



Jefferson Elementary School "Making Connections That Count"

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Lori Leschisin, Principal
Jean Herron, Counselor



2015-2016 Wisconsin School Counseling Program Accountability Report

Principal's Comments

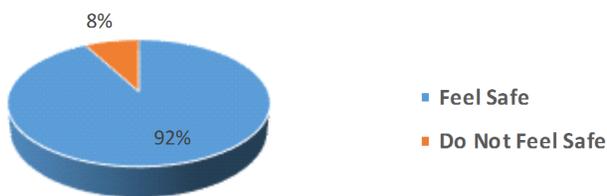
Jefferson's School Counseling Program (SCP) is aligned with the Comprehensive School Counseling Model (CSCM). It is clear that through our counseling program students are being supported in the areas of academics, personal/social, and career development. Jefferson continues to progress with fidelity in its school-wide universal and tier-2 PBIS processes. One example of counselor effectiveness relates to her pivotal responsibilities in providing education and training to our staff and students in the implementation of Jefferson's PBIS framework. Her contributions led to a school-wide score of 94% on the spring 2016 PBIS Self Assessment Survey. As the Jefferson PBIS Tier 2 Coordinator, the counselor also facilitates a smooth transition for identified students into needed Tier 2 interventions. Check-in/Check-out (CICO) is a second example of a counselor-facilitated intervention for students who are not meeting universal behavioral expectations as demonstrated by school behavioral data. During the 2015-16 school year 84% of students placed on CICO were successful, a clear indication of the impact our SCP has had on students.

Our counselor uses a multifaceted and differentiated approach when responding to student crisis. Because we are a Title one school many of our children come from dysfunctional homes that leave them having to fend for even their most basic needs. How a counselor responds to the needs of our children may require a different approach each day. The ability to recognize and apply the help that is appropriate and timely takes a very skilled counselor and we have that in Jean. She develops goals that not only address the needs of our school as a whole but are individual enough to meet the concerns that may be connected to only one student. This past year Jean has played a pivotal role in addressing the attendance needs of our children. By helping students feel welcome and parents feel supported she helped to cut our truancy in half. This was done by making personal contacts with each and every student who was at risk for being habitually truant. Because truancy at the elementary level often times is parent based Jean understood the importance of having that positive connection with our parents as well. With a school that is culturally diverse Jean also designed social skills lessons that helped students understand the role that they play even at a young age as it pertains to tolerance, respect, prejudice and discrimination. To have a confident and caring culture these concepts must be understood and addressed in a way that they can feel empowered to make constructive change in our school. Finally, students need to have a goal and purpose in their life. Jean provided classroom lessons for our 6th grade children that made them career aware. No matter where they come from or what they may not have now they have opportunities available to them in the future to pursue academic or technical careers. Our school motto is that we "make connections that count" which also best describes our comprehensive school counseling program.

School Climate and Safety

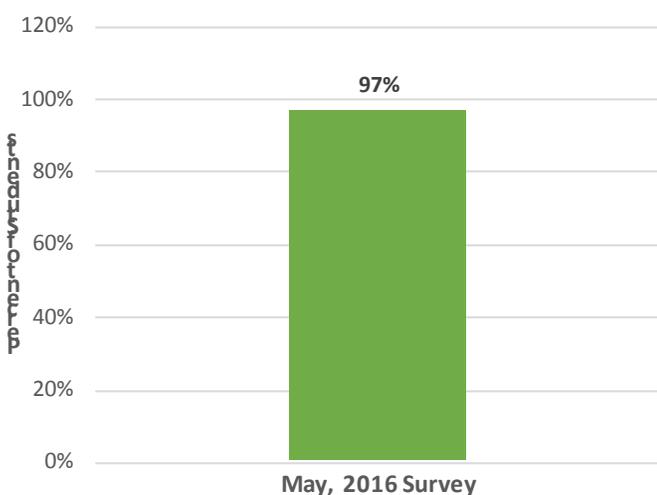
The Jefferson Elementary School counselor has been an integral element in planning and implementing the school's PBIS process. The counselor has trained and encouraged district and site staff in sustaining all PBIS efforts with fidelity. The counselor has participated in the site design of universal social skills lesson plans that are taught weekly to all students. The school-wide expectations for students are that they are respectful, responsible, and safe. The PBIS program has definitely strengthened the school's climate and safety, as indicated below.

I Feel Safe On The Playground



The graph to the left shows the number of students who feel safe on the playground. This survey was taken in May, 2016 by all K—6 students at Jefferson. 92% of students said that they DO feel safe on the playground. 8% of students said they DO NOT feel safe. This data helps to inform the counselor and PBIS team of the universal needs for school-wide social skills instruction. The school counseling program implements this survey and analyzes the results data. The school counselor uses this data to inform the PBIS team of needed intervention changes each year. By analyzing this data, the school counselor contributes to the anticipated results of seeing students perceive that school is a safe place, they belong at school, and contributes toward increasing student attendance and decreasing truancy rates.

Correct Knowledge of 3 School Wide Expectations



The graph to the left indicates that 97% of students at Jefferson are able to explain the 3 school-wide behavioral expectations of being safe, respectful, and responsible. The counselor teaches these 3 expectations in Comprehensive School Counseling Guidance lessons K—6 and teachers reinforce them in all settings. The school counselor utilizes this data to inform the PBIS committee of the effects of the PBIS process upon school climate.

