



**Jefferson Elementary School**  
**“Making Connections That Count”**

1000 S. Mason Street, Appleton, WI 54914  
 920-832-6260  
<http://www.aasd.k12.wi.us/Jefferson/>  
 Lori Leschisin, Principal  
 Jean Herron, Counselor  
 2016-17 Enrollment: 379



**2016-2017 Wisconsin School Counseling Program Accountability Report**

**Principal’s Comments**

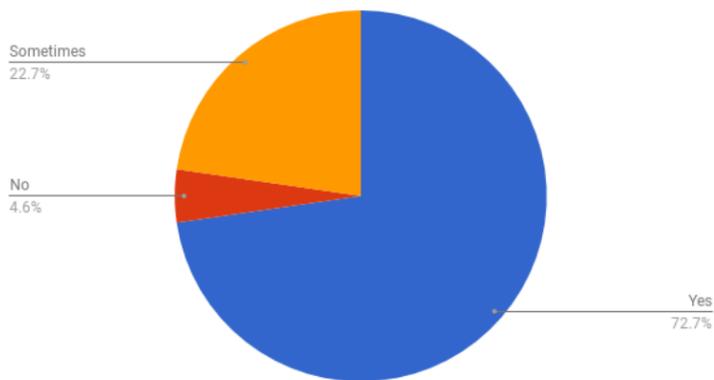
Jefferson’s School Counseling Program (SCP) is aligned with the Comprehensive School Counseling Model (CSCM). It is clear that through our counseling program students are being supported in the areas of academics, personal/social, and career development. Jefferson continues to progress with fidelity 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 92% on the spring 2017 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 2016-17 school year 82% 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. Jean plays a pivotal role in addressing the attendance needs of our children. By helping students feel welcome and parents feel supported she reduces our truancy concerns. In part this is 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 designs social skills lessons that helps 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 provides classroom lessons for our 6<sup>th</sup> 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**

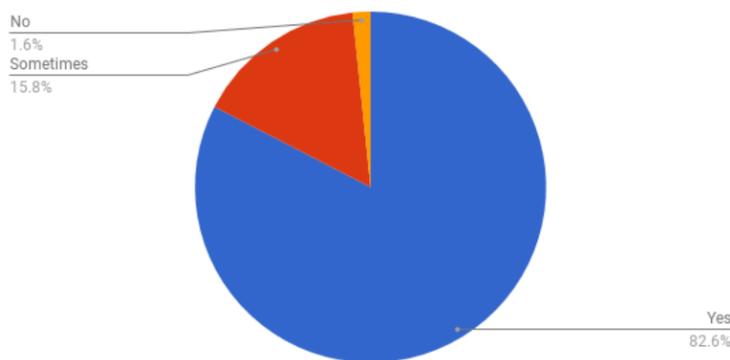
*The Jefferson Elementary School counselor has been an integral element in planning and implementing the school’s PBIS process. The counselor has trained and encouraged district and site staff in sustaining all PBIS efforts with fidelity. The counselor has participated in the site design of universal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

Count of I feel safe at school.



The graph to the left shows the number of students who feel safe at school. This survey was taken in Winter, 2017 by all K—6 students at Jefferson. 72.7% of students said that they DO feel safe at school. 22.7% of students said they SOMETIMES feel safe at school. 4.6% of students said they DO NOT feel safe at school. This data helps to inform the counselor and PBIS team of the universal needs for school-wide social skills instruction. The school counseling program 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.

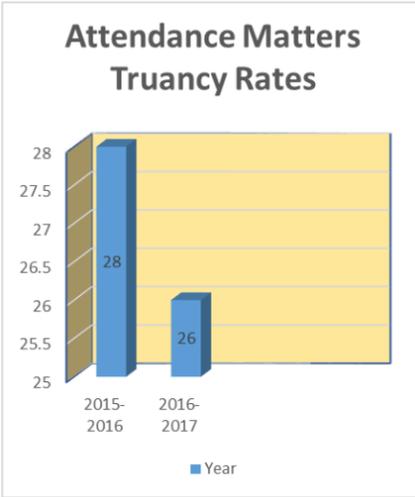
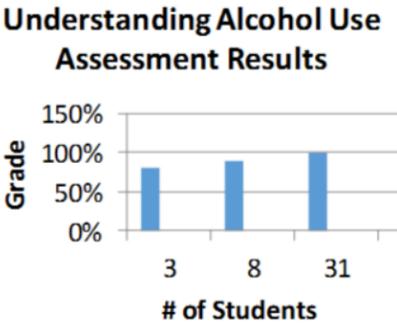
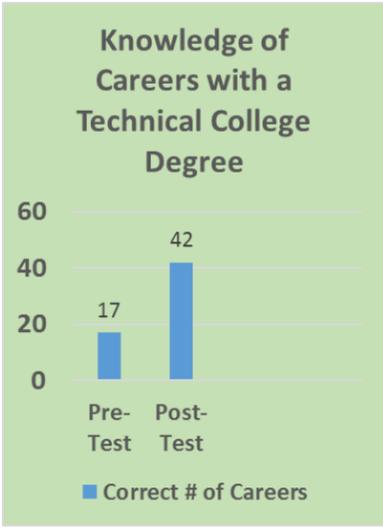
Count of There is a grown-up at school who will help me if I need it.



