked more closely with specific families who needed help with getting to school on time. As a result the percentage of students getting to school on time increased back up to 71.6%.



### Social/ Emotional

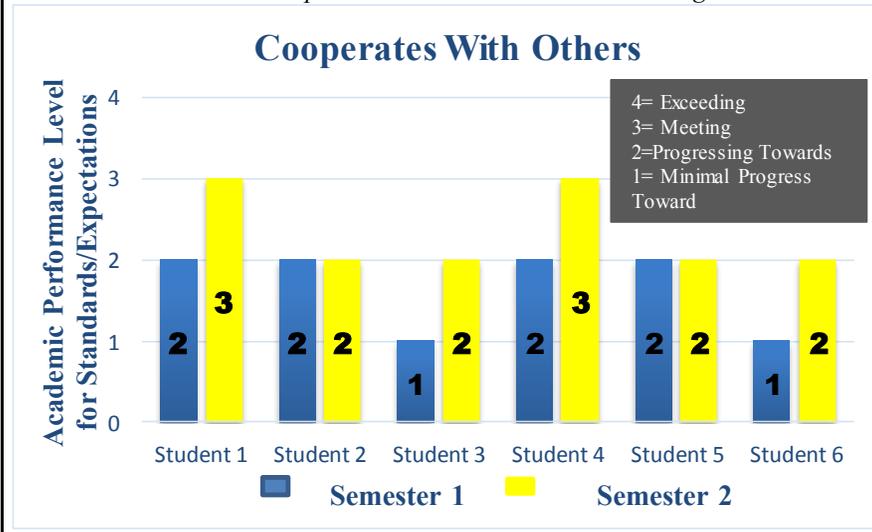
**ASCA MS.1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.  
**B-SMS.10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.  
**WCSCM D.1** Acquire and demonstrate self-awareness and self-acceptance as it relates to understanding oneself. **D.4.1.1** Demonstrate positive attitudes toward self as a unique and worthy person.

The school counselor assistant implemented a changing families group after gathering data and finding a need for student support in those areas. Twelve students were chosen to participate in the group because each student experienced either recent death, new siblings, or separation and divorce. Each student was given a pretest to collect data on their personal experiences with their changing family, their coping strategies, and about their attitudes and feelings about how their family had changed. During group, students participated in sharing their personal stories, learning about coping strategies, and creating a "Banana Split" project which touched on their feelings, being flexible, positive, and looking for the good things that happen each day. At the end of the seven week group term, students were given a posttest to again measure their experiences, coping strategies, and attitudes and feelings about their changing family. The data analysis showed that students felt more comfortable about their changing family than they previously had at the time of the pretest.



### Career

**ASCA MS.4** Understanding that postsecondary education and life-long learning are necessary for long-term career success. **B-SS.6** Use effective collaboration and cooperation skills. **WCSCM G.2** Develop positive interpersonal skills necessary to be effective in the world of work. **G.4.2.1** Demonstrate positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative.

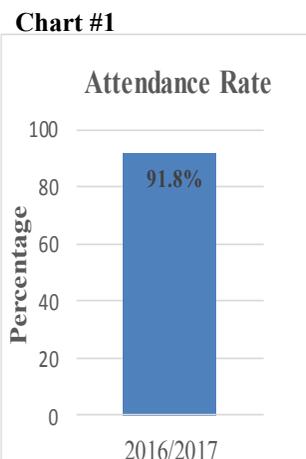


During the first half of 2016/2017 school year, the school counselor facilitated a social skills group lasting sixteen weeks. Many of the sessions focused on teamwork and working well with others. Each student is evaluated on the report card on Characteristics of Lifelong Learners. Under the "Being Respectful" domain, each student was scored with how well they cooperated with others. Students' scores are based on the following performance levels: 1- minimal progress toward, 2- progressing toward, 3- meeting, and 4- exceeding. On the semester one report card, the group had an average score of 1.6. During the semester two report card, the group had an average score of 2.3. As you can see on the graph four students increased their score on cooperating with others. This is an essential skill for when these students enter the work world. With the help of the school counseling program, these students will be more prepared for entering the work world.

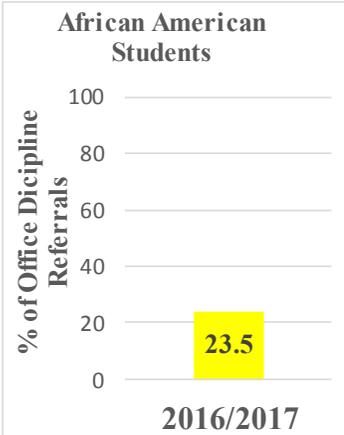
### School Counseling Program Goals

**Chart #1**

Through targeted counselor intervention, Edison Elementary School will raise attendance rate from 91.8% to 93% in the 2017/2018 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 2018, the African American student population will decrease their percent of ODRs by 5%. The baseline data shows the percentage of office discipline referrals earned by African American students during the 2016-2017 school year. While African American students earned 23.5% of ODRs the make up of African American students is only 12.3%. Discipline referrals significantly disrupt the learning environment and were, therefore, identified as a targeted goal for this group. The counselor will work with the Culture Response committee to come up with initiatives on how work with this group, so the percentage of ODRs earned to African American students can be lowered.