Student Results

The school counselor continuously utilizes the ASCA Mindsets and Behaviors standards and the WCSCM standards to ensure the delivery of an excellent counseling program. Data is analyzed on a consistent basis in the three domains of academic, personal/social, and career development. Through the use of this data, the counselor determines program needs and goals as well as whether these goals are being attained. This improves student learning in all three areas.

Academic	Career	Personal/Social																																				
<p>ASCA MS.3 Sense of belonging in the school environment.</p> <p>SMS.6 Demonstrate ability to overcome barriers to learning.</p> <p>WCSCM A.3 Demonstrate responsibility for achieving school success.</p> <p>A.4.3.1 Demonstrate taking responsibility for actions</p> <p>The school counselor realizes the importance of supporting the academic success of all students. Students are unable to learn and perform at their potential unless they are present at school. The school counselor was part of a collaborative program to reduce truancy in the 2015-16 school year called Attendance Matters. This program consisted of parent phone calls, letters of support, and student meetings. The school counselor met with targeted students meeting the attendance criteria. As a result, truancy was reduced in 2015-16 to 28 students compared with 56 students in the 2014-15 school year, prior to this program.</p> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Attendance Matters Truancy Rates</caption> <thead> <tr> <th>School Year</th> <th>Number of Students Truant</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>56</td> </tr> <tr> <td>2015-16</td> <td>28</td> </tr> </tbody> </table> </div>	School Year	Number of Students Truant	2014-15	56	2015-16	28	<p>ASCA MS.6 Positive attitude toward work and learning.</p> <p>SS.5 Create positive and supportive relationships with other students.</p> <p>WCSCM D.1 Acquire and demonstrate self-awareness and self acceptance as they relate to understanding oneself.</p> <p>D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference).</p> <p>The SCP plays a crucial role in teaching students how to respect one another. The school counselor facilitates classroom guidance lessons which support personal/social growth that leads to greater student achievement. The counselor provided cultural competency lessons to 39 5th graders to increase their understanding of how to respect one another. As a result, students gained increased proficiency in their understanding of the following concepts: Tolerance, respect, stereotypes, prejudice and discrimination. A pre-test was administered prior to these lessons which showed a group understanding of the above concepts at 51%. After the lessons the post test revealed that 100% of students understood all 5 concepts.</p> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Student Pre & Post Test Results Cultural Competency Definitions Scores</caption> <thead> <tr> <th>Test</th> <th>Percent of Correct Definitions</th> </tr> </thead> <tbody> <tr> <td>PreTest</td> <td>51%</td> </tr> <tr> <td>PostTest</td> <td>100%</td> </tr> </tbody> </table> </div>	Test	Percent of Correct Definitions	PreTest	51%	PostTest	100%	<p>ASCA MS.4 Understanding that postsecondary education and life-long learning are necessary for long term career success.</p> <p>LS.9 Gather evidence and consider multiple perspectives to make informed decisions.</p> <p>WCSCM H.1 Attain educational achievement and performance levels needed to reach personal and career goals.</p> <p>H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two year, four-year, and professional degrees) and performance skills needed to attain personal and career goals.</p> <p>The school counselor provided 43 6th grade students with lesson plans on career awareness. In one lesson a pre-test was given to assess student knowledge in several areas related to career awareness. One of the questions asked them to rate their current understanding of the various careers available with a technical college degree. In the pre-test 16 students agreed or strongly agreed they had that understanding compared with 37 students reporting that same level of understanding after the lessons. That equates to 85% of students reporting they agreed or strongly agreed to having an understanding of the various careers available with a technical college degree compared with 37% before these lessons.</p> <div style="text-align: center; margin-top: 10px;"> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>PRE-TEST</p> <p>"I Have an understanding of the various careers available with a technical college degree".</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Strongly Agree</td><td>12%</td></tr> <tr><td>Agree</td><td>25%</td></tr> <tr><td>Not Sure</td><td>30%</td></tr> <tr><td>Disagree</td><td>19%</td></tr> <tr><td>Strongly Disagree</td><td>14%</td></tr> </tbody> </table> </div> <div style="text-align: center;"> <p>POST TEST</p> <p>"I have an understanding of the various careers available with a technical college degree".</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Strongly Agree</td><td>44%</td></tr> <tr><td>Agree</td><td>42%</td></tr> <tr><td>Not Sure</td><td>0%</td></tr> <tr><td>Disagree</td><td>0%</td></tr> <tr><td>Strongly Disagree</td><td>14%</td></tr> </tbody> </table> </div> </div> </div>	Response	Percentage	Strongly Agree	12%	Agree	25%	Not Sure	30%	Disagree	19%	Strongly Disagree	14%	Response	Percentage	Strongly Agree	44%	Agree	42%	Not Sure	0%	Disagree	0%	Strongly Disagree	14%
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SCHOOL COUNSELING PROGRAM GOALS

During the 2015-16 school year, trancies decreased and attendance increased compared with past years as evidenced in the graph above. It is essential this trend improve to ensure all students' academic success. In the 2016-17 school year, the school counselor will create another layer of support to increase attendance rates. She will create a new student intervention within the RTI Attendance Matters process that will decrease truancy rates to less than 10% of the student population.