The graph to the left indicates that 82.6% of students at Jefferson believe there is a grown-up at school who will help them if they need it. The counselor instructs all students in Comprehensive School Counseling Guidance lessons K—6. These lessons consistently ask students to reflect on who their safe adults are at school. Teachers reinforce this 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	Personal/Social	Career																				
<p><b>ASCA MS.3</b> Sense of belonging in the school environment.</p> <p><b>SMS.6</b> Demonstrate ability to overcome barriers to learning.</p> <p><b>WCSCM A.3</b> Demonstrate responsibility for achieving school success.</p> <p><b>A.4.3.1</b> Demonstrate taking responsibility for actions</p> <p>The school counselor realizes the importance of supporting the academic success of all students. As a result of a new process called “Attendance Matters”, truancies decreased to 28 by the end of the 2015-16 school year compared with 56 the prior year. In the 2016-17 school year, the school counselor created another layer of support to continue increasing attendance rates. She met with students and contributed to decreasing truancy rates to 26 students (or .06, less than 10% of the student population).</p> <div style="text-align: center;">  <p><b>Attendance Matters Truancy Rates</b></p> <table border="1"> <tr> <th>Year</th> <th>Truancies</th> </tr> <tr> <td>2015-2016</td> <td>28</td> </tr> <tr> <td>2016-2017</td> <td>26</td> </tr> </table> </div>	Year	Truancies	2015-2016	28	2016-2017	26	<p><b>ASCA MS.1</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p><b>B-SMS.9</b> Demonstrate personal safety skills.</p> <p><b>WCSCM F.1</b> Students will use safety and wellness skills.</p> <p><b>F.4.1.1</b> Acquire and demonstrate self-management and responsibility for health promoting behavior.</p> <p>The SCP plays a crucial role in teaching students the value and importance of health and wellness. The school counselor facilitates classroom guidance lessons which support personal/social growth that leads to greater student achievement. The counselor provided alcohol awareness lessons to 42 4th graders to increase their understanding of how to make healthy decisions. As a result, students gained proficiency in their understanding of the dangers of alcohol use. An assessment of concepts learned indicated that 31 achieved 100%, 8 achieved 90%, and 3 achieved 80%. This resulted in a class average of 90.47%.</p> <div style="text-align: center;">  <p><b>Understanding Alcohol Use Assessment Results</b></p> <table border="1"> <tr> <th>Grade</th> <th># of Students</th> </tr> <tr> <td>100%</td> <td>3</td> </tr> <tr> <td>90%</td> <td>8</td> </tr> <tr> <td>80%</td> <td>31</td> </tr> </table> </div>	Grade	# of Students	100%	3	90%	8	80%	31	<p><b>ASCA MS.4</b> Understanding that postsecondary education and life-long learning are necessary for long term career success.</p> <p><b>LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions.</p> <p><b>WCSCM H.1</b> Attain educational achievement and performance levels needed to reach personal and career goals.</p> <p><b>H.8.1.1</b> 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 47 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 17 students agreed or strongly agreed they had that understanding compared with 42 students reporting that same level of understanding after the lessons. That equates to 89% of students reporting they agreed or strongly agreed to having an understanding of the various careers available with a technical college degree compared with 36% before these lessons.</p> <div style="text-align: center;">  <p><b>Knowledge of Careers with a Technical College Degree</b></p> <table border="1"> <tr> <th>Test</th> <th>Correct # of Careers</th> </tr> <tr> <td>Pre-Test</td> <td>17</td> </tr> <tr> <td>Post-Test</td> <td>42</td> </tr> </table> </div>	Test	Correct # of Careers	Pre-Test	17	Post-Test	42
Year	Truancies																					
2015-2016	28																					
2016-2017	26																					
Grade	# of Students																					
100%	3																					
90%	8																					
80%	31																					
Test	Correct # of Careers																					
Pre-Test	17																					
Post-Test	42																					

## SCHOOL COUNSELING PROGRAM GOALS

During the 2016-17 school year, Spring MAP Reading scores indicated 27.59% of African American students were At/Above Benchmark. In the 2017-18 school year, the counselor will be integrally involved in culturally responsive training & practices. By June, 2018, identified African American 1st—6th grade students will increase the spring MAP reading scores by 10% from 27.59% to 30.34 % At/Above Benchmark.